



EMOTIONAL HEALTH & WELL BEING POLICY

MAULDEN LOWER SCHOOL

FEBRUARY 2024

REVIEW DATE: FEBRUARY 2025

Policy Statements

Mental health is a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community. (World Health Organisation)

Through our vision of 'Towards a Better Life' we are committed to supporting the emotional health and wellbeing of our pupils and staff.

We have a supportive and caring ethos and our approach is respectful and kind, where each individual and contribution is valued.

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

At Maulden Lower School we:

- Help children to understand and cope with their emotions and feelings better
- Help children feel comfortable sharing any concerns or worries
- Help children socially to form and maintain relationships
- Promote self-esteem and ensure children and staff know they count
- Encourage children to be confident and dare to be different
- Help children to develop emotional resilience and to manage challenges and setbacks

We promote a healthy environment through:

- Promoting our school Values and encouraging a sense of belonging
- Promoting pupil voice and opportunities to participate in decision making
- Celebrate academic and non-academic achievements
- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others
- Providing opportunities to reflect
- Access to appropriate support that meets their needs

We pursue our aims through:

- Universal, whole school approaches
- Support for pupils going through recent difficulties including bereavement
- Specialised, targeted approaches aimed at pupils with more complex and long term difficulties

Scope

This policy outlines the school's approach to promoting positive emotional health and wellbeing. This policy is intended as guidance for all staff including non-teaching staff and governors. This policy should be read in conjunction with our Behaviour and Anti-

Bullying policy, the Medical policy in cases where a student's mental health overlaps with or is linked to a medical issue and the SEND policy where a student has an identified special educational need. It should also sit alongside Safeguarding procedures.

This policy aims to:

- Promote positive mental health in all staff and students
- Increase understanding and awareness of common mental health issues
- Alert staff to early warning signs of mental ill health
- Provide support to staff working with young people with mental health issues
- Provide support to students suffering mental ill health and their peers and parents/carers.

Lead Members of Staff

Whilst all staff have a responsibility to promote the mental health of students, staff with a specific, relevant remit include:

- Kathy Dwyer- Designated child protection officer/safeguarding officer
- Sarah Hillson- Deputy Designated child protection officer/safeguarding officer/Emotional Wellbeing Lead
- Sarah Butcher- Deputy Designated child protection officer/safeguarding officer/Prevent SPOC/ Senior Mental Health Lead
- Donna Davidson- Nurture lead
- Karen Waite- First Aid Lead

Individual Care Plans

It is helpful to draw up an individual care plan for pupils causing concern or who receive a diagnosis pertaining to their mental health. This should be drawn up involving the pupil, the parents and relevant health professionals. This can include:

- Details of a pupil's condition
- Special requirements and precautions
- Medication and any side effects
- What to do, and who to contact in an emergency
- The role the school can play

Teaching About Mental Health

The skills, knowledge and understanding needed by our pupils to keep themselves emotionally healthy and safe are included as part of our developmental PSHE curriculum.

The specific content of lessons will be determined by the specific needs of the cohort we are teaching but we will also use the PSHE Association Guidance to ensure that we teach emotional health and wellbeing issues in a safe and sensitive manner.

Targeted Support

The school will offer support through targeted approaches for individual pupils or groups of pupils, which may include:

- Circle time approaches
- Use of SEAL resources
- Managing feelings resources e.g. 'worry monsters'
- Managing emotions resources
- Targeted Nurture sessions
- Therapeutic activities including art, Lego, mindfulness and yoga techniques.

The school will make use of resources to assess and track wellbeing as appropriate including:

- Strengths and Difficulties questionnaire
- Pre and post Nurture session pupil questionnaires.

Signposting

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

Identifying Needs and Warning Signs

All staff to be aware of possible difficulties, which may include:

- Attendance
- Punctuality
- Relationships
- Approach to learning
- Physical indicators
- Negative behaviour patterns
- Family Circumstances
- Recent bereavement
- Health Indicators

School staff may become aware of warning signs which indicate a pupil is experiencing emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns with Mrs Dwyer the Designated safeguarding Lead or Mrs Hillson our Emotional Wellbeing Lead. Possible warning signs include:

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

Working with Parents

In order to support parents we will

- Highlight sources of information and support about emotional wellbeing
- Ensure all parents are aware of who to talk to, and how to get help about this, if they have concerns about their child
- Make our Emotional Well-Being policy easily accessible to parents
- Share ideas about how parents can support positive emotional health in their children
- Keep parents informed about the emotional health topics their children are learning about in PSHE and share ideas for extending and exploring this learning at home

Working with other agencies and partners

As part of our targeted provision the school will work with other agencies to support children's emotional health and well-being including:

- School nurse
- Educational Psychology services
- CBC Jigsaw services
- Paediatricians
- CHUMs
- Children's services
- Therapy services

Training

All staff will receive regular training about recognising and responding to emotional well-being issues as part of their regular child protection training in order to enable them to keep pupils safe. 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 situations with one or more pupils.

This policy statement has been endorsed by the Governing Body, and will be reviewed on an annual basis

Policy reviewed and updated : Signed Date

Policy ratified and updated : Signed Date