



# Emotional Health and Wellbeing Policy

## 2022- 2024

Chair of Governors signature	
Headteacher signature	
Policy type (statutory / non-statutory)	
Date	Approved by FGB: 02/02/2022
Next review date	

# Emotional Health and Wellbeing Policy



This policy should be read in conjunction with:

PDL and RSE Policy

Behaviour Policy

Anti-bullying policy

SEN and Inclusions Policy

Single Equality Statement

**Named senior mental health lead: Lisa Greenwood/Matthew Dampier**

**Named governor with lead on mental health: Catherine Eldred**

At Droxford Junior School, we understand and promote the importance of positive emotional health and its foundation for the children, families, staff and community we serve. The Department for Education (DfE) recognises that: "in order to help their pupils succeed; schools have a role to play in supporting them to be resilient and mentally healthy".

We believe and work towards a whole school approach to positive emotional health and wellbeing. As is recognised by the DfE:

Schools are in a unique position, as they are able to help prevent mental health problems by promoting resilience as part of an integrated, whole school approach that is tailored to the needs of their pupils. A whole school approach is one that goes beyond the teaching in the classroom to pervade all aspects of school life, including: culture, ethos and environment: the health and wellbeing of pupils and staff is promoted through the 'hidden' or 'informal' curriculum, including leadership practice, the school's policies, values and attitudes, together with the social and physical environment; teaching: using the curriculum to develop pupils' knowledge about health and wellbeing; and partnerships with families and the community: proactive engagement with families, outside agencies, and the wider community to promote consistent support for children's health and wellbeing.

(Mental Health and Behaviour in Schools - Department for Education - 2018)

## **Ethos and Environment**

At Droxford Junior School, we create a positive, safe and nurturing culture and environment for all members of our school community. Our restorative approach ensures that mistakes are seen as opportunities for learning and reflection. We encourage all members of our school community to reflect on their actions and the effect they have on others.

Our values are reinforced every day through our emotional check-ins, positive behaviour policy and recognition boards, assemblies and specific lessons. We believe that these values underpin what everyone in school deserves to have their physical and emotional health needs





met. Our skills for learning enable children to reflect on their own qualities and build resilience and self-awareness for when these have been demonstrated.

### Curriculum Teaching and Learning

At Droxford Junior School we aim to deliver a broad curriculum which encourages children to take risks, come up with ideas and make mistakes. Whole class discussions and circle times enable children to express opinions and ideas and reflect on their own feelings and thoughts as well as those of others respectfully. Our PDL programme inspires children to appreciate diversity and challenge inequality and encourages them to value themselves and each other. We strengthen our learning through a whole school approach to using the zones of regulation to support understanding of our own emotional states and tools for managing them. All staff are trained in this in an effort to create a shared language, which helps support positive behaviour and an emotionally literate school community.

A strong emphasis is placed on enjoying and celebrating the natural environment– we place our context in the Meon Valley as a guiding curriculum driver and basis for developing physical and emotional health. Outdoor learning activities support children to be risk takers in a safe way. School trips, outside visitors and residential visits, including physical activities, are regular features of our curriculum, giving the children a range of opportunities to physically and mentally flourish. We spend time exploring and encouraging the links between physical and mental wellbeing and ensuring we put this into practice. Children and staff take part in the Daily Mile to ensure this!

### Enabling Student Voice

The variety of groups where children are encouraged to give their voice reflects our belief that all children have the right to express their ideas and opinions and have a say in the things that happen at school.

Our pupil voice groups include:

- **Green Team** – The Green Team help to make sure that we are all being as environmentally friendly as we can and monitor this regularly throughout the school.
- **Wellbeing champions** – These are upper school children who will bring some of their ELSA knowledge to help younger children
- **Playground Friends** – A group of upper school children who give up some of their lunchtimes to support other children feel safe, enjoy and participate in additional activities or games at playtimes
- **School Council** – These children meet regularly with the head teacher to organise and plan new projects and gain the views of their classmates as school representatives
- **School Sports Organising Crew** – A group of children who join together to develop, organise and promote school sport and intra-school competition
- **Librarians** – Our librarians are responsible for keeping the library organised and tidy and they highlight the importance of reading across the school
- **Cyber Ambassadors** – This group are responsible for ensuring all children know how to keep themselves safe online

- **Wilder committee** – Team of 12 Years 3 – 6 children work alongside a HIOWT ranger and school governor on a formulated action plan for environmental change at school.

### **Targeted Provision**

We treat each child in our care as an individual and understand that all children come from different starting places and are therefore unique. We will endeavour to support each child with their own specific needs.

Some of the ways in which we provide targeted support to help children with their individual emotional health and wellbeing needs are:

- A trusted key adult or a 'team around the child' for children who require support in developing trusting relationships with adults
- Buddy systems and friendship group supports
- Lunch clubs for children who require extra support or need a different space to enjoy their breaks
- Individual and group ELSA work to give children a better understanding of their feelings and emotions
- Additional 1:1 or small group interventions from trusted adults (e.g., art and expression sessions; use of self-esteem and strengths recognising activities; aspects of the THRIVE curriculum)
- Workstations for some children who have a need to order themselves or their environment differently
- Personalisation of the learning environment, for example, identification of safe places, adjustments to start or end of day or settling time timetables
- Timetabled sessions for outdoor learning and use of play equipment
- Self-soothing interventions are encouraged if they help the individual child (i.e. headphones, fiddle toys)
- Personalised transition programmes, including social stories, individual messages from teachers and additional visits

### **Staff Support and Development**

We aim to create a culture of teamwork and professional dialogue amongst all staff at our school. We value collaborative working and the feeling of being an appreciated member of a team. We strive to incorporate ideas from everyone and create a culture where everyone wants to share their ideas and feels valued in doing so.

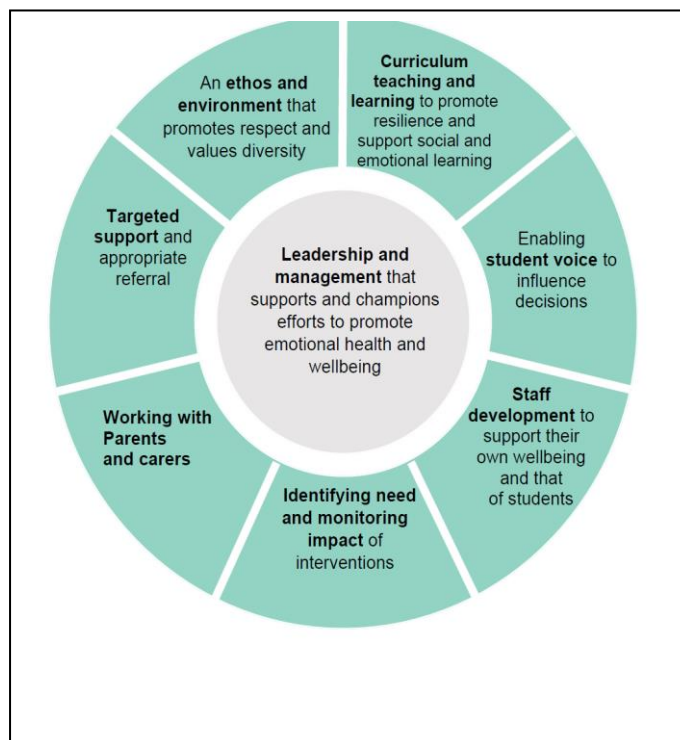
Some of the practical ways in which we support staff with their emotional health and wellbeing at Droxford:

- Thank yous and celebrations reflected weekly through staff meetings and celebratory box in staffroom
- Wellbeing display boards and information posters in staffroom and toilets. These display resources and signposting for services available to staff to help support their own wellbeing
- Staff wellbeing surveys carried out to identify target areas.
- Weekly 'Wellbeing' agenda item on meetings
- Termly wellbeing weeks where no meetings after school are scheduled
- Wellbeing vouchers for all staff shared at the beginning of academic year to entitle the user to their own wellbeing day
- Half-termly Wellbeing team meetings (members of school staff representatives – HT, ELSA, LSA, SENCO, Sports and PE lead) to share ideas and initiatives

- School membership of Employee Assistance Programme
- Develop Wellbeing Policy together
- Staff are granted time off to go to their own children's school events as well as medical appointments and to be able to support their own families if this cannot be arranged outside school time
- Being aware of environmental stressors (e.g. resources) and taking every opportunity to minimise them
- Goal based working targets rather than time based
- Job shares and flexible working patterns are encouraged
- Consistent PPA time for teams taken together to encourage collaborative working.
- Planning wellbeing activities – to increase confidence and value (e.g., INSETs around own talents; team building activities and social events)
- Autonomy around staff training and development; allowing staff to focus their professional development around areas they are interested in – all staff are involved in PDM process and have opportunities to request specific training needs. Audits also take place so that leadership and management can support confidence and priorities for CPD.
- Regular bacon sandwich, coffee and cake deliveries!
- All staff are encouraged to use Occupational Health and Health Assured for support.
- School accommodates staff children (who are of school age) on site if there's an essential family need
- Open door policy for staff to talk to their line management colleague
- Compassionate leave for personal situations

## Leadership and Management

The Leadership and Management team at Droxford Junior School aims to support and champion all efforts to promote emotional health and wellbeing. Regular leadership meetings



occur, and the workload of staff is a focus at every opportunity. Senior Leaders promote an open-door policy, encouraging members of all teams to share their thoughts and opinions and ensure they are listened to and acted upon. The leadership team endeavour to positively acknowledge every member of staff's value to the school and to the children they look after. There are good communication links between the Senior Leadership team and governors.

We use underlying practice from the eight principles of a whole school approach to mental health and wellbeing (*Promoting children and young people's mental health and wellbeing: a whole school or college approach*, DfE and PHE 2021) to guide our thinking and support us.

The Wellbeing Team is responsible for ensuring the profile of emotional health and wellbeing at Droxford remains high and is valued by the whole school community. The Wellbeing leaders

also liaise with other subject leaders in order to promote emotional health and wellbeing opportunities across the curriculum.

The Wellbeing team monitors the emotional health and wellbeing of the children and staff through:

- Staff and pupil wellbeing audits
- Pupil and staff conferencing, assessing training needs
- Parent surveys

### **Working with Parents & Carers**

At Droxford Junior School we strive for a culture of trust, respect and openness when it comes to communication with parents and carers. We always want to work together with parents to ensure the emotional health and wellbeing for all of our school community is respected and valued. We actively encourage parents and carers to book 1:1 time in person or by phone with their child's teacher in order to communicate effectively about their child's individual needs. We support the emotional health and wellbeing of parents, carers and their families in various ways. These include:

- Wellbeing newsletters published half termly and available on website. Additional mental health and wellbeing resources are also available on our website
- Supporting parent and teacher communication allows for trusting relationships to develop – scheduled open days, parents evenings and information evenings, workshops and use of Class Dojo to promote and share positive moments
- Transition opportunities for parents and children. New Year 3 parents invited in for a learning morning and lunch with their children
- A variety of FODS workshops, events and activities planned throughout the school year, including Christmas wreath making, landscape development and community involvement through Dig Day, film nights and BBQs
- Referrals to outside agencies and support networks where appropriate
- Wellbeing has own tab on new school website.

## Appendix A

### Staff

- Culture of teamwork and professional dialogue
- Wellbeing leader in place as a point of contact for all staff and parents for wellbeing information
- Saying thank you and demonstrating value is embedded in the culture
- Leadership meetings – focus on workload of the staff at every opportunity
- Autonomy around training and development. Staff come up with a plan of what they are interested in
- Positive acknowledgement of every teacher's value to the school and their children.
- Wellbeing staff information board displayed in staffroom. Displaying resources and services available to staff to help support their wellbeing
- Staff social board displayed outside staffroom
- Staff survey showed most people felt they had somebody to talk to and were part of making decisions
- Staff meetings – wellbeing on every agenda item
- SAS Wellbeing app – providing access to counselling and other services (advertised on the back of the toilet doors and on staff Wellbeing display board in staffroom)
- Occupational health – staff are encouraged to use it for support
- Teachers encouraged to take time off to go to their own children's school events and be able to support their own families
- School accommodates staff children (who are of school age) on site if there's an essential family need
- Open door policy for staff to talk to their line management
- Good communications between Headteacher and Chair of Governors
- Compassionate leave for personal situations
- Charity days – involve fun, interaction with staff and children
- Collaborative working - being part of a team. Breaking down the hierarchy and providing equality across all staff, regardless of their role and which year group they are aligned to
- Encouraging ideas from everyone – creating an environment where ideas are encouraged and acted upon
- Providing a supportive environment where everyone helps each other
- Being aware of environmental stressors (e.g. resources) and taking every opportunity to minimise them
- Goal based working targets rather than time based
- Flexibility – leadership positions can be part time. Job shares and flexible working patterns are encouraged
- ELSA supervision – termly
- Leadership supervision meetings for attendance, vulnerable children and safeguarding concerns

## **Children**

### **Mainstream provision (Curriculum)**

- Values led behaviour policy
- Skills for learning celebrated
- Delivering a broad curriculum
- Pupil Voice groups – A sense of being agents of change and of being able to have choices and a say in what happens at school.
- Values led text drivers e.g. using specific texts to teach anti-prejudice and understanding of racism through texts – allow for genuine and meaningful conversations
- Emotion coaching – All the staff have a simple understanding of how to help children cope with overwhelming emotions
- Staff feeling confident in supporting mental health - all staff have completed ACES training and attachment awareness focus and emotion coaching on agenda for next cycle of CPD. All teachers have training around PSHE and RSE mental health support in summer term 2021
- Having a broad Droxford curriculum with plenty of inclusive enrichment opportunities that allows children to find something in themselves they might not have realised they had
- Choir opportunities for all children – supports mental wellbeing through music and expression
- Outdoor learning opportunities – teaching and supporting children to be risk takers in a safe way
- Collective worship to provide a sense of community and spiritual experience.
- Anti-Bullying policies and procedures consulted on and shared
- Children across the school are all encouraged to think of trusted adults they can talk to if they are feeling upset/worried.
- Strong requirement on teachers to build a relationship with the children – Both academically and as an individual.
- Restorative practice underpins everything. Children can make mistakes and there is always a way to get back into being part of the class again and have a fresh start.
- Valuing and celebrating the uniqueness of every child.
- Clubs – enable children to pursue personal interests and be part of a community with shared interests. Some clubs are child initiated
- Yoga club
- Community visitors - links with the parish churches and other local organisations
- Assembly themes are linked to the values in the school – children are always encouraged to reflect on similarities in their own lives
- School trips and residential visits - including physical activities. Allows children to physically and mentally flourish (provides challenge)
- A culture of opportunity – In ideas as well as physical opportunities
- Inclusive of all cultures
- Curriculum – Encourages children to take risks, come up with ideas and make mistakes
- Charity days
- Therapeutic value of having animals in the environment – value for mindfulness, teaches children about responsibility.
- Caring for the environment – Outdoor time for the children is encouraged as it reduces stress; opportunity for grounding



- Transition discussions timetabled in staff meeting time for summer term - ensures a smoother transition.
- All achievement is celebrated, regardless of whether it's within or outside of school
- Consistent PPA time for class teachers to maintain the consistency for children.
- Designated Teacher (for looked-after children) has additional training and support which is then shared with all other teachers as things for adopted children are of value to all other children
- Staff model behaviours to children – e.g. humility, apologising to children
- Safeguarding culture enables children to talk about their problems and access confidential support where required

### **Targeted provision**

- Referrals to foodbanks
- Donations to families from the community to provide Christmas presents
- Subsidise trips
- Do not insist children move to a new teacher every year. On a case by case basis will keep children with the same teachers. Valuable for children who find it difficult to build trusting relationships
- Williams Collins trust support local families

### **Parents**

- Parents actively encouraged to speak to their children's teacher in the first instance, even about difficult issues. Teacher becomes a key part of the children's network
- Service agreement with Hampshire – Able to provide support to parents (includes Early Help hub)
- ELSA/SENCO/Mental Health Lead – Increasing contact through phone calls and face to face with parents where they have asked for help to provide advice and parenting support.
- Culture – Being an open school and working with people. Parent led activities and parent volunteers are actively encouraged
- FODS – Social opportunities developed
- Parents encouraged to book time with either their class teacher or another member of staff
- Value repetition with parents (Culture)
- Regular signposting to parents for support, both general and targeted
- Church have provided bereavement counselling for a family and provided pastoral support