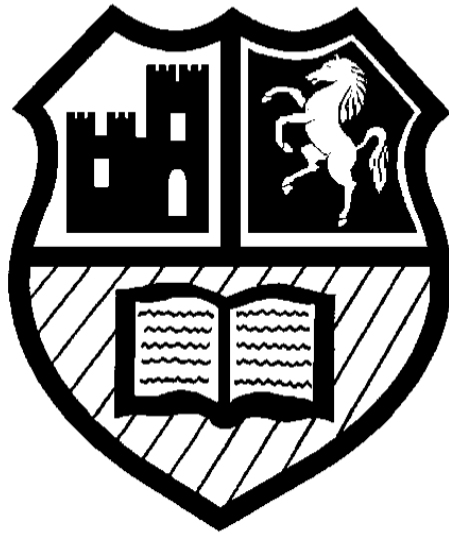


Otford Primary School



Emotional Health and Well Being Policy

Date July 2024

For review July 2026

Page Break



Oxford Primary School

Emotional Health and Wellbeing Policy

Reviewed June 2024

At Oxford, 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 valid. 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 important for everyone and that we all have a role to play.

At our school all staff connect and build positive relationships with the children in order to:

- help them understand their emotions and feelings better
- help them feel comfortable sharing any concerns or worries
- help them socially to form and maintain relationships
- promote self-esteem and ensure they know that they count
- encourage them to be confident and 'dare to be different'
- help them to develop emotional resilience and to manage setbacks

We promote a mentally healthy environment through:

- Promoting our school values (Kindness, Courage and Curiosity) and our school expectations Be Ready, Be Respectful, Be safe encouraging a sense of safety and belonging.
- Promoting Pupil Voice and opportunities to participate in decision-making
- Celebrating achievements whether academic or non-academic
- Providing opportunities to develop self-worth through taking responsibilities 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 (Tier 1)
- Support for pupils going through recent difficulties including bereavement (Tier 2)
- Specialised, targeted approaches aimed at pupils with more complex or long term difficulties including attachment disorder (Tier 3)

We offer different levels of support:

Tier 1: Universal Support - To meet the needs of all our pupils through our overall ethos and our wider curriculum. We achieve this at Oxford by creating an environment and school ethos where children are encouraged to talk about their thoughts, feelings, moods and emotions and by raising awareness of mental health across the school and what it means.

Tier 2: Additional support - For those who may have short-term needs and those who may have been made vulnerable by life experiences such as bereavement.

Tier3: Targeted support - For pupils who need more differentiated support and resources or specific targeted interventions such as wellbeing groups or personal mentors.

Scope:

This policy should be read in conjunction with our Medical Policy and SEND Policy in cases where pupil's mental health needs overlap these. This policy should also be read in conjunction with policies for behaviour and Anti-bullying, and PHSE and SMSC. It should also sit alongside child protection procedures.

Lead Members of staff

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

- Miss H Chalkley – Designated Safeguarding Lead
- Mrs P Cornelius – Designated Safeguarding Lead/Mental Health First Aider/Well-being Lead
- Mrs H Roberts – Designated Safeguarding Deputy
- Mrs P Williams – Inclusion Lead

Teaching about Mental Health

The skills, knowledge and understanding needed by our pupils to keep them mentally healthy and safe are included as part of our developmental PHSE/**RSE** curriculum.

The specific content of lessons will be determined by specific needs of the cohort we are teaching but we will also use the PHSE Association Guidance to ensure we teach mental and emotional 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 or 'circle of friends' activities
- Managing feelings resources e.g. worry box/worry monster
- Managing emotions resources such as '5 point scale' and 'zones of regulation'
- Mental health/well being groups – nurture groups, Forest Explorers sessions, Leap Pad, Games Club
- Therapeutic activities including art, Lego and mindfulness techniques
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- LP Buddies or regular 1:1 or group nurture sessions
- Self-regulation time in the Peaceful Pod

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

- Pupil Questionnaire
- Strengths and difficulties questionnaire
- The Boxall Profile

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 can flag a particular need on My Concern based on a range of possible difficulties a pupil may be including:

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

Staff may also become aware of warning signs, which indicate pupils experiencing mental health or emotional issues. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns with the designated Safeguarding lead via reporting the concern on My Concern.

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, useless 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
- Share and allow parents to access sources of further support e.g. through Dojo/website/parent forums
- Ensure that all parents are aware of who to talk to, and how to get the help, 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 in PHSE 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 wellbeing including:

- Early Help
- The school nurse
- CAMHS (Child and Adolescent Mental Health Service)
- Community Paediatricians
- Counselling services
- Family support workers

Training

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection training in order to enable them to keep pupils safe.