



EMOTIONAL HEALTH AND WELLBEING POLICY

Introduction

At Meadow Farm Community Primary School, we are committed to supporting the emotional health and wellbeing of our pupils, their families and our staff. We have a supportive and nurturing ethos and our approach is respectful and kind, where each individual and contribution is valued. We understand that anyone may need additional support and that everyone experiences challenges that can sometimes make us vulnerable. We believe that promoting positive emotional health is a whole school community responsibility and that we all have a role to play.

Aims and Objectives

At school we aim to:

- Help pupils to understand their emotions, feelings and experiences
- Create an environment where pupils, their families and our staff feel comfortable sharing any concerns or worries
- Help pupils to form and maintain relationships
- Promote self-esteem and confidence for all
- Ensure the whole community feels valued
- Help pupils develop emotional resilience and manage setbacks

We aim to promote an emotional healthy environment through:

- Promoting positive emotional health and wellbeing in pupils, their families and our staff
- Promoting our school values and encouraging a sense of belonging and community
- Promoting pupil, parental and staff voice and opportunities to participate in decision making
- Celebrating both academic and non-academic achievements
- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others
- Providing opportunities to reflect
- Providing access to appropriate support that meets individuals' needs

We pursue our aims through:

- Universal, whole school approaches
- Support for pupils, their families and our staff who are going through recent difficulties such as family break ups and bereavement
- Specialised, targeted approaches aimed at pupils with more complex or long term difficulties including attachment disorder

Lead Members of Staff

Whilst all members of the school community have the responsibility to promote positive emotional health and wellbeing, staff with specific responsibilities include:

Designated Safeguarding Lead: Samantha Eyre, HT

Senior Mental Health Lead: Samantha Eyre, HT

Mental Health First Aiders: Chloe Knowles, Sarah Graves and Scarlett Hamblin

SENDCo: Charlie Way

Mental Health Governor: Heather Salt

If anyone in the school community has a concern around a pupil's emotional health and wellbeing their first point of contact should be the pupil's class teacher, who will pass on concerns to the relevant members of staff. If concerns require more immediate attention, contact should be made as soon as possible with the above members of staff. Parents and carers are advised to contact their GP if serious concerns arise.

Implementation of the policy

Teaching about Mental Health

The universal 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 content of lessons will be determined by the specific needs of the cohorts we teach and all staff tackle emotional health and wellbeing issues in a safe and sensitive manner. Talking about strategies to maintain positive emotional health and wellbeing is embedded into our school culture and we deliver regular, whole school assemblies to promote awareness and openness.

Support for Pupils:

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

- Regular whole school emotional health and wellbeing assemblies
- Nurture time with our ELSA, either 1:1 or in small groups, to work around emotions, family or social needs.
- Opportunities to share worries with trained wellbeing ambassadors, using worry monsters, to receive peer support if needed
- Regular circle time approaches to discuss issues as they arise
- Therapeutic activities including Art therapy, Lego therapy, Talking and drawing and mindfulness techniques
- Social and communication interventions, including social stories and comic strip conversations
- Parent and teacher meetings to share concerns and decide appropriate actions e.g. in school support, parent support of outside agency referrals
- Additional specialist support through 1:1 and small group activities

Support for Parents:

Meadow Farm Community Primary School firmly believes that developing strong partnerships with our pupils' parents and carers aids our pupils to become successful individuals and achieve their potential. The school recognises that our parents and carers have a unique overview of their child's needs, and how best to support them. We strive to work together as much as possible to ensure that individual needs are met effectively. To support parents we:

- Ensure that parents and carers are aware of who to talk to if they have any concerns about their child
- Give guidance about how parents and carers can support their child's positive emotional health and wellbeing at home
- Highlight sources of information and support about emotional health and wellbeing on our school website
- Signpost parents and carers to where to find and access further support on emotional health and wellbeing
- Keep parents and carers informed about the work we do within school to help promote positive emotional health and wellbeing
- Refer families to outside agencies if they need further support with their emotional health and wellbeing
- Make our emotional health and wellbeing policy accessible for parents and carers
- Create opportunities for parents and carers to come together to support each other through coffee mornings and parent events

Support for Staff:

At Meadow Farm community Primary School we have an open door policy where all staff are encouraged to speak to others, including the Senior Leadership Team, if they are experiencing any difficulties with their emotional health and wellbeing. To support staff we:

- Create a positive and supportive atmosphere throughout the school
- Encourage the awareness of negative emotional health, wellbeing and stress and promote these as serious issues rather than weakness
- Lead by example and encourage staff to be open if they feel stressed, to take breaks and to have a full life outside of work
- Provide information that helps staff to manage their own emotional health, wellbeing and stress effectively
- Encourage staff to recognise the early signs of emotional issues within themselves and colleagues, support each other, maintain a healthy work-life balance and seek advice when needed
- Use staff meetings, INSET days and staff events to build relationships, as feeling comfortable amongst colleagues makes discussing difficulties easier
- Include staff in the school's decision-making process, where possible.
- Make our emotional health and wellbeing policy accessible for staff
- Have an assigned emotional health and wellbeing governor for staff to talk to if needed
- Carefully consider workload issues e.g. around certain 'busy' periods in the school calendar and when implementing new ideas
- Assist with work and help to manage workloads
- Ensure staff feel confident and have the expertise they need to deliver a high standard of education and care through having opportunities to access high quality continued professional development
- Develop a sensitive performance management process that is linked to clear job specifications
- Organise thorough inductions for new employees, explaining the school's policies and code of conduct
- Reach out to staff during difficult points in their personal lives, e.g. bereavement, allowing sufficient time off and supporting them when they return to work
- Ensure that regular contact is maintained with members of staff who are absent for long periods of time
- Measure staff emotional health and wellbeing and stress levels through surveys to gather views and plan accordingly for the future

Signposting

We will ensure that all pupils, their families and staff are aware of the support that is available within our school and how to access further support.

Identifying Needs and Warning Signs

All of our staff will be trained in how to recognise warning signs of common emotional health problems. This will ensure that they will have the skills to offer help and support to pupils, their families and their colleagues as and when difficulties arise. Warning signs will always be taken seriously and when staff identify concerns they will communicate these with the Designated Mental Health Lead or the Designated Safeguarding Officer as appropriate. Staff will be able to identify a range of behaviour and physical changes, including:

- Physical signs of harm
- Changes to eating and/or sleeping habits
- Changes to concentration
- Increased isolation from peers and/or family and becoming socially withdrawn
- Change in mood
- Talking and/or joking about self-harm and/or suicide
- Feelings of failure, uselessness, and loss of hope
- Secretive behaviour
- Negative behaviour patterns, e.g. disruption
- Health indicators
- Repeated physical pain or nausea with no evident cause

Staff will also be able to identify a range of factors that may indicate a decline in emotional health and wellbeing, including:

- Attendance and absenteeism
- Punctuality and lateness
- Changes in educational attainment and/or attitude towards education
- Family and relationship problems

Working with External Agencies and Organisations

As part of our targeted provision for pupils and their families we work with other agencies to support positive emotional health and wellbeing, including:

- The School Nurse
- The Community Paediatrician
- Educational Psychology Services
- Behaviour Support Services
- CAMHS (child and adolescent mental health service)
- Family Support Workers and Social Workers
- Therapists
- STEP's Advisors (Specialist Teaching and Psychology Service)
- Counselling Services
- Compass Changing Lives

Emotional Health and Wellbeing Training

The Designated Mental Health Senior Lead, Head Teacher and Mental Health Governor have all participated in high quality training to fulfil their roles effectively. All staff are encouraged to attend courses that help them to acquire the skills needed to work with all pupils and their families to promote good emotional health and wellbeing. Throughout the school year, regular emotional health and wellbeing training will be addressed through staff meetings and INSET days. The emotional health and wellbeing needs of the whole school community will be included in the schools improvement planning.

Monitoring and review

The school will make use of resources to assess and track the emotional health and wellbeing of our pupils, their families and our staff as appropriate through strategies such as wellbeing questionnaires, the Leuven Scale and the Boxall Profile.

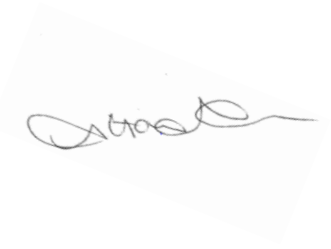
The school considers the Emotional Health and Wellbeing to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Development Plan.

Policy prepared by: Chloe Knowles, Wellbeing Leader

Date prepared: February 2025

Date ratified by the Strategic Committee: 5th March 2025

(Chair of the Strategic Committee)



Signed:

Mrs M Gaiderman 05.05.25



(Head Teacher)

Signed:

Mrs S Eyre 05.05.25

Review date: February 2028