



Emotional Health and Well Being Policy

Our Vision:

We are committed to quality learning in a positive, happy and Christian atmosphere where everyone within the school community is valued as an individual. We expect everyone to, 'Treat others as you want them to treat you.' (Matthew 7:12-14). We have high expectations of all and strive to provide a safe, challenging, exciting and stimulating environment.

Our Values:

To ensure the emotional health and well being of our pupils and staff are met and effectively supported through our school values of:

- Respect – by respecting the individual needs of all our children and staff and effectively supporting them with appropriate strategies to promote their emotional health and well being.
- Compassion – by showing compassion and understanding for each individual situation that a child or adult finds themselves in.
- Creation – creating a safe and secure environment which allows children and staff to be effectively supported, helping them to thrive and flourish.
- Perseverance – by persevering with challenges which may arise, in dealing with situations that children and families find themselves in. Always acting in the best interests of everyone concerned.
- Service – by building trusting relationships with children and staff as we serve to help to keep children and adults safe in our school.

We use the World Health Organisation's definition of mental health and well being which 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'.

Our Aims:

- To create an ethos, policies and behaviours which support emotional health and well being.

- To create a positive mental wellbeing culture in which children build resilience, self esteem and character, developing lifelong habits to help them thrive.
- Promote positive trusting relationships, where everyone supports each other and is confident to seek help when they need it. [SEP]
- Develop the protective factors which build resilience to mental health problems and promote a sense of well being in children and staff.
- Work effectively with parents, carers and specialist services in planning for those in need of emotional health and well being support.

Emotional Health and Well Being for our Children

We take a whole school approach to promoting positive emotional health and wellbeing that aims to help children become more resilient, happy and confident and helps to prevent problems before they arise.

We encourage all our children to feel able to talk freely and openly to any member of staff, if they have any worries or problems of any kind. Staff will respond to children in an appropriate manner, offering advice, support, guidance and reassurance in conjunction with our other policies including our Safeguarding Policy (confidentiality cannot be guaranteed and the staff member may have to involve the designated person for safeguarding).

Teaching about mental health and emotional wellbeing to all children is delivered through myHappyMind which is a program based in science and research. The modules introduce children to a new set of content and habits to help children build resilience, self esteem, confidence and to help them thrive. Modules include:

Meet your Brain – How does my brain work and how do I look after it?

Celebrate – What are my unique character strengths and how can I celebrate them?

Appreciate – Why does gratitude matter and how do I develop this as a habit?

Relate – How do I build positive relationships and why do they matter?

Engage – How do I set meaningful goals that matter to me and keep resilient in times of challenge?

The learning approach is focused on habit creation and learning is introduced through a variety of experiences including interactive lessons and cross curricular activities. There is also a free app which allows parents and carers to continue to embed the learning at home.

Through Relationships & Health Education we teach the knowledge and social and emotional skills that will help children to be more resilient, understand about mental health and be less affected by the stigma of mental health problems.

Our Physical Education curriculum promotes a healthy lifestyle by teaching the importance of exercise on a healthy body and a healthy mind. We develop children's self confidence and self esteem by ensuring that our curriculum is broad and balanced allowing children to try a wide range of different sports and activities which may interest them.

Children have regular opportunities to learn outside the classroom. There is substantial evidence which suggests that learning outside the classroom can impact positively on young people's attitudes, beliefs and self perceptions. Other outcomes include improved independence, confidence, self-esteem, self efficacy, personal effectiveness and coping strategies. It can also help with interpersonal and social skills such as social effectiveness, communication skills, group cohesion and teamwork. (National Foundation for Educational Research, NFER).

Our system of rewards are designed to recognise, celebrate and promote the strengths of character in our pupils. These include Headteacher Awards, Star of the Week, postcards home, invitations to the Golden Table and Sharing Assemblies.

Monitoring Emotional Health and Well Being

Our Learning Mentor has regular and on-going discussions regarding the emotional health and well being of our pupils with class teachers and parents/carers.

Children tell us how they feel in a range of ways:

Feelings boxes
School Council
Peer Pals

Additional support for children is provided through our Learning Mentor who provides support with friendship issues, bereavement, family break down, anger management, developing confidence and self esteem. Our Learning Mentor is ELSA trained (Emotional Literacy Support Assistant) and provides children with a structured programme of support which is supported by our Educational Psychologist.

Involving Parents and Carers

We recognise the important role parents and carers have in promoting and supporting the emotional health and wellbeing of their children, and in particular supporting children who do have mental health needs. We aim to work closely with parents and provide support through our open door policy, our Learning Mentor, myHappyMind app and through sign posts of resources

available on our website.

Emotional Health and Well Being for our Staff

We believe that our staff are our most important resource and are to be valued, supported and encouraged to develop personally and professionally. There is a relationship between healthier and more positive staff, pupil achievement and school improvement.

We acknowledge the potential impact that work has on an individual's physical and mental health, and take our responsibility and duty to ensure the health, safety and welfare of our staff seriously. This duty extends only to those factors which are work-related and within the school's control. We are committed to fostering a culture of co-operation, trust and mutual respect, where all individuals are treated with dignity, compassion and understanding.

We recognise that work-related stress has a negative impact on employees' wellbeing, and that it can take many forms and so needs to be carefully analysed and addressed at an organisational level.

Work-Related Stress

This policy accepts the Health and Safety Executive definition of work-related stress as, 'The adverse reaction a person has to excessive pressure or other types of demand placed on them'. There is an important distinction between 'reasonable pressures' which stimulate and motivate and 'stress' where an individual feels they are unable to cope with excessive pressures or demands placed upon them.

This policy recognises that there are many sources of work-related stress and that stress can result from the actions or behaviours of leaders and managers, staff members, parents or pupils.

The Health and Safety Executive have produced a number of Management Standards which cover the primary sources of stress at work that, if not properly managed, are associated with poor health and wellbeing, lower productivity and increased sickness absence.

These include:

- **Demands** – i.e. workload, work patterns and the work environment.
- **Control** – i.e. how much say the person has in the way they do their work.
- **Support** – i.e. the encouragement, sponsorship and resources provided by the organisation, line management and colleagues.
- **Relationships** – i.e. promoting positive working to avoid conflict and dealing with unacceptable behaviour.
- **Role** – such as whether people understand their role within the organisation and whether the organisation ensures that they do not have conflicting roles.
- **Change** – such as how organisational change (large or small) is

managed and communicated within the organisation.

We promote the emotional health and well-being of our staff by:

- Developing a culture that is supportive, compassionate and understanding, where everyone looks after one another.
- Respecting our staff as family members allowing attendance at sports days, concerts, celebration assemblies and other important family events.
- Providing on-going support and training to allow staff members to carry out their role effectively.
- Engaging with staff to create constructive and effective working partnerships through good communication.
- Consulting staff during the change process, allowing concerns, questions and queries to be raised and considering all points of view.
- Promoting a team approach to provide support and a sense of collaboration.
- Recognising and rewarding the time and efforts that staff make to support and encourage the children including saying 'Thank you'.
- Communicating the importance of a work-life balance and responding sensitively to external pressures which affect the lives of staff members. Staff receive flowers when there is a family bereavement, long term sickness and special birthday, purchased through school fund.
- Providing Performance Management which celebrates achievement, is honest, respectful and focused on improving performance for all.
- Listening to the concerns of staff, recognising work-related stress and providing a confidential, safe place to speak.
- Supporting work-related stress by organising support from Occupational Health, providing stress risk assessments, individual interventions and longer term reasonable adjustments to work on advice from Occupational Health Professionals and Human Resources.

Responsibility of Staff Members

- To take responsibility for their own health and wellbeing by adopting healthy lifestyles.
- To communicate if work issues are causing stress and when help and support is needed.
- To support one another and help to reduce the stress levels of colleagues by being a good listener, not adding to work load unnecessarily and sharing good practice.
- Treat colleagues and all other persons with whom they interact during their work with consideration, respect and dignity.
- Take responsibility for their own development of skills, attend training sessions offered by school as a means to enable staff to work effectively and so reduce the risk of stress.

- To ensure that they do not create unnecessary work for themselves or their colleagues.

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 educational resource on children's mental health for all adults

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

www.rethink.org challenges attitudes towards mental health

www.mentalhealth.org.uk advice and support on mental health

www.italk.org.uk Work stress fact sheet for those working in education

Approved by Governors March 2022

A handwritten signature in blue ink, appearing to be 'M. J. Smith', is written over a faint, light blue rectangular stamp.

Signed Chair of Governors