



Higher Failsworth Primary School

'Working together for an Education for Life'

Emotional Health and Wellbeing Policy 2024-2026

Date Originally Adopted:	November 2019
Last Reviewed:	Autumn 2022
This version:	Spring 2024
Date of next review:	Autumn 2026
Staff Member:	Amy Green
Policy Ref:	PHW14

Higher Failsworth Primary School provides a caring, supportive environment in which each individual is valued and respected. We have high expectations for all and aspire to achieve excellence. We feel that all children and young people need the foundation of positive mental health to benefit fully from all of the opportunities available to them.

Everyone experiences life challenges that can make them vulnerable. At times, anyone may need additional support to maintain or develop good mental health.

The mental health of children and young people, adults in schools, parents and carers and the wider whole school community will impact on all areas of development, learning, achievement and experiences.

All children and young people have the right to be educated in an environment that supports and promotes positive mental health for everybody. All adults have the right to work in an environment that supports and promotes positive mental health for everybody.

All schools should offer a learning environment that promotes and enhances positive mental health. A consistent approach means that the school environment and school ethos all promote the mental health of the whole school community.

Healthy relationships underpin positive mental health and have a significant impact.

Supporting Young Minds through Tough Times

‘Supporting Young Minds through Tough Times’ is the approach to emotional health and mental wellbeing in Oldham. The framework sets out key actions that schools can take to embed the whole school approach to emotional health and mental wellbeing. There are 8 core principles:

- Management and leadership
- The school ethos and environment
- Curriculum, teaching and learning, student voice
- Student voice
- Staff development, health and wellbeing
- Identifying need and monitoring impact
- Working with parents and carers
- Coordinated support

If the 8 principles are consistently and comprehensively applied across the whole school setting they can have a positive impact on:

- The cognitive development of children, their learning, motivation and sense of commitment and connectedness with learning and with school.
- Staff wellbeing, reduced stress, sickness and absence, improved teaching ability and performance.
- Pupil wellbeing including happiness, a sense of purpose, connectedness and meaning.
- Development of social and emotional skills and attitudes that promote learning, success, wellbeing and mental health, in school and throughout life.
- The prevention and reduction of mental ill health such as depression, anxiety and stress.
- Improving school behaviour, including reduction in low-level disruption, incidents, fights, bullying, exclusions and absence.
- Reducing risky behaviour, such as impulsiveness, uncontrolled anger, violence, bullying and crime.

Named lead for mental health promotion with the expectation that there is support and involvement and an ethos that ‘mental health is everyone’s business’. The joint leads at Higher Failsworth Primary School are Mrs Forster and Mrs Jervis.

The school has a small steering group for mental health and wellbeing which includes Mrs Forster, Miss Green, Miss Warburton and Caroline Black Governor, and is supported by the local authority Mental Health in Education Advisor, Aimee Thomas.

Place2Be

As a school we believe that mental health and wellbeing is a fundamental part of a child's education, resulting in us investing in Place2Be 2 days a week. Our

School Project Manager Katie Greaves is based in school 2 days a week. Katie can help young people and their carers to work out practical ways of coping with upsetting things, they can provide lots of information and advice, and work with everyone involved to find positive steps forward. Katie has a team of 4 counsellors on placement (COPS) that work directly with children 1:1 for up to 50 mins per week for up to 12 weeks.

Children can refer to the drop in service Time2Talk and take a friend or go on their own to discuss any worries, anxieties etc. Children can be referred for 1:1 sessions by parents, school staff or the child can request this. Parents are always informed of any long term sessions.

Graduated response

School will respond to support in mental health using a graduated response, as advocated in the Oldham Framework:

Stage 1: Universal Support. This is what school offers all children to promote positive mental health. Support is embedded in all classrooms and is part of the whole school approach. Eg. Breakfast Club, and active club before school, posters and displays around school. Designated areas in school for children to feel safe and at ease, Mindfulness, Daily mile, teacher meet and greet, PSHE curriculum, learning journey through school which recognises the importance of opportunities for all children, Place2Talk, signs and slips all around school for any child to access, lunch time clubs.

Stage 2: Selected support. This is where we put specific interventions into place. These are delivered in school by school staff. Sometimes in consultation with other agencies. Self-esteem groups, Sensory club, Place2Be - 1:1 counselling, parent counselling journey of hope group work, targeted meet and greets, emotional literacy, supportive relationship building, lego therapy.

Stage 3: Targeted support. This is where specific interventions are delivered in school by external agencies. School remain involved. Eg. MIND charity, Healthy Young minds, and Positive Steps.

Children may move around within the different stages depending on their need/improvement.

Aims

General

- Happy and motivated pupils and staff who get a lot out of life

Teaching and Learning

- Pupils who are engaged in the learning process
- Pupils who can concentrate and learn well
- Pupils with good standards in all subjects, including English and maths
- Good attainment
- Effective teaching
- Parents and carers involved in school life and learning

Behaviour and Attendance

- Pupils with high self-esteem and confidence
- Pupils who have a say in what happens at school
- Fewer disaffected pupils, disengaged from learning
- Pupils with good behaviour for learning

Staff Confidence and Development

- High morale
- Low absenteeism
- Positive collaborative work between staff
- Positive and effective relationships with pupils

Vehicles for Emotional Health and Wellbeing

The school promotes and provides a range of services to pupils through:

- Hygienic toilets which ensure privacy and safety
- Leadership team (Head Students, Deputy Students) and School Council to represent our children's voice.
- Healthy School Champions
- SEMH 1:1 sessions and group work
- Co-ordinated support from a range of external organisations
- Place2 Be drop in sessions, group work, workshops and 1:1 sessions, parent support practitioner (PIPT)
- Mental Health First Aiders for children and adults.

The school promotes an anti-bullying culture through:

- A strong school ethos which empowers tolerance and respect, including respect for difference and diversity
- High profile of anti-bullying procedures and policy through posters, displays, assemblies and events
- Active listeners, including assistants and adults other than school staff e.g. governors and volunteers
- My Happy Mind scheme

The school promotes and strengthens the pupil voice through:

- A democratic process for the election of school council representatives
- Timetabled meeting time for members of the school council and leadership team.
- Involving pupils in the interviewing process of new staff members.
- Consulting pupils about change and policy development
- Pupil led assemblies

The school facilitates a context for learning through:

- Enhancing school and classroom layout; facilities and resources
- Recognising the background of individual pupils and their physical, social and emotional needs
- Establishing clear rules, routines and expectations about behaviour for learning and social cohesion.
- Encouraging positive, caring and constructive relationships

The school enhances pupil motivation and learning through:

- Consistent support for vulnerable children and those with SEND from trained teaching assistants and other agencies where appropriate.
- A range of challenging opportunities for gifted and talented pupils
- An exciting and varied range of extra-curricular events and trips
- A balanced curriculum with opportunities for intellectual, physical and expressive development
- Recognising a range of learning styles
- Encouraging independence in learning
- Using a range of teaching styles such as Circle Time appropriate to pupils' age, ability and level of maturity

The school enhances pupil self-esteem and personal development through:

- Information, advice and guidance on sex and relationships and drugs

- Opportunities for pupil leadership through school council, Year 6 prefects and monitors.
- An emphasis on praise and reward
- Opportunities for reflection and spiritual development through art, literature, PSHME and the RE curriculum
- Forest School activities
- A wide range of extra-curricular activities

The school enhances staff motivation, learning and professional development through:

- Curricular planning time within the school week
- Whole school training events, including Safeguarding
- Access to appropriate external training
- Involving all staff in decision making and proposed change
- Consultation on training and support needs through regular review
- Time2 Listen session with Place2Be Project Manager

Roles and Responsibilities

- The promotion of Emotional Health and Mental Well-Being and raising the achievement of all pupils is the responsibility of the whole school staff and governors
- The Headteacher and Senior Leadership Team will demonstrate through their personal leadership the importance of mental health and well-being, ensure all staff are aware of it and understand their role and responsibility in relation to it
- Governors – The Governing body has adopted a whole school approach for mental health and well-being and will assess and monitor its impact
- Staff – Staff will be expected to know what their responsibilities are in ensuring we implement a whole school approach. They will be aware of the implications of it for their planning, teaching and learning strategies, management of activities, as well as behavioural issues
- Pupils – Pupils will be made aware of how the Emotional and Mental Wellbeing applies to them as part of the school aims, values and in the curriculum.
- Parents/Carers – Parents and carers will be encouraged to participate fully in implementing it in partnership with the school

Monitoring/Review

The Governors are committed to reviewing the impact of the Emotional Health and Wellbeing policy as part of the rolling programme, taking into account the following aspects:-

- Motivation
- Self-esteem
- Behaviour
- Anti-bullying
- Anti-racism
- Anti-hate
- Anti-sexism
- Anti-homophobia
- Attendance
- Attainment
- Teaching