



Sandlings Primary School Pupil Emotional Health and Wellbeing	
Date	December 2022
Review	December 2024
Reviewed by	Governors
<p>Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, sex, gender reassignment, pregnancy or maternity, race, religion or belief and sexual orientation, marriage and civil partnership. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not priorities' or disadvantage any pupil and it helps to promote equality at this school.</p>	
<p>Links with other policies</p> <ul style="list-style-type: none"> Behaviour Antibullying Teaching and learning SEND Accessibility Child Protection and Safeguarding Early Help Supporting Children with Medical Conditions 	

Policy Statement

At Sandlings Primary School, we are committed to supporting the emotional health and wellbeing of our pupils and staff. We have a nurturing, supportive and caring ethos and our approach is respectful and kind, where each individual and contribution is valued.

At our school, we know that everyone experiences life challenges that can make us vulnerable and at times and in our setting this includes the challenges faced by pupils due to high mobility as many service pupils attend our school; anyone may need additional emotional support and we take the view that positive mental health is everybody's business and that we all have a role to play.

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

- Miss Patricia Toal - Designated Child Protection / Safeguarding Officer
- Mrs Nadine Parkin - Designated Child protection /Safeguarding Officer
- Mrs Nell Spencer – Alternative Designated Safeguarding Lead
- Mrs Shelia Owen - Thrive Practitioner and Wellbeing support

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 improving behaviour and attendance
- Involving pupils more fully in the operation of the school i.e. through councils and whole school meetings, learning reviews
- Helping pupils feel happier, more confident, motivated and engaged
- Helping to meet legal, ethical and curricular obligations
- Helping pupils to thrive with high self-esteem and confidence
- Developing a sense of belonging

At our school 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 promote a mentally healthy environment through:

- Promoting our school values and encouraging a sense of belonging
- Developing class unique identities every year i.e. by voting on class names and mottos
- Promoting pupil voice and opportunities to participate in decision-making through the various councils
- Celebrating academic and non-academic achievements
- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others i.e. play leaders, monitoring roles, charity fund raising
- Providing opportunities to reflect
- Access to appropriate support that meets their needs
- Enhancing school and classroom layout i.e. with Regillio Emilia ethos and a dedicated nurture room
- Establishing clear rules, routines and expectations about behaviour for learning and social cohesion.
- Encouraging positive, caring and constructive relationships

Teaching about Mental Health

The skills, knowledge and understanding needed by our students to keep themselves mentally healthy and safe are included as part of our developmental Personal Social and Health (PSHE) & Sex and relationships (SRE) curriculum.

The specific content of lessons will be determined by the specific needs of the cohort we are teaching but we will also use the PSHE Association Guidance to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner.

Targeted support

Our 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.
- Targeted use of SEAL resources.
- Managing feelings resources e.g. ‘worry boxes’ and ‘worry eaters’
- Managing emotions resources
- Primary Group Work/Mental health and wellbeing groups
- Therapeutic activities including art, Lego and relaxation and mindfulness techniques.
- World Club to support children missing parents due to deployment
- Life Skills lessons
- The school will make use of resources to assess and track wellbeing as appropriate
- including:
 - Strengths and Difficulties questionnaire
 - The Boxall Profile
 - Emotional literacy scales
 - Wellbeing sessions
 - Transition and induction
 - THRIVE

Identifying needs and Warning Signs

All staff are aware of the importance of recognising a range warning signs of possible or emotional wellbeing issues including:

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

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.

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
- 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 PSH & SRE and share ideas for extending and exploring this learning at home.
- Promote the involvement of parents and carers in the life and learning of the school i.e. through Parent questionnaires, Subject Focus events, Sports and Theme Weeks and Concerts/Music Events
- Regular communication and involvement over pupil progress, behaviour and pastoral issues

Working with other agencies, partners and associations

As part of our targeted provision the school will work with other agencies to support children's emotional health and wellbeing including:

- The school nurse
- Educational psychology services
- Behaviour support
- Paediatricians
- CAMHS (child and adolescent mental health service)
- Counselling services
- Family support workers
- Therapists
- Norfolk and Suffolk NHS Trust
- Suffolk Emotional Wellbeing Gateway - Mental Health Services & Support
- Suffolk Children and Young People's Emotional Wellbeing Hub
- PSHE Association
- The MindEd learning portal provides free online training suitable for staff wishing to know more about a specific issue.

