

Withycombe Raleigh C of E Primary School

Emotional Health and Well Being Policy



Introduction

Child and adolescent Mental Health is the responsibility of everyone involved with young people.

Government guidance, 'Mental Health and Behaviour in Schools' published in March 2015 states that one in ten children and young people aged between 5 and 16 years have a clinically diagnosed mental health disorder. The document states that :

“In order to help their pupils succeed, schools have a role to play in supporting them to be resilient and mentally healthy”

A healthy school actively seeks to promote Emotional Health and Well Being alongside physical health and helps pupils to understand their feelings. At Withycombe Raleigh Primary School we work to promote positive Emotional Health and Well Being in the whole of our school community.

Aims of this policy

In valuing the importance of Emotional Health and Well Being we aim to have:

- Happy and motivated pupils and staff
- Pupils who are engaged in the learning process
- Pupils who can concentrate and access learning
- Effective teaching and learning
- Parents and Carers involved in School life and learning
- Pupils with high self esteem, self confidence and resilience
- Everyone meeting their potential
- High levels of attendance
- Positive and effective relationships between pupils, staff and parents/carers.

How do we promote Emotional Health and Well Being?

- PSHE taught in all classes and principles used in practice
- Caring and conscientious staff who know the children well
- By giving every pupil the chance to excel not only academically but through sport, drama, art music etc
- An open door policy so pupils/parents/ carers are able to share concerns with Teachers or SLT.
- Weekly parent support group in school led by Specialist TA
- Weekly information sessions led by SENCO covering topics including 'dealing with anxiety'
- Emotional Well Being support provided by Specialist TA 1:1 and groups including SEAL and Thrive activities.
- THRIVE principles modelled by all staff (including MTAs) in how they interact with children and each other.

- TA employed to work with specific children on Thrive Action plans and develop their Emotional Health and Well Being.
- Access to Counselling provision available.
- Teachers have undertaken training in a range of courses that promote the pupils' Emotional Health and Well Being including 'The Stars Project' (Exeter University), Thrive training, Mentoring Training and workshop with trained Bereavement Counsellor and 'Normal Magic'.
- TAs have training on 'Attachment', also 'Anxiety' and 'Normal Magic'.

Roles and Responsibilities

The promotion of Emotional Health and Well Being and the achievement of all pupils is the responsibility of the Whole School and Governors

The Headteacher and SLT will demonstrate through their personal leadership the importance of this policy ensuring all staff are aware of it and understand their roles and responsibilities within it.

All staff will know their responsibilities in ensuring the policy is upheld. They will be aware of implications of this in their planning, teaching and learning and management of behaviour.

All pupils will participate in learning focusing around Emotional Health and be encouraged to discuss issues in these sessions. All pupils will be made aware of how they can gain support for their own Emotional Health and Well Being if needed.

Parents and Carers will be made aware of the Emotional Health and Well Being policy via the school website. Parents and Carers will be signposted to agencies who can support them or their family's Emotional Health and Well Being if needed.

The Governors will assess and monitor the impact of this policy and review bi annually.

Support

At Withycombe Raleigh C of E Primary School we use a range of strategies to promote the pupil's Emotional Health and Well Being. On occasions it is necessary to put in place additional strategies to support pupils at different times. The chart in appendix 1 outlines the support given and when.

Monitoring and Review

Before any Emotional Health and Well Being Intervention teachers will complete a Strengths and Difficulties questionnaire. The same questionnaire will be completed at the end of the intervention.

The Governors will review and monitor the impact of this policy taking into account:

- Pupil Motivation
- Self Esteem
- Behaviour
- Bullying
- Attendance
- Attainment
- Teaching

Further Information

'Future in Mind' produced by NHS

http://www.youngminds.org.uk/for_parents/services_children_young_people/camhs

<https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing>

Appendix 1

WRPS Hierarchy of SEMH Resilience Support Intervention System

