Healdswood Infant and Nursery School

Statement of Mental Health

Moral Purpose

At Healdswood Infant and Nursery School we are determined to see each and every individual thrive!! We believe, we work hard to make our children, our parents, our wider community believe in our vision and intent. We strive for belonging; for not only our children to belong but also our staff, our parents and the wider community, working in unison to empower our children's well-being. We act resilient; whatever challenges we are faced with we face together and see things through to the end. Finally, we engage; we do not sit on the side lines, we get involved, interact, go back and forth and ensure that not only the children, but all the adults within are community engage also.

These are intertwined with our school's curriculum intent statement, our vision, and our learning powers, in particular: 'have a go hero' 'keep it up captain' 'team effort expert' and 'learning legend'.

Our moral purpose can therefore be summarised below –

Belief

Belonging

Resilience

Engagement

What Inclusion and Effective Mental Health Interventions mean to us:

- It is our moral imperative for the child to stay at the forefront of each and every action we take
- There is no 'one size fits all model' – everything is individualised
- Children feel listened to, heard, understood and cared for
- Behavioural expectations are clear and understood
- Praise and reward take priority
- Children are present- attendance matters
- Interventions are evidence based
- Reflection and evaluation are part of every cycle
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Expectations of each other:

- Keeping Young People Safe in Education - read and understood
- Ensure a good understanding of our school code of conduct, behaviour policy, safeguarding and attendance policies
- Mutual respect is shown to all individuals – 'treat others as you would like to be treated' - Engagement with wider community outreach

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Safeguarding

Safeguarding comes first
Staff training is conducted annually with constant reminders and updates shared with all staff
Staff induction processes including safeguarding training
All staff have read KCSIE 2026 and understand this document
Safeguarding is everyone's responsibility
Concerns are logged on CPOMS
The Head Teacher and Assistant Head Teacher's are experts in this field

Attendance

Attendance is everyone's responsibility
Attendance officers check in with students with persistent absence
Class Dojo allows teachers and parents to communicate easily about attendance/absence
We work as a team to try to remove barriers to good school attendance
First response attendance policy in place- if they are not in school we chase them up straight away to find out why
Incentives to encourage punctuality
Take each child and their needs on a case-by-case basis

Behaviour

Behaviour for learning is evidenced throughout the school community
We work on a positive behaviour strategy- 'Healdswood Behaviour Tower'
Praise for positive behaviour takes precedence over consequences
Take each child and their needs on a case-by-case basis
We involve parents in supporting their child to improve their behaviour

Curriculum

Mental health is intertwined into many aspects of the school curriculum
Learning powers, taught through assemblies and continually throughout school life
PSHE has important links with mental well-being- keeping health, positive relationships
All areas are research based
Assessments and questionnaires are carried out to measure impact

Nurture Provision

Individualised support is driven by our moral purpose
We intervene early
The interventions we deliver are evidence based
We monitor effectiveness and impact of our interventions
We fully involve parents in this process
We offer a large range of interventions to suit different needs
Mental health and well-being are of high importance within our setting