



St Mary's and St Peter's C of E School

Emotional Health and Wellbeing Policy

We believe high standards of care and love are an integral part in the quality of teaching and learning across the whole curriculum. Our Christian vision of 'Life in all its fullness' is at the heart of our school and we believe that all within our community should be able to flourish and achieve their full potential.

This policy, along with all our policies and practices, has been written with our vision of *life in all its fullness* for the children, staff, and wider community in mind, and to support us in realising that vision.

This policy reflects the core values of the school: wisdom, hope, community and dignity.

Introduction

We believe that every child should enjoy their education and be happy, healthy and safe at school. We believe that by providing opportunities at school for enhancing physical and emotional health and wellbeing, we will improve long term health, increase social inclusion, improve behaviour and attendance and raise achievement for all.

We recognise that being emotionally and mentally healthy is as important as being physically healthy. We employ a number of measures within our school and work with external professionals and agencies as part of our efforts to meet the emotional wellbeing and mental health needs of pupils, parents and staff.

We recognise that children who are not emotionally and mentally healthy will not access or gain the full benefit of learning opportunities. We endeavour to equip pupils with the tools necessary to deal with a variety of challenging situations in life, so that they manage given situations in an appropriate way that will not be detrimental to their emotional health and wellbeing. In addition to this, we aim for our pupils to feel confident in raising concerns or asking for help and support.

We recognise that staff are of key importance to the successful running of the school on a daily basis. Thus, it is of paramount importance that we feel happy, motivated and supported in our roles so that we can undertake them to the best effect.

We understand that parenting can be challenging and that many parents may need support from time to time. This may include support with their own emotional health and wellbeing. We work with a number of services to support parents.

Links with other policies and practices

This policy should be read in conjunction with the school's Safeguarding and Child Protection Policy, Equal Opportunities Policy, Online Safety Policy, Behaviour Policy, SEND Policy, First Aid Policy and Relationships and Sex Education Policy.

We value wisdom, hope, community and dignity.

This policy links with the Staff and Governor Codes of Conduct. This policy links with the school's curriculum plan for PHSE, RSE, RE, PE and Science.

Aims and expectations

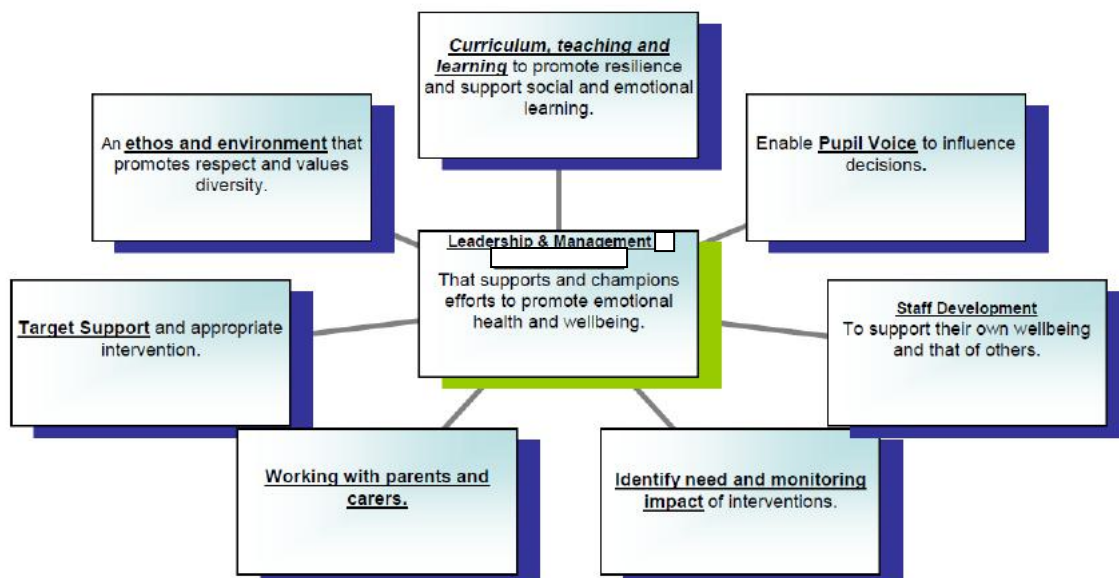
Our aim is for every child to leave SMSP feeling good about themselves and having confidence. This equips children with the determination to work towards achieving their life long goals and ambitions while being able to self-regulate their feelings and emotions in order to deal with life's challenges.

At SMSP, we aim to support the development of knowledge, strategies and confidence so that members of the school community are able to:

- form positive and appropriate relationships;
- feel safe and secure in a nurturing environment;
- recognise signs and symptoms of emotional difficulties;
- speak out and know where to seek help or advice;
- support and offer help to others;
- develop knowledge of strategies for self-regulation during challenging situations;
- communicate their own feelings to others appropriately;
- celebrate and learn to like themselves, their achievements and be able to enjoy the success of others;
- understand the importance of a good work/school life balance;
- become healthy and fulfilled individuals that exude positive energy.

Promoting Emotional Health and Wellbeing

The following diagram presents eight principles to promote emotional health and wellbeing.



Strategies

We meet our aims and objectives within the curriculum and indirectly through our daily lives at school.

In EYFS the prime area 'Personal Social and Emotional Development' is at the heart of the curriculum. This 'prime' area is assessed and pupils must achieve well in order to meet national expectations. This ensures that all colleagues focus on each child's needs at this crucial developmental stage in their lives.

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In KS1 and KS2 our 'Jigsaw' PSHE curriculum focusses on mental health and wellbeing. In addition, we provide opportunities through other areas in the timetable such as drama lessons, circle time and assemblies. The Education Wellbeing Practitioner (EWP) leads workshops for children and parents.

We provide extra-curricular activities which support pupils in achieving a healthy work/life balance through a broader curriculum, such as the Mindful Ninja sessions, karate, sewing, choir, gardening, music and sport.

We use the Zones of Regulation framework to foster self-regulation and emotional control within the school. It provides strategies to help children become more aware of their emotions, improves their control and their ability to resolve conflicts.

We provide a transition programme for Year 6 children in preparation for their move to secondary schools including additional EWP workshops covering resilience and transition for those pupils who need further support transitioning.

Supporting Staff

We endeavour to promote a healthy work/life balance amongst colleagues because we care about our staff as individuals and the overall effectiveness of our school. We believe that in doing so we promote the emotional health and wellbeing of staff. We currently achieve this by

- celebrating success and achievement of colleagues
- promoting a culture of mutual respect through our staff code of conduct
- organising a clear annual calendar of dates so that colleagues can plan and prepare for them and ensuring that changes are kept to a minimum
- arranging parents meetings in a week when we do not have a training meeting or after school clubs
- enabling colleagues to undertake training and train others
- ensuring resources are readily available to colleagues
- reducing workload by
 - enabling colleagues to use planning that has been created during previous years
 - ensuring marking and feedback is purposeful and effective
 - having a rota for collective worship
 - having specialist teachers to reduce the number of subjects taught by class teachers, e.g. music, dance, sport coaches and computing
 - supporting colleagues with time management
- organising the school into phases so that colleagues feel supported
- providing dedicated PPA time for teachers within year groups
- providing leadership time within the timetable
- promoting a collegiate culture, where peers support each other
- organising a variety of social activities throughout the year
- gathering staff feedback to elicit wellbeing needs, work-life balance and reflect on the outcomes to inform our systems and practice
- enabling colleagues to attend personal commitments either through paid or unpaid leave in accordance with school procedure
- providing free tea and coffee
- organising CPD, e.g. Art of Brilliance; Drumming music therapy session for staff

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If a colleague presents as having mental health needs and requires support, the school can refer to Occupational Health so they can advise and support them. If a colleague is absent from school for more than ten working days in a calendar year, the school refers to Occupational Health and they may advise on a colleague's mental health. Finally, when the Head or Deputy undertake a return to work meeting following an absence they will also assess a colleague's fitness to return to work and this includes mental health.

Supporting Parents

The school works collaboratively with parents to ensure all concerns are addressed and discuss how best to support the child.

Information is posted on the school website to support and sign post parents. For example, information about Mindfulness, Separation, Tragic Events, Bullying and Online Safety is available in the Parent section. In addition, information is posted following Coffee Mornings / Workshops for those parents unable to attend, e.g. settling children into Reception, Zones of Regulation.

We encourage parents to raise any concerns they may have and signpost them to additional support, e.g. CAMHS, Educational Psychology Service or Social Care.

Identification of specific needs

All adults that work in the school are responsible for sharing their concerns for the emotional health and wellbeing of pupils and staff within the school. Children are reminded of this in assemblies and PSHE lessons. Posters around school identify the DSLs and signpost children to NSPCC helpline.

Initial concerns are raised with the class teacher and or a member of the Senior Leadership Team (SLT). However, if there is a fear that the pupil is in danger of being harmed or could harm themselves, then the regular protocol for Safeguarding and Child Protection is followed and the concern is referred to the Designated Safeguarding Leader or Deputy.

We encourage children to talk to a 'trusted' adult.

This support is monitored by the designated wellbeing lead/Deputy Head.

When appropriate, external support will be sought after through agencies such as Early Help, Mental health Support team (MHST), Child Adolescent Mental Health Services (CAMHS), Educational Psychology Service or Social Care to meet the specific needs of children. If a child requires more intensive support a referral to CAMHS will be made by the school.

Other targeted support is offered to pupils with specific needs within the school day including Friendship group and Lego. Class teachers, our Emotional Learning Support Assistant (ELSA), the SaLT or the SENDCo offer this support. Play, Art or Music therapy is available through MHST provision. We also have two members of staff who are Mental Health First Aiders.

We recognise how important it is that staff are calm, supportive and non-judgemental to children who disclose a concern about themselves or a friend. The emotional and physical safety of our children is paramount and staff listen rather than advise. Staff make it clear to children that the concern will be shared with the Wellbeing Leads or the Safeguarding Lead and recorded, in order to provide appropriate support to the child.

All disclosures are recorded, including date, name of pupil and member of staff to whom they disclosed, summary of the disclosure and next steps.

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Training

We endeavour to support staff members in being able to recognise and respond to emotional health and wellbeing issues and as part of our regular Safeguarding training.

All staff understand about possible risk factors that might make some children more likely to experience problems, such as: physical long-term illness, having a parent who has a mental health problem, death and loss, including loss of friendships, family breakdown and bullying. They should also understand the factors that protect children from adversity, such as self-esteem, communication and problem-solving skills, a sense of worth and belonging and emotional literacy.

All staff undertake regular training to look out for signs of:

- Isolation from friends and family and becoming socially withdrawn
- Changes in activity or mood or eating/sleeping habits
- Non-compliant, disruptive or aggressive behaviour
- Falling academic achievement
- Talking about self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope
- Secretive behaviour
- An increase in lateness or absenteeism
- Not wanting to do PE or get changed for PE
- Wearing long sleeves in hot weather
- Drugs or alcohol misuse
- Physical signs of harm that are repeated or appear non-accidental
- Repeated physical pain or nausea with no evident cause

The Wellbeing Lead will be working through the Senior Mental Health Lead training. The school is taking part in the Trailblazers programme, which gives access to a wealth of mental health support and guidance.

Monitoring

Everyone is responsible for and expected to take an active interest in the emotional health and wellbeing of children within our care.

The PSHE leader and the Wellbeing leads are responsible for supporting colleagues in the teaching of emotional health and wellbeing through PSHE (KS1/2) and Personal, Social and Emotional Development (EYFS).

The Deputy Head (DSL) is responsible for monitoring specifically identified issues with children and for liaising with external agencies and supporting class teachers.

The Wellbeing/Safeguarding Governor oversees emotional health and wellbeing as part of their role.

The Deputy Headteacher is the Designated Safeguarding Lead and is responsible for ensuring training needs and continued professional development.

Review

The Resources Committee of the Governing Body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulation.

Safeguarding

St Mary's and St. Peter's fully recognises its moral and statutory responsibility to safeguard and promote the welfare of all pupils and staff. Our Emotional Health and Wellbeing Policy is one of a range of documents which set out the safeguarding responsibilities of the school. We wish to create a safe, welcoming and vigilant environment for children, parents and staff where they feel valued and are respected.

Policy Date: February 2024

Review Date: February 2025

Additional Information

For support on specific mental health needs

Anxiety UK www.anxietyuk.org.uk OCD UK www.ocduk.org

Depression Alliance www.depressoinalliance.org

Eating Disorders www.b-eat.co.uk and www.inourhands.com

National Self-Harm Network www.nshn.co.uk

www.selfharm.co.uk

Suicidal thoughts Prevention of young suicide UK – PAPYRUS: www.papyrus-uk.org

For general information and support

www.youngminds.org.uk champions young people's mental health and wellbeing

www.mind.org.uk advice and support on mental health problems

www.minded.org.uk (e-learning)

www.time-to-change.org.uk tackles the stigma of mental health

www.rethink.org challenges attitudes towards mental health