Emotional Wellbeing Policy
2022 -2025
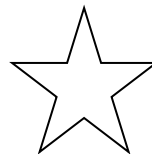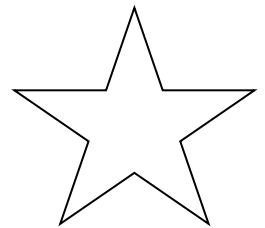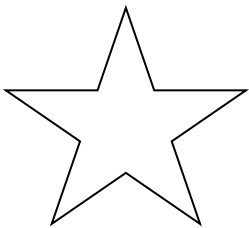
Emotional Wellbeing Policy

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Emotional Wellbeing Policy

1 Policy Statement

At Peartree Spring Primary School we are committed to supporting the emotional health and wellbeing of our children and staff.

We have a supportive and caring ethos and our approach is to establish a school culture where everyone is respected and all are deeply valued.

At our school we know that everyone experiences life challenges that make us vulnerable and at times, anyone may need additional emotional support. We take the view that mental wellbeing is everyones business and that we all have a role to play.

2 Scope

This policy should be read in conjunction with our SEND policy, Behaviour and Anti-bullying policy, Child Protection policy, Online Safety policy and our PSCHE Curriculum Statement of Intent.

3 Policy Aims

At our school we:

- Help children to have a greater understanding their feelings and emotions
- Help children feel comfortable sharing any concerns or worries
- Help children to form and maintain relationships
- Promote self-esteem and to ensure children know that they are valued
- Encourage children to be confident and to 'dare to be different
- Help children to develop emotional resilience and to manage setbacks

We promote a mentally healthy environment through:

- Promoting our school values and encouraging a sense of belonging

- Promoting pupil voice and opportunities to participate in decision-making

- Celebrating academic and non-academic achievements

- Providing opportunities to develop a sense of self-worth by taking responsibility for themselves and others

- Providing opportunities to reflect

- Access to appropriate support to meet their needs

We pursue our aims through:

- Providing the children with a broad and rich curriculum which promotes and develops the positive attributes of: Resilience, Persistence, Self-Motivated, Risk-Takers, Creativity, Good Citizens, Entrepreneurial

- Being a Rights Respecting School

- Support for children going through emotionally and physically challenging times

- Specialised, targeted approaches aimed a pupil with more complex and long term needs

4 Key Staff

Mental Health Lead: Mrs Williams and Mrs Stanley

Health and Wellbeing Lead: Mrs Williams

SENCo: Mrs Dean

DSL/DSPs Mrs Newsome, Mrs Skeggs, Mrs Newhouse, Mrs Massey, Mrs Sinclair, Mr Cawley, Miss Aulsberry, Mrs Giles, and Mrs Mansfield

5 Teaching about Mental Health

The skills, knowledge and understanding needed by our students to keep themselves mentally healthy and safe are included as part of our PSCHE curriculum.

The content of lessons will be determined by the specific needs of a cohorts being taught but we will also use the PSHE Associations Ten Principles of PSHE Education to ensure

that we teach mental health and emotional wellbeing issues in a safe and sensitive manner.

6 Signposting

We will ensure that staff, pupils and parents are aware of what support is available within our school and external organisations and how to access further external support.

7 Targeted support

The school will offer support through targeted approaches for individual pupils or groups of pupils which may include, but not limited to:

- Circle Time
- Bright Stars (Y3)
- Protective Behaviours
- Managing feelings/ emotions support
- Using CBT resources
- Individualised Motional therapeutic programme
- Referrals to specialist external services
- Penn Resilience Programme (Y6)
- Time In Room

The school will make use of resources to assess and track wellbeing as appropriate including, but not limited to:

- Strength and Difficulties Questionnaire
- My Star Assessment
- Motional
- Family First Assessment

8 Identifying needs and Warning Signs

Staff will receive annual training (as part of our Safeguarding training) on identifying early warning signs of possible difficulties:

- Attendance
- Punctuality
- Relationships
- Approach to learning
- Physical indicator
- Changes in behaviour
- Negative behaviour patterns
- Family circumstances
- Recent bereavement
- Health indicators
- Signs of neglect

Staff may also become aware of warning signs which may indicate a pupil is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and the staff observing any of these warning signs should communicate their concerns, following the schools safeguarding procedures, on CPOMS .
The possible signs may include:

- Changes in eating / sleeping habits
- Becoming socially withdrawn
- Changes in activity and mood
- Talking or joking about self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

9 Managing Disclosures

If a pupil chooses to disclose concerns about themselves, or a friend, to any member of staff, the response will be calm, supportive and non-judgemental.

All disclosures should be logged as a Record of Concern on CPOMS following our safeguarding procedures, if CPOMS is unavailable use a paper copy of a Record of Concern, which can be found in the staff room, main office and outside the Heads office, and give to the DSL/DSP and include:

- Date
- Name of member of staff to whom the disclosure was made
- Nature of the disclosure & main points from the conversation
- Nature of the disclosure & main points from the conversation

The paper Record of Concern will be scanned and uploaded to CPOMS.

10 Confidentiality

If a member of staff feels it is necessary to pass on concerns about a pupil, then this will be first discussed with the pupil. We will tell them:

- Who we are going to tell (DSL/DSP parents/carers)

- What we are going to tell them

- Why we need to tell them

- When were going to tell them

If a pupil gives us reason to believe that they are at risk, or there are child protection issues, parents should not be informed, but the child protection procedures should be followed.

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11 Whole School Approach

11.1 Working with Parents and Carers

In order to support parents we will:

- Offer appropriate parent/carer courses to enable parents to support their childs SEMH

- Highlight sources of information and support about mental health and wellbeing on our school website

- Ensure that all parents and carers are aware that they can speak to the class teacher if they have concerns about their child

- Have the Mental Health and Wellbeing policy available on the school website

- Share ideas about how parents and carers can support positive mental health and wellbeing of their children

- Keep the parents and carers informed about positive mental health and wellbeing topics their children will be learning about in PSCHE lesson on the termly Curriculum Maps

We also support parents and carers through parenting programmes such as:

- 10 week- The Nurturing programme

- 4 week- The family toolkit

- 8 week- Families Feeling Safe Programme

- 8 week- You and Me Mum programme

- The freedom programme

- 3 weeks- 1 2 3 Magic programme

- 6 weeks- Baby Massage

- 12 weeks- Drawing and talking

- Coffee Mornings

11.2 Working with other agencies and partners

As part of our targeted provision the school will make referrals to and work with other agencies to the childrens emotional health and wellbeing including, but not limited to:

- The School Nurse
- Childrens Development Centre
- Educational Psychology service
- Paediatricians
- CAMHS
- NESSie therapists
- Family Support Workers

12 Staff Training

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their Child Protection training, Steps training and Trauma Informed training in order to enable them to keep pupils safe.

They will be signposted to resources such as:

- the MindEd learning portal which provides free online training for staff wishing to know more about specific issues
- the Anna Freud National Centre for Children and Families
- Herts for Learning Health and Wellbeing
- Mentally Healthy schools
- Spot the Signs & Save a Life

Additional training opportunities for staff who require more in-depth knowledge will be considered as part of our performance management process and additional CPD will be supported throughout the year where it becomes appropriate due to developing situation with one or more pupils.

13 Policy Review

This policy will be reviewed every three years as a minimum. The next review date is September 2025

In between updates, the policy will be updated when necessary to reflect local and national changes. Any personnel changes will be implemented immediately.
This is the responsibility of Mental Health Lead: Mrs Williams and Mrs Stanley.

Mental Health Lead: Mrs D Williams & Mrs A Stanley

Mental Health Governor: Mrs Pamboris

Date Approved by the Governing Body:

Date to be reviewed: September 2025

Mental Health and Wellbeing Policy

Appendix 1

<u>PSCHE Curriculum Statement of Intent</u>: The well-being of our children is paramount and we aim to equip them with the skills needed to be well-balanced, happy, confident and healthy members of British society. We aim to develop understanding of their personal responsibility towards themselves and others so that they flourish as individuals within the community. We strive to provide a nurturing culture in which all children are valued, heard and supported. Our goal is to ensure that our children feel safe and know how to ask for help.

Appendix 2

https://www.minded.org.uk/

https://www.annafreud.org

https://www.mentallyhealthyschools.org.uk

https://www.pookyknightsmith.com/