



Emotional Health and Wellbeing Policy for Pupils

We want our children to be happy today, fulfilled in the future and able to make their world and even better place.

Research has demonstrated that the emotional health of children is the strongest predictor of happiness in adulthood. At Milton Road Primary School, we want all of our children to grow up to be happy, healthy, kind, creative and confident, individuals who will contribute positively to society as active citizens. Our work is guided by the work of Adrian Bethune who says "Happier children learn better and generally perform better in school."

We also know that, poor mental health undermines educational attainment and life satisfaction. One in eight children and young people aged 5 to 19 have a diagnosable mental health disorder.

As importantly, the mental health of teaching staff impacts on children too, and teachers play a very important role in modelling positive emotional health. All staff also deserve to enjoy their job and feel supported.

Therefore, the emotional health and wellbeing of all members of Milton Road Primary School (including staff, children and parents) is fundamental to our philosophy and ethos 'wellbeing for all'.

Aims:

- To ensure that through the promotion of positive emotional health and wellbeing, children and young people are helped to understand, recognise and express their feelings, build their confidence and emotional resilience and therefore increase their capacity to learn.
- To increase the awareness, understanding and reduce stigma amongst children, staff and parents/carers of issues involving the emotional health and wellbeing of young people and to provide support at an early stage to any child who is or appears to be suffering from mental health issues.

Promoting positive emotional health and wellbeing:

The culture at Milton Road Primary School promotes children's positive emotional health and wellbeing and avoids stigma by:

- Having a whole-school approach to promoting positive relationships and positive emotional health and wellbeing, within a caring ethos of high expectations and continuous support.
- Openly talking about and discussing positive mental health in class and assemblies, and promoting the importance of sharing difficult feelings and emotions with people we trust.
- Having a committed staff community that sets a whole school culture of positive emotional health and wellbeing, support and values.
- Ensuring high quality continuing professional development (CPD) for staff.
- Working closely with children, parents and carers.
- Whole school promotion of building individual resilience and tenacity across all areas of the curriculum.
- Having a policy that every individual child or adult should be able to name at least five trusted adults that they can go to for support.

Supporting children:

Our school offers a range of services to help our children develop positive mental health and wellbeing, as well as additional support for those experiencing mental health difficulties.

These include:

- Build positive parent/carer partnerships to enable early intervention to accessing mental health and wellbeing support and to allow for consistent strategy implementation within home and school to support the child.
- Having clear communication for parents/carers such as SeeSaw, visible staff at school drop-off, regular teacher contact, and pastoral support from TAs and Teachers so that any changes can be identified and support given to child/ parent / carers as required.
- Two staff members are trained Mental Health First Aiders.
- Teachers and support staff are well placed to spot changes in behaviour that might indicate a problem and offer support and guidance. Many things can cause a change in mental health including traumatic events (e.g. loss or separation, life changes, abuse, domestic violence or bullying).
- Adults make good use of the CPOMS reporting system to flag any child that they are concerned about so that any issues can be quickly identified and acted upon.

- Our Pastoral Health and Wellbeing Lead, Mrs Brown-Roche, can work 1:1 with children struggling in class with behaviour and/or emotional concerns.
- Our Relational Behaviour policy, is based on STEPS and is one which helps create a positive school environment and supports children in making the right choices which contributes to their own and others' emotional wellbeing.
- Weekly assemblies include stories that help children to focus on our shared values of kindness, creativity, curiosity, confidence, respect and responsibility. Within these the ethos of We Are Crew is also promoted so that children recognise that they belong to a team and something bigger than themselves. Assemblies are also used to raise awareness and understanding of what contributes to positive physical and mental health, and to provide strategies for children to take care of themselves, each other, their learning, their school, community and world and to take care for the future. (Take five agreements)
- The Daily Mile, play grounds, experienced PE coaches, and wide array of sports clubs boost children's physical fitness which studies show positively impacts on children's body-image, and physical and mental health.
- We are starting to integrate a Mindfulness curriculum through Forest School and MindUp to help develop children's attention, emotional self-regulation and wellbeing.
- From time to time the school runs Nurture Groups or Social Groups for selected children, using an evidence-based programme to develop their social and emotional skills.
- Weekly wellbeing sessions provided for children identified as needing support with friendships, worries and self-esteem.
- Transition support provided by outside agencies to Y6 children and additional sessions for those who need it.
- Providing calming and restorative spaces for children to spend time in such as the newly refurbished library, the school garden (where our Outdoor Learning takes place), and the counselling room.
- Constructive links with outside support and specialist agencies (e.g. school nurse, counsellor, play therapist) to provide interventions for those with additional mental health needs.

Promoting emotional health and wellbeing of staff

The emotional health and wellbeing of staff is of paramount importance to effective running of any school. Not only does it directly impact the wellbeing of children but, as significant adults in children's lives, teaching staff must set a good example and model positive emotional health. More than that, all staff deserve to enjoy their jobs and feel supported so they can enjoy long and enjoyable teaching careers. To this end, we have a number of strategies in school to support colleagues and to help

promote the positive wellbeing of Milton Road staff. This is documented in a separate policy.

Raising concerns:

Any member of staff, child, parent/carer concerned about the mental health and wellbeing of a child should speak to the class teacher in the first instance. The class teacher will monitor and support them, and refer to the Senior Leadership Team for additional support or for further intervention.