



## Health and Wellbeing Policy

Approved by Ethos & Community Committee

Spring 2024

Next Review

Spring 2026

### Our Mission Statement

**At St Stephen's, we build each other up in love and learning, embracing our strengths and developing a passion for lifelong learning. We create opportunities for children to know how to stay safe and see themselves as unique, courageous and resilient global citizens - to be upstanders for fairness and equity and against discrimination and injustice.**

### Aim

That the children in our school will develop the self-esteem, awareness and self-confidence to play an active part in school life and be valued and valuable members of their communities.

### Rationale

The emotional health and well-being of all members of our school is fundamental to our philosophy and aims. Our policies and practices are founded in the development and sustenance of a happy, healthy school, where all learning can flourish. Our Mission Statement 'Building Each Other Up In Love and Learning' is a foundation stone to all our policies. When a school promotes positive emotional health and wellbeing and attachment awareness, pupils can better understand and express their feelings. This builds their confidence and emotional resilience and therefore their capacity to learn. They also create an environment that is conducive to learning, building positive relationships between children with staff and children with their peers.

### Definitions:

-'Emotional health and wellbeing is the emotional resilience 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 is embedded in social relations built upon social skills that are developed from birth.' (Elizabeth Hartley-Brewer, 2001)

### What is 'good' emotional health and wellbeing in our school?

- The ability to recognise, acknowledge and manage their feelings
- The ability to understand that there are people who they can talk to when they are in need
- 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 school
- The ability to be resilient in the face of adversity

### We want our children to:

- Feel safe

- Understand how to keep themselves safe and others safe
- Be happy
- Understand and value the differences and commonalities between people, respecting the rights of others to have beliefs and values different from their own.
- Be effective and successful learners.
- Make and sustain friendships.
- Deal with and resolve conflict effectively and fairly.
- Solve problems with others for themselves.
- 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.

### **Supporting Minds**

By working on wellbeing and emotional health we aim to:

- Support the cognitive development of children, their learning, motivation and sense of commitment and connectedness with learning and with school.
- Increase staff wellbeing, reduce stress, sickness and absence, improve teaching ability and performance.
- Improve pupil wellbeing including happiness, a sense of purpose, connectedness and meaning.
- Support the development of social and emotional skills and attitudes that promote learning, success, wellbeing and mental health, in school and throughout life.
- Prevent and reduce mental ill health such as depression, anxiety and stress.
- Improve school behaviour, including reduction in low-level disruption, incidents of bullying, hate language.
- Reduce risky behaviour, such as impulsiveness, uncontrolled anger, violence, bullying and crime.

### **Curriculum organisation**

Emotional health and well-being cover the spectrum of activities in school and the range of educational and health/ welfare agencies who support our children. Our school is proactive in its approach and welcomes opportunities to promote emotional health and well-being through the formal and informal curriculum.

The delivery of personal, social and health education and citizenship is fundamental to our promotion of emotional health. PHSE is classed as a core subject in Stephen's. Through the planned programmes and informal curriculum, opportunities exist to explore issues appropriate to children's ages and stages of development. Staff deal sensitively with these issues and differentiate according to the varying needs of the children in their care.

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 school. Our approach includes:

- A celebration of diversity
- Linking our behaviour to our school values and British values

- Clearly identified rewards and sanctions, understood by all.
- Rewarding positive behaviour and achievement through our Behaviour Policy.
- A worry/ concerns box in every class
- Children being asked to think about safe adults at school and home so that they know who they should talk to if they have concerns – Ten Fingers
- Teaching children how to keep themselves safe in a variety of situations e.g., online
- Supporting children to understand their place in the world and how to make a good citizen
- Setting appropriately challenging tasks.
- Providing a forum for listening and talking, e.g., circle time or ‘Come & Chat with a member of staff’
- Encouraging co-operation and collaboration.
- Developing social competence.
- Encouraging and developing self- regulation, coping strategies and resilience.
- Using the Zones of Regulation to self-regulate
- Using QFT (Quality First Teaching) and 5 non negotiables of EEF
- Therapeutic activities such as movement breaks and the use of the Sensory Room

The school places emphasis on problem-solving, positive self-assessment, time for reflection, quality feedback and encouragement to participate in school and community events.

### Pastoral support for our children

We pride ourselves on the whole school, team approach that is integral to our way of working at St. Stephen's. Our methods include:

- Staff are asked to actively recognise and respond positively to a child's emotional, mental health and/ or behavioural needs.
- Staff have been trained in Attachment awareness and the importance of securing good relationships with the children.
- Putting relationships first. This requires a school ethos that promotes strong relationships between staff, pupils and their parents/carers. It also relies on creating a positive school culture and climate that fosters connection, inclusion, respect and value for all members of the school community.
- Children complete names on hand templates each year, identifying key people at home and school with whom they would talk if upset, scared or worried.
- The school will provide a named adult with whom each child can talk. This may be one of our pastoral support team or a teacher or teaching assistant. There is special provision to release them out of class when needed. We may put this in place when a child may be experiencing any of range of difficult situations – family break downs, bereavement, anxiety, friendship issues, conflict or abuse. We also offer this when the local authority safeguarding team are involved.
- Mental Health Support Team (MHST) deliver **short term, evidence-based interventions** for children and young people experiencing **mild to moderate mental health difficulties**, such as anxiety, low mood and behaviour difficulties.
- Individual Health Care Plans
- Individual Behaviour Plans
- Providing a range of Social Skills groups - so that all children have the social skills necessary to be confident, responsive, and mutually are able to have beneficial interaction with other people
- We liaise with appropriate agencies to enlist advice and/or support e.g., family support

- We provide a programme of mindfulness-based thinking skills to help children develop their thinking habits and strategies, which will enable them to be more relaxed, confident and resilient, both in the short and long term.
- We invite visitors who have expertise in health and well-being to talk to children about keeping themselves safe and what to do when they feel they are at risk.
- The School Council discusses wellbeing as part of its agenda
- Anti-bullying Ambassadors are used to support children in the playground.
- We build self-esteem through other leadership roles e.g., sport/ house captains, eco committee, class ambassadors, monitors and celebrate children in merit assemblies.
- There is a whole school system of rewards for individuals including house points and merit assemblies
- An annual wellbeing week is planned to support children and staff to recognise stress, anxiety and to understand strategies to cope
- School staff may become aware of warning signs which indicate a pupil 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 DSL or one of the deputies. Concerns should all be recorded on CPOMs and all follow up actions.
- If a child chooses to disclose concerns about themselves, or a friend, to any member of staff, the response will be calm, supportive and non-judgemental. Reported to the DSL or one of the deputies and all disclosures will be recorded on CPOMs.
- Our school website has links for children to access help and support.  
<https://www.st-stephens.richmond.sch.uk/page/health-and-wellbeing/124107>

#### **Use the principles of Emotion Coaching: -**

Step 1: Recognising, empathising, soothing to calm ('I understand how you feel, you're not alone')

Step 2: Validating the feelings and labelling ('This is what is happening, this is what you're feeling')

Step 3 (if needed): Setting limits on behaviour ('We can't always get what we want')

Step 4: Problem-solving with the child/young person ('We can sort this out')

Secure, nurturing environments and stimulating, engaging experiences support the development of neuronal networks, helping to build brains.

#### **The 4 S's of Attachment (Siegel 2013)**

- Seen
- Safe Sense of Being/Sense of Belonging
- Soothed
- Secure

By applying the principles of Emotion Coaching and the Attachment Aware Approach we can together foster an inclusive approach and together achieve better outcomes around pupil attainment and well-being for all pupils and staff.

Where appropriate, our SENDCo or Designated Safeguarding Leads may become involved to support a child experiencing emotional, mental health and / or behavioural difficulties. We recognise the effectiveness of our early intervention approach and our commitment to pastoral care for all.

### **Pastoral support for staff**

Pastoral support for all members of the school community is fundamental to the aims and philosophy of St. Stephen's. We believe that well-supported, valued staff with a clear and shared purpose are best placed to provide emotional well-being for children in their care. We follow L.A. guidelines and policies for supporting personnel, including those for harassment, anti-bullying, race equality and managing staff absence. We also have a 24-hour service that all staff can use to support them when they require support through life issues and offer counselling on matters such as finance, legal advice and aid, medical etc.

<https://healthassuredeap.co.uk/log-in-page/>

We have an ever-evolving strategy to support well-being based upon the needs at that time. Our aim is to ensure that we are providing staff what they need to support their wellbeing. Please find the current strategies in the link below:

[https://docs.google.com/document/d/19Y7ENL9rUdy5tVQx9ql64Qrwl\\_tEX7a7QQoCrrMFudo/edit](https://docs.google.com/document/d/19Y7ENL9rUdy5tVQx9ql64Qrwl_tEX7a7QQoCrrMFudo/edit)

### **Parental Support**

Parental involvement is 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, safeguarding, wellbeing and routines and curriculum in each class.
- Ensuring that all parents are aware of who to talk to, and how to access this support, if they have concerns about their own child or a friend of their child
- Teacher availability at beginning and end of day
- SLT availability in the playground at the beginning and end of most days
- Emails for each year group
- 10-minute Parents' meetings twice and an open evening at the end of the year.
- Involvement in pupil reviews for children with special educational needs. Opportunities to meet with SENDCo.
- Additional parents' meetings each term for those children on the SEND register
- Termly Parental workshops e.g., Achieving for Children's Mental Health Support Teams deliver a series of webinars for parents of primary aged children. The 'Helping Children with ...' series of webinars will cover a range of common difficulties experienced by children
- Annual parental questionnaire to help us build on what we do best and identify areas for improvement.
- School nurse drop in service
- Inviting parents to events
- Regular updates on the website, twitter accounts, weekly newsletter and half termly newsletters.
- Signposting to different organisations that will support with mental health and well-being for children.
- Workshops and coffee mornings for parents with different health and well-being themes.

Encouraging parental engagement and involvement is crucial when addressing and planning support for pupil's social and emotional needs. "The parent-child connection is the most powerful mental health intervention known to mankind." (Bessel van der Kolk)

### **Inclusion**

All curriculum policies make reference to inclusion which is key to our school 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 equal opportunities is extended to all members of our school community and included in our Equal Opportunities and Race Equality Policies. These needs include specific policies for a child with SEND. Differentiation and awareness of a variety of teaching and learning styles are used to provide appropriate curriculum approaches for different children's needs.

### **Monitoring and evaluation**

Provision across the school is monitored by the Head teacher and the Pay and Personnel and Ethos committees.

The Head teacher together with members of the committees support and advise members of our school community about the provision and implementation of pastoral care in school. Regular staff meetings and twice termly full governor meetings provide regular opportunities for the quality of care to be evaluated and developed.

This policy will be reviewed every 2 years or in light of new legislation regarding child welfare.

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