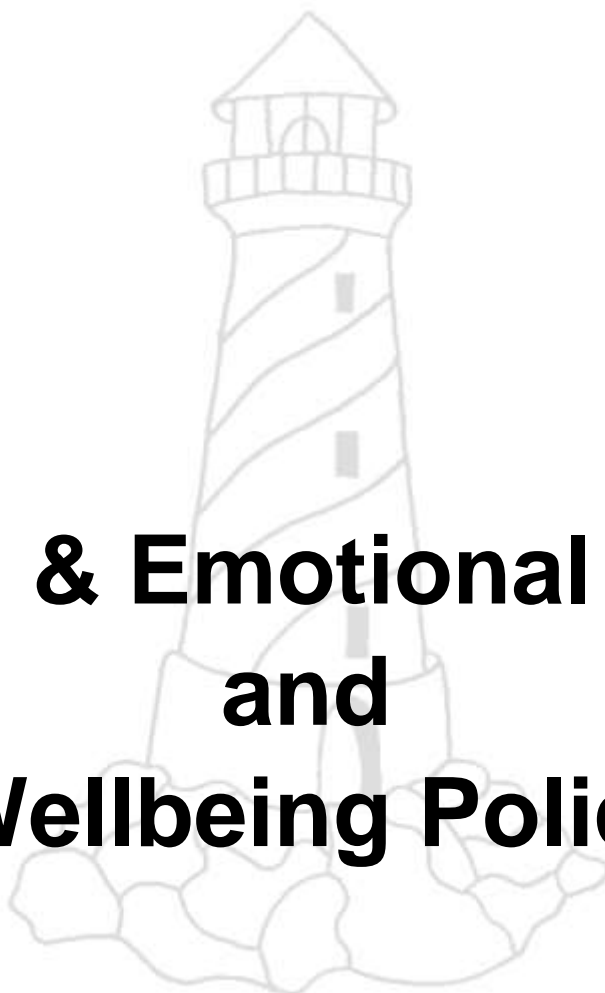# Southridge First School

Mental & Emotional Health and Wellbeing Policy

This policy was reviewed and approved by the Full Governing Body on 14th January 2020.

It is due for renewal in Spring 2023

SOUTHRIDGE FIRST SCHOOL

EMOTIONAL & MENTAL HEALTH & WELLBEING POLICY

 The national criteria states:
"A healthy school ensures that when pupils are unhappy, anxious, disturbed or depressed there are open channels for them to seek or be offered support, without stigma and with appropriate confidentiality. A healthy school actively seeks to promote emotional health and wellbeing and helps pupils to understand their feelings".

At Southridge we work towards positive Emotional Health and Wellbeing in the whole of our school community for adults as well as children.

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

CONTEXT AND RATIONALE
Emotional health and wellbeing promotes school success and improvement by:
- contributing positively to priorities such as enhancing teaching and learning, raising standards, promoting social inclusion and excellent behaviour and high attendance
- involving pupils fully in the operation of the school
- helping pupils and staff feel happy, confident and motivated
- helping to meet legal, ethical and curricular obligations
- The emotional health and well-being of everyone at Southridge First School is fundamental to our philosophy and aims. Our policies and practices are founded in the development and sustenance of a happy, healthy school, where all learning can flourish. We believe that emotional health is closely linked to mental health and that as a school we can encourage positive development of mental health in childhood. We believe that children who are mentally healthy will be able to:
- Develop psychologically, emotionally, creatively, intellectually and spiritually
- Initiate, develop and sustain mutually satisfying personal relationships
- Become aware of others and empathise with them
- Play and learn
- Develop a sense of right and wrong
- Face challenges, resolve issues and setbacks and learn from them

AIMS

General
To celebrate our strong core values which underpin our core school life
- Happy and motivated pupils and staff who get more out of life

Teaching and Learning
- Pupils who are engaged in the learning process
- Pupils who can concentrate and learn well
- High standards in all subjects, including literacy and numeracy.

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- High attainment
- Staff who enjoy their teaching and as a result teach effectively
- Parents and carers involved in school life and learning
- Class codes of conduct, developed from our school's Core Values
- Clearly identified rewards and sanctions, understood by all
- Rewarding positive behaviour and achievement through lighthouse points and team work.
- Setting appropriately challenging tasks

Behaviour and Attendance
- Pupils with high self-esteem and confidence
- Pupils who have a say in what happens at school
- Disaffected pupils engaged in learning
- Excellent behaviour and attendance
- Low incidents of bullying
- Low rates of truancy
- Low levels of staff absence

Staff Confidence and Development
- High morale
- Low absenteeism
- Strong recruitment
- Positive and effective relationships with pupils

VEHICLES FOR EMOTIONAL & MENTAL HEALTH AND WELLBEING
The school promotes and provides a range of services to pupils:
- Promote self-esteem and ensure that children know that they count
- Provide opportunities to provide a sense of self-worth through taking responsibility for others e.g. Year 4 Buddy System – Bronze, Silver and Gold Awards
- Pastoral staff with a mixture of teaching and non-teaching pastoral assistants and qualified first aiders
- Co-ordinated support from a range of external organisations e.g.

- the school nurse,

- Educational Pyschology,

- Behaviour support at Silverdale,

-Paediatricians,

-CAMHS (child and mental health service),

- family support workers,

-speech and language therapists

☐ Induction for new starters
- Welcome meeting – New to Nursery in May
- Welcome – New to Reception in June
- Meet the Teacher meetings in July before children transfer to a new year group - a chance to find out about the organisation, pastoral care and curriculum and progress in each year group .
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- Residential Visit for Year 4 in March
- Transition visits to middle school
- Activity Week for Year 4 to develop resilience in July
- Book Looks support parents with a greater understanding of how their child is doing and they are able to discuss this more knowledgably at those teacher parent meetings.
- Hygienic toilets which ensure privacy and safety

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The school promotes an anti-bullying culture through:
- A strong school ethos which empowers tolerance and respect, including respect for difference and diversity
- High profile of anti-bullying procedures and policy through corporate posters, assemblies and events such as national anti-bullying week and using SEAL materials
- Active listening from all staff

The school promotes and strengthens the pupil voice through:
- A democratic process for the election of school council representatives
- Timetabled meeting time for members of the school council
- Involving pupils in interviews for members of staff
- Opportunities in assemblies

The school promotes the involvement of parents and carers in the life and learning of the school through:
- Parent questionnaires
- Subject Focus evenings, Sports and Theme Weeks and Concerts/Music Events
- Involvement in school trips and extracurricular activities
- Regular communication and involvement over pupil progress, behaviour and pastoral issues - regular newsletters help to support parents in the Early years and key stage 1 in understanding the weekly activities which have taken place and how best to support their child.
- An active PTA - Our fundraising helps us to address the needs of the school of which parents are actively involved.
- Ensuring that parents are aware of who to talk to if they have concerns about their child
- Keep parents informed about emotional wellbeing topics in PSHE via termly topic newsletters sent via Teachers2Parents.

The school facilitates a context for learning through:
- Enhancing school and classroom layout; facilities and resources
- Recognising the background of individual pupils and their physical, social and emotional need
- Establishing clear rules, routines and expectations about behaviour for learning and social cohesion.
- Encouraging positive, caring and constructive relationships
- The delivery of personal, social and health education and citizenship is fundamental to our promotion of emotional health. Through the planned programmes and informal curriculum, opportunities exist to explore issues appropriate to children's ages and stages of development. Staff deal sensitively with these issues and differentiate according to the varying needs of the children in their care.
- Children are grouped in a variety of ways to promote the achievement of their best. In the classroom, there are opportunities for children to work in both friendship and ability groups, including setting arrangements for literacy and numeracy. Regular review of setting arrangements helps to ensure that children gain maximum benefit. We see parental involvement as a vital part of emotional well-health.
- Parents of children who have additional needs have the opportunity to contribute to their IEP's and the relationship that we promote allows parents to feel supported at difficult times in a child's life such as divorce, death, separation and adoption.
- Vulnerable children are tracked by class teachers and team leads through our data systems to ensure they make equal progress to their peers.

The school enhances pupil motivation and learning through:
- Consistent support for vulnerable children and those with SEN from SENDCO, class teachers, teaching assistants and other agencies where appropriate.
- An exciting and varied range of extra-curricular events and trips

- A balanced curriculum with opportunities for intellectual, physical and expressive development
- Recognising a range of learning styles
- Encouraging independence in learning
- Using a range of teaching styles appropriate to pupils' age, ability and level of maturity
- Using the Jigsaw materials to raise self-esteem and confidence levels.
- Encouraging and developing coping strategies and resilience
- Children are taught relaxation techniques such as mindfulness and peer massage.

The school enhances pupil self-esteem and personal development through:
- The PSHE / Relationships Curriculum which includes Citizenship and PSHE
- Opportunities to build resilience, tolerance and self-worth and manage set-backs.
- An emphasis on praise and reward - Celebrating academic and non-academic achievements – Celebration Assembly on a Friday
- Opportunities for reflection and spiritual development through art, literature and the RE curriculum
- Helping children to understand their emotions and feelings better
- Helping children to feel comfortable sharing any concerns or worries
- Helping children socially to form and maintain relationships

The school enhances staff motivation, learning and professional development through:
- Ensuring that staff feel valued and have opportunities to contribute to the development of our school
- Ensure that staff feel that they work in a supportive team
- Curricular planning time within the school week
- Whole school training events, including Safeguarding
- Access to appropriate external training
- Involving staff in decision making and proposed change e.g. timing of the school day
- Provision of non-contact time to allow for planning, delivery and evaluation of the curriculum / subject leadership
- Consultation on training and support needs through regular review
- Regular review of staff workload
- Staff Questionnaire
- Governors are encouraged to take an active role in understanding the running of the school and how they can support across all areas and year groups.
- Staff meeting time to fulfil targets in action planning for subject areas.
- Time is given during the report writing season and reports have been re-evaluated to be concise and clear without compromising the quality of information to parents.
- Staff receive regular performance management meetings so they feel supported.
- Staff have a mentor within school to talk to.
- Staff understand who they can go to for help if they are feeling emotionally vulnerable.
- Extracurricular events such as Pilates have been organised and this is something we are continually working towards each year as new opportunities and interests arise.

Identifying needs and Warning Signs
All staff will monitor
- Attendance
- Punctuality
- Relationships
- Approach to learning
- Physical indicators
- Negative behaviour patterns
- Family circumstances
- Recent bereavement

- Health indicators

School staff may also become aware of other warning signs which indicate a student is experiencing emotional & mental health & wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns with the designated child protection and safeguarding officer or the emotional wellbeing lead as appropriate.
Possible warning signs include:
- Changes in eating / sleeping habits
- Becoming socially withdrawn
- Changes in activity and mood
- Expressing feelings of failure, uselessness or loss of hope
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

Monitoring/Review
The Governors are committed to reviewing the impact of the Emotional Health and Wellbeing policy as part of the rolling programme, taking into account the following policies:

- Behaviour Policy
- Anti-bullying Policy
- Anti-racism Policy
- Attendance Policy
- Attainment Policy
- Teaching and Learning Policy