



Woodgate Primary

Emotional Health and Wellbeing Policy

November 2023

Policy Statement

At Woodgate Primary School, we are committed to supporting the emotional health and wellbeing of our children. We are dedicated in developing their personal, emotional and cultural growth alongside their resilience, aspirations and independence. We want them to be fully prepared for the next stage of their lives in the wider context of the world around them.

We have a 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, anyone may need additional emotional support. We take the view that positive emotional health is everybody's business and that we all have a role to play.

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 an emotionally healthy environment through:

- Promoting our school values and encouraging a sense of belonging.
- Promoting pupil voice and opportunities to participate in decision-making
- Celebrating academic and non-academic achievements
- Providing opportunities to develop a sense of worth through taking responsibility 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
- Support for pupils going through recent difficulties e.g. bereavement.
- Specialised, targeted approaches aimed at pupils with more complex or long-term difficulties including attachment disorder.

Lead Members of Staff

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

- Debbie Colley – Head Teacher and DSL
- Dee Carroll – assistant head teacher and DSL. Mental Health Aid Champion
- Stuart Jones – WRAP room lead.
- David O'Mahoney – psychotherapist and governor.

Teaching about Emotional Health:

The skills, knowledge and understanding needed by our students to keep themselves emotionally healthy and safe are included as part of our PSHE and SRE curriculum. We use external providers to supplement the curriculum including The NSPCC – speak out and stay safe program, visits from the youth service, and contextual workshops delivered by the local police.

Targeted support.

The school will offer support through targeted approaches for individual pupils or groups of pupils which may include:

- Therapeutic activities e.g. brick therapy/art therapy
- Lunch time nurture group
- Drawing and Talking Therapy
- Access to on site counsellors.
- Youth Service – Resilience 2 Resolve Programme.
- On site psychotherapist.

Woodgate Primary is very proud of the WRAP room – it stands for Woodgate Recovery and Positivity Room. This is a bespoke and dedicated safe space that supports the emotional health of a number of our most vulnerable children. It is led by a highly trained and experienced teaching assistant who supports the children throughout the day.

This is in addition to the 'calm space' in each classroom which is accessible to all children.

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

- Strengths and Difficulties questionnaire
- The Boxall Profile

Signposting

We will ensure that children are aware what support is available within our school and how to access it. We do this through displays and assemblies e.g. Childline.

Identifying needs and warning signs

All staff are trained to recognise the range of issues that could affect a child's emotional well-being.

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

School staff are aware of warning signs which might indicate a child is experiencing emotional health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs communicate their concerns to a DSL in school.

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 emotional health and wellbeing on our school website
- Share and allow parents to access sources of further support.
- 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 health policy easily accessible to parents
- Share ideas about how parents can support positive emotional health in their children.
- Keep parents informed about the emotional health topics their children are learning about in PSHE 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:

- School nurse
- Educational psychology services
- Behaviour support through Beacon
- Paediatricians
- Counselling services
- Family support workers
- Harmful Sexual Behaviour Team

Training:

We want staff to be confident in their knowledge of emotional well-being in order to provide the appropriate support and signposting.

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

All staff receive training on attachment disorder. This is delivered through the education psychology service and will go towards school receiving TIAS accreditation. Training is delivered annually from the communication and autism team which includes strategies to help children with ASD cope better in the classroom setting.

Dee Carroll – November 2023

Review – November 2024