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# EMOTIONAL HEALTH AND WELL-BEING POLICY

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‘Therefore encourage one another and build each other up.’

Thessalonians 5:11

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The national criteria states:

"A healthy school ensures that when pupils are unhappy, anxious, disturbed or depressed there are open channels for them to seek or be offered support, without stigma and with appropriate confidentiality. A healthy school actively seeks to promote emotional health and well-being and helps pupils to understand their feelings".

At Tenbury C.E. Primary Academy we work towards positive Emotional Health and Wellbeing in the whole of our school community.

## **CONTEXT AND RATIONALE**

Emotional health and wellbeing promotes school success and improvement by:

- contributing positively to priorities such as enhancing teaching and learning, raising standards, promoting social inclusion and improving behaviour and attendance
- involving pupils more fully in the operation of the school
- helping pupils feel happier, more confident and more motivated
- helping to meet legal, ethical and curricular obligations

## **AIMS**

### **General**

- Happier and more motivated pupils who get more out of life

### **Teaching and Learning**

- Pupils who are more engaged in the learning process
- Pupils who can concentrate and learn better
- Improved standards in all subjects, including literacy and numeracy.
- Improved attainment
- More effective teaching
- Parents and carers more involved in school life and learning

### **Behaviour and Attendance**

- Pupils with high self-esteem and confidence
- Pupils who have a say in what happens at school
- Fewer disaffected pupils, disengaged from learning
- Improved behaviour and attendance
- Less bullying

## **VEHICLES FOR EMOTIONAL HEALTH AND WELLBEING**

**The school promotes and provides a range of services to pupils:**

- A trained Mental health First Aider – Kerri Phelps
- A Pupil Health and Safety Committee to ensure pupils' voices are heard and they are involved in decision making
- School council to voice opinions of peers
- Worship Crew and Eco Warriors to promote self esteem, confidence and involve children in the organisation of school life and the school site around them
- Staff trained in providing pastoral support – Emotional Literacy
- Co-ordinated support from a range of external organisations e.g. School Nurse, Targeted Family Support, Mentor Link, Educational Welfare Officer
- Through our ethos as a Church of England school, daily opportunities for stillness and reflection through worship
- Welcome days and transition events
- Promotion of keeping healthy through clubs, Tuck shop, curriculum activities
- Hygienic toilets which ensure privacy and safety

**The school promotes an anti- bullying culture through:**

- A strong school ethos which empowers tolerance and respect, including respect for difference and diversity
- High profile of anti -bullying procedures and policy through corporate posters, assemblies and events such as national anti- bullying week and having an Anti-Bullying Charter
- Active listeners, including assistants and school staff to whom children may turn

**The school promotes and strengthens the pupil voice through:**

- A democratic process for the election of school council representatives
- Timetabled meeting time for members of the school council
- Worship Crew – responsible for planning, organising and leading acts of worship and developing the ‘Quiet Area’
- Pupil Health and Safety Committee
- Eco Warriors
- Topic and class opportunities, pupil questionnaires
- Making classrooms a safe space to discuss mental health and wellbeing through interventions such as: Worry Boxes and Circle Time

**The school promotes the involvement of parents and carers in the life and learning of the school through:**

- Parent questionnaires
- Regular consultation about change and development through questionnaires and half termly ‘Parent Forum’ meetings
- Open Afternoons, parent workshops, home visits and weekly newsletters
- Involvement in school trips and extracurricular activities
- Regular communication and involvement over pupil progress, behaviour and pastoral issues

**The school facilitates a context for learning through:**

- Enhancing school and classroom layout; facilities and resources
- Recognising the background of individual pupils and their physical, social and emotional needs
- Establishing clear rules, routines and expectations about behaviour for learning and social cohesion.
- Encouraging positive, caring and constructive relationships

**The school enhances pupil motivation and learning through:**

- Consistent support for vulnerable children and those with SEN from trained teams of pastoral, learning support, teaching assistants and other agencies where appropriate, eg: School Nurse, Early Intervention Family Support, CAMHS etc.
- A range of challenging opportunities for more able pupils – opportunities for broadening and developing their understanding
- An exciting and varied range of extra- curricular events and trips
- A balanced curriculum with opportunities for intellectual, physical and expressive development including running the ‘Daily Mile’
- Recognising a range of learning styles
- Encouraging independence in learning
- Using a range of teaching styles such as Circle Time appropriate to pupils’ age, ability and level of maturity
- Using the ‘My Life’ materials in PSHE/RSE to raise self- esteem and confidence levels on a range of issues

**The school enhances pupil self- esteem and personal development through:**

- The Personal Development Curriculum which includes Citizenship and PSHE, KS2 workshops eg: Childline
- Information, advice and guidance on sex and relationships and drugs
- Opportunities for pupil leadership through School Council, library monitors, Worship committee, Eco Warriors and Health and Safety Committee
- An emphasis on praise and reward
- Opportunities for reflection and spiritual development through art, literature and the RE curriculum
- Focus on our Christian values through our excellent church school ethos

### **The school enhances opportunities for spiritual development through:**

- Reflection opportunities in class and RE curriculum
- Collective worship
- Reflection area in reception and outdoor sensory/spiritual garden
- Participation in regular Forest School sessions
- Listening to music
- Numerous activities across the curriculum – refer to policy and audit for further information

### **The school enhances staff motivation, learning and professional development through:**

- Curricular planning time within the school week
- Whole school training events, including Safeguarding
- Access to appropriate external training
- Involving all staff in decision making and proposed change e.g. timing of the school day, frequency of reporting to parents and so on.
- Consultation on training and support needs through regular review

### **Roles and Responsibility**

- The promotion of Emotional Health and Social Well Being and raising the achievement of all pupils is the responsibility of the whole school staff and governors.
- The Headteacher and Senior Leadership Team – will demonstrate through their personal leadership the importance of this scheme, ensure all staff are aware of it and understand their role and responsibility in relation to it.
- Governors – The Governing body has adopted this policy and will assess and monitor its impact annually.
- Staff – Staff will be expected to know what their responsibilities are in ensuring the policy is implemented. They will be aware of the implications of it for their planning, teaching and learning strategies, management of activities, as well as behavioural issues.
- Pupils – Pupils will be made aware of how the Emotional and Social Well Being policy applies to them as part of the school aims, values and in the curriculum.
- Parents/Carers – Parents and carers will be encouraged to participate fully in implementing it in partnership with the school.

### **Warning signs**

All staff will be on the lookout for signs that a pupil's mental health is deteriorating. Some warning signs include:

- Changes in mood or energy level
- Changes in eating or sleeping patterns
- Changes in attitude in lessons or academic attainment
- Changes in level of personal hygiene
- Social isolation
- Poor attendance or punctuality
- Expressing feelings of hopelessness, anxiety, worthlessness or feeling like a failure
- Abuse of drugs or alcohol
- Weight loss or gain
- Secretive behaviour
- Covering parts of the body that they wouldn't have previously
- Refusing to participate in P.E. or being secretive when changing clothes
- Physical pain or nausea with no obvious cause
- Physical injuries that appear to be self-inflicted
- Talking or joking about self-harm or suicide

### **Managing disclosures**

- If a pupil makes a disclosure about themselves or a peer to a member of staff, staff should remain calm, non-judgmental and reassuring.
- Staff will focus on the pupil's emotional and physical safety, rather than trying to find out why they are feeling that way or offering advice.
- Staff will always follow the school's safeguarding policy and pass on all concerns to the designated safeguarding lead. All disclosures are recorded and stored in the pupil's confidential child protection file in the electronic Myconcern

system.

- When making a record of a disclosure, staff will include:
- The full name of the member of staff who is making the record
- The full name of the pupil(s) involved
- The date, time and location of the disclosure
- The context in which the disclosure was made
- Any questions asked or support offered by the member of staff

### **Confidentiality**

Staff should not promise a pupil that they will keep a disclosure secret, instead they will be upfront about the limits of confidentiality.

- A disclosure cannot be kept secret because:
- Being the sole person responsible for a pupil's mental health could have a negative impact on the member of staff's own mental health and wellbeing
- The support put in place for the pupil will be dependent on the member of staff being at school
- Other staff members can share ideas on how to best support the pupil in question
- Staff should always share disclosures with at least one appropriate colleague. This will usually be the DSL. If information needs to be shared with other members of staff or external professionals, it will be done on a need-to-know basis.

Before sharing information disclosed by a pupil with a third party, the member of staff will discuss it with the pupil and explain:

- Who they will share the information with
- What information they will share
- Why they need to share that information
- Staff will attempt to receive consent from the pupil to share their information, but the safety of the pupil comes first.
- Parents will be informed unless there is a child protection concern. In this case the Safeguarding Policy will be followed.

### **Internal mental health interventions**

Where appropriate, a pupil will be offered support that is tailored to their needs as part of a graduated approach. The support offered at our school includes:

Nurture groups

Reduced timetable

Time out pass eg. for using the bathroom discreetly

Mindfulness activities such as colouring and breathing techniques to lessen anxiety

Time to regulate before going into class, if anxious at the start of the day

Time with Rosie the school dog

At Tenbury Primary Academy we also use both CAMHS threshold guidance and strengths and difficulties questionnaire, as part of an assessment process to identify support at an early stage.

### **Making external referrals**

If a pupil's needs cannot be met by the internal offer the school provides, the school will make, or encourage parents to make, a referral for external support.

A pupil could be referred to:

GP or paediatrician

CAMHS

Mental health charities (e.g. [Samaritans](#), [Mind](#), [Young Minds](#), [Kooth](#))

Local counselling services

Parents and professionals can also visit the CAMHS website for early support: [www.camhs.hacw.nhs.uk](http://www.camhs.hacw.nhs.uk)

Parents can ring the NHS mental health helpline on 0808 1969127 at any time and any day.

### **Individual healthcare plans (IHPs)**

A pupil will be offered an individual healthcare plan (IHP) if there are serious concerns about a pupil's mental health and wellbeing and it is felt that it will support the pupil by formalising the process.

IHPs are written in collaboration with the pupil (if appropriate), their parent/carer, and any other relevant professionals.

The pupil's IHP will contain the following details:

- The mental health issue (and its triggers, signs, symptoms and treatments)
- The pupil's needs resulting from the condition
- Specific support for the pupil's educational, social and emotional needs
- The level of support needed

- Who will provide the support
- Who in the school needs to be aware of the child's condition
- What to do in an emergency

### **Monitoring/Review**

- The Governors are committed to reviewing the impact of the Emotional Health and Wellbeing policy every two years, or sooner if required, taking into account the following aspects:-
  - Motivation
  - Self esteem
  - Behaviour
  - Anti-bullying
  - Anti-racism
  - Attendance

Next review due: July 2026