

# St Clement's CE Primary Academy



## Pupil Emotional Health & Wellbeing Policy 2020-2022

**# Learning for Life, Anchored in Christ**

Inspiring happy, **courageous**, independent, curious and creative life- long learners. So that all achieve their full potential, striving academically and socially with **humility** and **dignity**.

Believing being anchored in Jesus Christ will guide us with **hope**, **compassion** and **wisdom** in becoming successful members of a global community.

## Our Mission Statement

At St Clement's CE Primary Academy, we are committed to supporting the emotional health and wellbeing of our pupils and staff. 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 our Academy we:

- help children to understand 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 know that they count
- encourage children to be confident and 'dare to be different'
- help children to develop emotional resilience and to manage setbacks

## We offer different levels of support:

- Universal Support- To meet the needs of all our pupils through our overall ethos and our wider curriculum. For instance developing resilience for all.
- Additional support- For those who may have short term needs and those who may have been made vulnerable by life experiences such as bereavement.
- Targeted support- For pupils who need more differentiated support and resources or specific targeted interventions such as wellbeing groups or personal mentors.

## Aim

That children in our Academy will develop the self-esteem, awareness and self-confidence to play an active part in Academy life and be valued and valuable members of their communities.

## Definitions:

'Children and young people feeling good, feeling that their life is going well and feeling able to get on with their daily lives'

'Emotional health and wellbeing is the emotional resilience that enables us to enjoy life and to survive pain, suffering and disappointment. It is a positive sense of wellbeing and an underlying belief in our own worth and of others. Emotional health and wellbeing is embedded in social relations built upon social skills that are developed from birth.' (Elizabeth Hartley-Brewer, 2001)

## What is 'good' emotional health and wellbeing in our Academy?

- The ability to recognise, acknowledge and manage their feelings
- The ability to develop caring and concerns for others
- The ability to develop meaningful, positive and long lasting relationships
- The ability to take responsibility for themselves and make practical decisions
- For all in our Academy

### We want our children to:

- Be effective and successful learners.
- Make and sustain friendships.
- Deal with and resolve conflict effectively and fairly.
- Solve problems with others for themselves.
- Manage strong feelings such as frustration, anger and anxiety.
- Be able to promote calm, optimistic states that support the achievement of goals.
- Recover from setbacks and persist in the face of the difficulties.
- Work and play cooperatively.
- Compete fairly and win and lose with dignity and respect for other competitors.
- Recognise and stand up for their rights and the rights of others.
- Understand and value the differences and commonalities between people, respecting the rights of others to have beliefs and values different from their own.

### Rationale

The emotional health and well-being of all members of our Academy is fundamental to our philosophy and aims. Our policies and practices are founded in the development and sustenance of a happy, healthy Academy, where all learning can flourish. By promoting positive emotional health and wellbeing pupils can better understand and express their feelings. This builds their confidence and emotional resilience and therefore their capacity to learn.

### Principles

- Management and leadership
- The Academy ethos and environment
- Curriculum, teaching and learning, pupil voice
- Staff development, health and wellbeing
- Identifying need and monitoring impact
- Working with parents and carers
- Coordinated support

If the 8 principles are consistently and comprehensively applied across the whole Academy setting they can have a positive impact on:

- The cognitive development of children, their learning, motivation and sense of commitment and connectedness with learning and with Academy.
- Staff wellbeing, reduced stress, sickness and absence, improved teaching ability and performance.
- Pupil wellbeing including happiness, a sense of purpose, connectedness and meaning.
- Development of social and emotional skills and attitudes that promote learning, success, wellbeing and mental health, in the Academy and throughout life.
- The prevention and reduction of mental ill health such as depression, anxiety and stress.
- Improving Academy behaviour, including reduction in low-level disruption, incidents, fights, bullying, exclusions and absence.

- Reducing risky behaviour, such as impulsiveness, uncontrolled anger, violence, bullying and crime.

The eight identified principles will underpin the approaches used to support the development and integration of wellbeing strategies within St.Clement's. The policy and curriculum delivery will be tailored to promote the key aspects of improving mental health illness and wellbeing. It will focus on creating a socially, emotionally and physical rich environment where key relationships can thrive and children can feel secure in their learning. School based programmes which are linked to the curriculum will promote pupil voice through developing independence and choice making decisions. Staff will have access to training and signposting to approaches and resources that will support their own emotional health and wellbeing with an aim to foster team work and create solidarity. Clear identification, impact and outcomes measures will feed into school based programmes and the target interventions that will be offered to pupils.

### Curriculum organisation

Emotional health and well-being cover the spectrum of activities in the Academy and the range of educational and health/ welfare agencies who support our children. Our Academy is proactive in its approach and welcomes opportunities to promote emotional health and well-being through the formal and informal curriculum.

Staff use a variety of methods for ensuring sound emotional health and well-being for children. These complement and reflect the overall aims and philosophy of the Academy. Our approach includes:

- Academy Charter
- Class codes of conduct
- Clearly identified rewards and sanctions, our behaviour Rocket system, understood by all.
- Rewarding positive behaviour and achievement through our value point system
- Positive Growth Mind-set
- Setting appropriately challenging tasks.
- Providing a forum for listening and talking, e.g. Philosophy for Children (P4C), circle time, emotional feedback sheets
- Encouraging co-operation and collaboration.
- Developing social competence.
- Encouraging and developing coping strategies and resilience.
- Resilience framework

The Academy places emphasis on problem-solving, positive self-assessment, time for reflection, quality feedback and encouragement to participate in Academy and community events.

The delivery of personal, social and emotional development is fundamental to our promotion of emotional health. Through the planned programmes using Jigsaw, and informal curriculum, opportunities exist to explore issues appropriate to children's ages and stages of development and which reflect our pupils, families and community. Staff deal sensitively with these issues and differentiate according to the varying needs of the children in their care.

We also promote emotional health and wellbeing through our Christian Values which are embedded into all our learning: courage, humility, dignity, hope, compassion and service.

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.

We see parental involvement as a vital part of emotional well-being. Regular opportunities exist to promote partnership with parents, including:

- Welcome meeting in September – a chance to meet the staff, find out about the organisation and routines and curriculum in each class.
- Parents' meeting in the Autumn, Spring Term and Summer Term (1 per term)
- Parental workshops- phonics, reading, maths, theme week workshops
- Opportunities for Parent voice are offered throughout the year including an annual parental questionnaire, to help us build on what we do best and identify areas for improvement.
- Involvement in pupil profile plans and reviews for children with special educational needs.
- Inviting parents to church at Christmas and Easter
- Star pupils of the week achievement assembly.
- Inviting parents to Christmas Nativities, termly concerts, class assemblies and End of term award assemblies.
- Regular updates on class blog and social media accounts and Tapestry in Reception.

### Inclusion

All curriculum policies make reference to inclusion key to our Academy ethos. Curriculum provision is based on an understanding that we may need to cater differently for individuals in order to provide equality of opportunity. This approach to equal opportunities is extended to all members of our Academy community and included in our Equal Opportunities and Race Equality Policies. These needs include specific policies for SEND children. Differentiation and awareness of a variety of teaching and learning styles are used to provide appropriate curriculum approaches for different children's needs.

### Pastoral organisation for pupils

We pride ourselves on the whole Academy, team approach that is integral to our way of working at St Clement's CE Primary Academy. Our methods include:

- Recognising and responding positively to a child's emotional, mental health and/ or behavioural needs.
- Communicating with parents positively and realistically to create a partnership approach to children's emotional, mental health and well-being.
- Liaising with appropriate agencies to enlist advice and/or support.
- Weekly nurture and mentoring sessions.
- Forest schools

Clear policies for Behaviour, Child Protection, Anti-Bullying and Attendance are promoted in Academy. Together, they provide the foundations for emotional, mental health and well-being. Alongside our policies are a range of practices to promote positive mental health;

- Academy Children's Champions with elected membership from Y1 -Y6.
- Eco- Council

- Rights Respecting Champions
- Kindness awards
- Achievement assemblies.
- A whole Academy system of rewards for individuals: star of the week, Value points
- Well-being Champions

Where appropriate, our SENDCO may become involved to support a child experiencing emotional, mental health and / or behavioural difficulties. If appropriate, the child will be given time to work with our Pastoral Support. We recognise the effectiveness of our early intervention approach and our commitment to pastoral care for all.

#### Pastoral organisation for staff

Pastoral support for all members of the Academy community is fundamental to the aims and philosophy of St Clement's CE Primary Academy. We believe that a well-supported, valued staff with a clear and shared purpose are best placed to provide emotional well-being for children in their care. Therefore training and signposting to materials about mental health and emotional wellbeing will be made available for **all** staff. An open door policy to senior leadership is always made available if staff is in need of speaking to someone about any issues of concern and a fully committed supportive governing body.

We follow L.A. guidelines and policies for supporting personnel, including those for harassment, anti-bullying, race equality and managing staff absence. We have a named Governor for Safeguarding.

#### Monitoring and evaluation

Provision across the Academy is monitored by the Head teacher and the Pastoral manager

The Head teacher and Pastoral Manager will provide support and advice to members of our Academy community about the provision and implementation of pastoral care in the Academy. Regular staff meetings and termly full governor meetings provide regular opportunities for the quality of care to be evaluated and developed.

All staff has a responsibility to promote the mental health and emotional wellbeing of pupils. Staff with a specific, relevant responsibility includes:

- Miss Shryane, Mrs Nizamis, Miss Akers and Mrs Price - Designated Safeguarding Officers
- Mrs Nizamis – Adult & Youth Mental Health First Aider trained
- Miss Akers- Pastoral Manager, Adult Mental Health First Aid trained, PHSE Lead
- Mrs Price – Sendco
- Mr Burton- Youth Mental Health First Aid trained

#### Identifying needs and Warning Signs

All staff will complete a termly wellbeing tracker on their pupils aimed at identifying a range of possible difficulties including:

Attendance

Punctuality

Relationships

Approach to learning

Physical indicators

Negative behaviour patterns

Family circumstances

Recent bereavement

Health indicators

School staff may also become aware of warning signs which indicate a student is experiencing mental health or emotional 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

Talking or joking about self-harm or suicide

Expressing feelings of failure, uselessness or loss of hope

Repeated physical pain or nausea with no evident cause

An increase in lateness or absenteeism

### Working with Parents

In order to support parents we will:

Highlight sources of information and support about mental health and emotional wellbeing on our school website/blog.

Ensure that all parents are aware of who to talk to, and how to get about this, if they have concerns about their child.

Make our emotional wellbeing and mental health policy easily accessible to parents

Share ideas about how parents can support positive mental health in their children.

Keep parents informed about the mental health topics their children are learning about in PSHE and share ideas for extending and exploring this learning at home.

The Pastoral manager has an open door policy for parents and is available to support with a range of issues that may impact their own emotional health and well-being, thus impacting on their children.

## Pupil Wellbeing Interventions

	Approaches	Intervention
<b>Whole School universal approach</b>	Curriculum policy re-write focus on wider curriculum	<p>Pupil voice – communication skills (School Council – One page profile – pupil EHCP reviews Class Family Groups)</p> <p>Emotional literacy skills</p> <p>Engagement in individual SEN one page profiles and home school contact such as (CAT involvement- PSS support, CAMHS, Emotional Wellbeing LA service, School nurse, Educational Psychologist).</p> <p>Self-regulation strategies linked to behaviour management, CPD training and staff meeting updates.</p> <p>Circle time approaches or ‘circle of friends’ activities.</p> <p>Targeted use of Jigsaw resources.</p> <p>Half termly well-being focus days</p>
	Teaching and Learning approaches	
	Holistic/ Multi-agency approach (Individual SEN Support Plans and Parental Support Advisor)	
	Staff training	
<b>Targeted support</b>	Active mentoring	Weekly physical intervention programme based on sensory processing approaches, fine and gross motor skills and self- regulation.
	Wellbeing Interventions	<p>1:1 sessions provided for an afternoon each week focusing on individual wellbeing outcomes. (Connecting With Children, drawing &amp; talk program, Talk Time, 6's &amp; 7's, PLAC 1:1 sessions)</p> <p>Class group sessions each week focusing on emotional wellbeing outcomes-PHSE, School nurse, Women's Aid</p> <p>Identified support linked to pupil premium – (Therapeutic Group Work)</p> <p>Personalised differentiated learning opportunities.</p>

This policy will be reviewed every year.

Updated May 2020 agreed by governors 21/5/20 (virtual meeting)

### COVID-19 addendum:

#### Whilst at Home:

- Weekly phone calls from teachers- followed up in school if no contact weekly
- Zoom meetings held with phase leads- pupil progress meetings- who is/isn't accessing work- and general well-being for pupils- any concerns to be noted on cpoms
- Pastoral Manager to continue to sign post to mental Health resources
- Sports Coach to continue to signpost to physical health resources & produce weekly PE videos
- Teachers to include mindfulness and PHSE resources in the weekly on line work set
- Staff to create a photo collage to remind pupils that we miss them and are looking forward to seeing them soon
- Video training/cpd for all staff- stress& anxiety/PTSD/OCS, separation anxiety so they know things to look out for and possible strategies to support
- Communication for families' clear- website, Blogs, social media, phone calls, emails and home visits. Visit to Hope centre occasionally.
- Blogs signposting to mental health services and government guidance/services.
- Video training for all staff from Women's Aid- DV
- Weekly pastoral phone calls as well as teacher calls to families considered vulnerable by school.
- Safeguarding Governor running the collection point for food parcels - supporting parent's well-being and sharing any concerns with Head Teacher/ Pastoral Manager to follow up.

#### Upon return to school:

- Settling in period/ nurture/ social/ emotional support after prolong school closure –Well-being week.
- Focus- resilience & national/global awareness of impact of virus/lockdown with the key being for our children to see the bigger picture and that this has not just happened to them- looking to build on children's understanding
- Pastoral manager to meet with every child individually to check on well- being and impact of lockdown- any further actions can then be followed up.
- Mindfulness sessions throughout the day
- Pupils have own diaries they can write in whenever they feel the need-emotional well-being
- Sessions on self-care/hygiene timetabled
- Whole school Parent meetings – reassure and discuss education going forward and how parents can support this.
- Vulnerable/SEND pupils-individual parent meetings with these families' class teachers/ Pastoral/Sendco