

# St Clement's CE Primary Academy



## Pupil Emotional Health & Wellbeing Policy 2024-2026

Our vision is to inspire happy, **courageous**, independent, curious and creative, life-long learners. We aim for all to achieve their full potential, striving both academically and socially with **humility** and **dignity**.

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

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

## 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 literacy and talk about their feelings
- we ensure Mental Health concerns are dealt with as a safeguarding issue and in line with KCSIE 23.

### 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 strategies to regulate and expressing feelings 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 and other ACE's. ( school vulnerable list)
- Targeted support- For pupils who need more differentiated support and resources or specific targeted interventions such as wellbeing groups or mentors.
- Focused support for a more personal one-one approach.

## 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 are the emotional support 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 are embedded in social relations built upon social skills that are developed from birth.'

## 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 to be supported in experiencing positive mental health and relational experiences

### 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.
- Appropriately 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/STARS
- 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.
- Using empathetic responses
- Protecting dignity
- Developing regulation through co-regulation
- Discussing and learning about important issues relating to and impacting Mental ill Health.
- Highlighting the importance of Mental Health and how/when to seek support.
- Child safety week annually
- PHSE curriculum
- PD curriculum

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, Personal Development Sessions, 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-health. 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, online safety, diversity, PSHE
- 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 social media accounts and Tapestry in Reception.
- Weekly Family Support Sessions
- Parent Groups

### 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 equity is extended to all members of our Academy community and included in our Equality Policy. 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
- Focused Trauma Informed Interventions

Clear policies for Behaviour, Child Protection/Safeguarding, 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;

- Eco- Council
- Kindness awards
- Achievement assemblies.
- A whole Academy system of rewards for individuals: star of the week, Value points
- Junior PCSO's
- Worship Council & Unicef
- Prefects & Well-being Champions

Where appropriate, our SENDCO may become involved to support a child experiencing emotional, mental ill health. 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. Individual SEMH plans are used where needed.

#### 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 need to speak to someone about any issues of concern and a fully committed supportive governing body. We follow L.A. guidelines and policies for supporting others including those for harassment, anti-bullying, equality and managing staff absence. We have a named Governor for Safeguarding and Mental Health. Quality assured Mental Health Trained staff are in school and training has been sourced for some, through the DfE Mental Health Lead Fund.

#### 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 and Miss Akers - Designated Safeguarding Officers
- Mrs Nizamis – Adult & Youth Mental Health First Aider trained/ LAC
- Miss Akers- Pastoral Manager, Adult Mental Health First Aid trained, PHSE Lead, Trauma Informed Practitioner, THRIVE Practitioner / LAC
- Mrs C.Apong– SENDCO/ DSL
- Miss K.Bennett to receive training in Adult MHFA training and Youth Mental Health First Aider training over academic year 24-25

### Identifying needs and Warning Signs

All staff complete a termly wellbeing form with 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

'What I want my teacher to know'

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 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

To support parents, we will:

- Highlight sources of information and support about mental health and emotional wellbeing on our school website/Newsletter.
- 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. Weekly Parent Sessions are held to support parents in a variety of issues.

## Pupil Wellbeing Interventions

	Approaches	Intervention
<b>Whole School universal approach</b>	Curriculum policy re-write focus on wider curriculum	Pupil voice – communication skills (pupil led groups– One page profile – pupil EHCP reviews- Class Family Groups) Emotional literacy skills Emotion slips/ termly well-being audits/ 3 houses Engagement in individual SEN one-page profiles and home school contact such as (CAT involvement- PSS support, Forward Thinking, Emotional Wellbeing LA service, School nurse, Educational Psychologist). Self-regulation strategies linked to behaviour support, CPD training and staff meeting updates. Circle time approaches or ‘circle of friends’ activities. Targeted use of Jigsaw resources.
	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, physical health and self- regulation. This is delivered by class teacher or sports coach
	Wellbeing Interventions	1:1 sessions provided for an afternoon each week focusing on individual wellbeing outcomes. (Connecting With Children, drawing & talk program, Talk Time, 6’s & 7’s, PLAC 1:1 sessions) Class group sessions each week focusing on emotional wellbeing outcomes-PHSE, School nurse, Women’s Aid Identified support linked to pupil premium – (Therapeutic Group Work) Personalised differentiated learning opportunities. Young Carers support Trauma Informed Interventions Counselling services from St.Martin’s

This policy will be reviewed annually

Updated July 2024

Approved by governors:

To be reviewed: July 2026