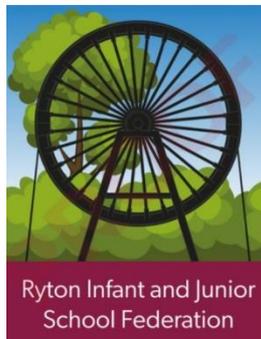


Emotional Health and Well Being Policy



Policy Statement

At Ryton Federation we are committed to supporting the mental health and well-being of our pupils and staff.

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 mental health is everyone'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 friendships.
- Promote self-esteem and ensure children know that they all count.
- Encourage children to be confident and 'dare to be different'.
- Help children to develop emotional resilience and to manage setbacks.

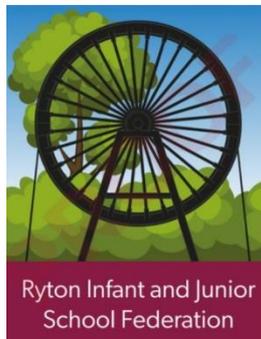
We promote a mentally healthy environment through:

- 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.
- Celebrating efforts children make.
- 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 including bereavement.
- Specialised, targeted approaches aimed at pupils with more complex or long-term needs, including attachment disorder and ASD.

This policy should be read in conjunction with our Medical Policy and our SEND Policy in cases where pupils' mental health needs overlap with these. This policy should also be read in conjunction with policies for Behaviour, Anti-bullying, PSHE and SMSC Policies. It should also sit alongside child protection procedures.



Lead Members of Staff:

Whilst every member of staff has a responsibility to promote the mental health of pupils and staff in school, staff with a specific, relevant remit are listed below.

- Deborah Ashcroft – Designated Safeguarding Officer
- Susan Spurr – Designated Safeguarding Officer
- Nicola Johnson – Designated Safeguarding Officer
- Fiona Steel – Mental Health and Well-being Lead
- Sandra Tutin – Emotional Literacy Support Assistant – ELSA

Teaching about Mental Health

The skills, knowledge and understanding needed by our students to keep themselves mentally healthy and safe are included as part of our PSHE curriculum. The specific content of lessons will be determined by the specific needs of the cohort we're teaching and we will use the PSHE Association Guidance to ensure that we teach mental health and emotional well-being issues in a safe and sensitive manner.

Targeted Support

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

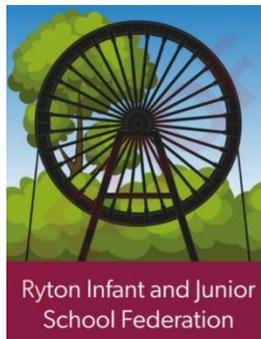
- Circle time approaches.
- Targeted use of SEAL resources.
- Managing feelings resources – worry box, worry eaters, worry jars.
- Managing emotions resources such as scaling ladders.
- Rise counselling support (parents of older children may be able to access Kooth)
- ELSA support groups
- Nurture groups/HenPower sessions/Hen care sessions
- Therapeutic activities including art, lego, mindfulness colouring (lunch clubs); sensory circuits; sensory breaks

The school will make use of resources to assess and track well-being as appropriate to the needs of a child:

- Strengths and difficulties questionnaire – one sourced
- The Boxall Profile – need to purchase.
- Emotional literacy scales – sourced from TES

Signposting

We will ensure that staff, pupils and parents are aware of what support is available within our school and how to access further support.



Identifying needs and Warning Signs

All staff will complete trackers on their pupils aimed at identifying a range of possible difficulties:

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

These are colour coded to aid identification.

School staff may also be 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 Safeguarding Officer and the Mental Health Lead.

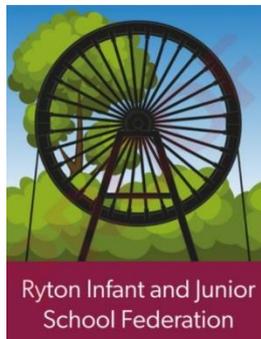
Warning Signs:

- Changes in eating/sleeping habits.
- Becoming socially withdrawn.
- Changes in activity and mood.
- Talking or joking about self-harm or suicide.
- Expressing feelings about 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 mental health and emotional wellbeing on our school website.
- Share and allow parents to access sources of further support e.g. through parent forums.
- 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.



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:

- School nurse
- Educational Psychologist
- Behaviour Support Service
- Pediatricians
- CYPS (Children and Young People's Service)
- Counselling Services (Kalmer, Children's NE)
- Family support services – Barnardos, Early Help
- Therapists
- Rise Project (Trailblazer wave 1)

Training

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

The MindEd learning portal provides free online training suitable for staff wishing to know more about specific issues.

Training opportunities for staff who require more in-depth knowledge will be considered as part of our performance management process and additional CPD will be supported throughout the year where it becomes appropriate due to developing situations with one or more pupils.