

	Title	Social, Emotional and Mental Health Policy
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Equality Impact Assessment

The school aims to design and implement services, policies and procedures that meet the diverse needs of our provision, population and workforce, ensuring that none are placed at an unreasonable or unfair disadvantage over others. We are confident that this policy does not place anyone at an unreasonable or unfair disadvantage, and is compliant with relevant equalities legislation.

Where the school or staff are referred to, the policy and the following procedures apply to all staff working for Corbets Tey School on all sites.

Version Control

Version	Date	Author	Description of Change
1	Spring Term 2021	Headteacher	Existing Policy
2	Summer Term 2022	Senior Mental Health Lead, Headteacher	Change from Emotional and Physical Wellbeing Policy in line with new guidance

Our aim is to give every student the skills and strength to:

ASPIRE, BELIEVE and ACHIEVE

Vision

- To provide a holistic experience where students' emotional and physical resilience and strength are nurtured across their educational experience.
- To help all students develop the foundations for healthy behaviours and educational attainment.
- To offer students and staff a positive learning and working experience.
- To create a learning environment where learners are engaged and set up to be successful in learning and life.
- To create a culture where high expectations of students' and staff potential, behaviour and social conduct are underpinned by moral and social values.
- To recognise that experiences and activities have seamless benefits for students' emotional and physical health.
- To maximise our staff capacity to be able to provide full support for our students by sustaining and improving their emotional and mental health.
- To provide support for staff members where emotional and physical resilience and strength are nurtured across their career time with us.

Rationale

Social and emotional wellbeing create the foundations for healthy behaviours and educational attainment. It also helps prevent behavioural problems and mental health problems. A focus on the social and emotional wellbeing of all is crucial to future life chances and quality.

It is essential that every student has the opportunity to develop:

- Emotional wellbeing – including being happy, confident without anxiety or depression.
- Psychological wellbeing – including the ability to be autonomous, solve problems, manage emotions, experience empathy, be resilient and attentive.
- Social wellbeing – to enjoy good social relationships, manage their behavioural challenges and develop personal competencies such as emotional resilience, self-esteem and interpersonal skills.
- Physical wellbeing – including developing enjoyment of exercise, awareness of and the taste for healthy eating, maximised self care and hygiene skills.

If students are allowed to learn through a nurturing culture, where learning experiences are engaging, stimulating and enriching, they will develop a positive approach to learning. Reinforcement and celebration of every individual's strengths and qualities will be central to all we do.

School culture, ethos and environment affect wellbeing and attainment. The physical and social environment in which staff and students spend a high proportion of every weekday may have profound effects on their physical, emotional and mental health as well as affecting attainment.

Positive relationships between staff members, teachers, students and between students are critical in promoting student wellbeing and encouraging them to avoid risky behaviour. Having a sense of belonging to the school and having good staff student relationships, contribute to students liking school. The level of engagement students feel with their school is strongly associated with their attainment.

A whole school approach is one that goes beyond the learning and teaching in the classroom to pervade all aspects of the life of a school including culture, ethos and environment. The health and wellbeing of students and staff is promoted through the 'hidden' or 'informal' curriculum, including

leadership practice, the school's values and attitudes, together with the social and physical environment.

Student Aims

- To maximise every student's emotional and physical resilience and strength
- To develop each student psychologically, emotionally, intellectually and spiritually
- To help each student initiate, develop and sustain mutually satisfying personal relationships
- To develop student's ability to use and enjoy solitude
- To develop our students' awareness of others and to empathise with them
- To let all students play and learn through positive and memorable experiences
- To ensure all students experience delight, fun and build a wealth of childhood memories
- To help students develop a sense of right and wrong
- To develop each student's ability to face problems and setbacks and learn from them, in ways that are age-appropriate.

Staff Aims

- To maximise every staff member's emotional and physical resilience and strength
- To develop each staff member psychologically, emotionally, intellectually and spiritually
- To help staff to initiate, develop and sustain mutually satisfying personal relationships
- To develop staff awareness of others and to be able to empathise and support them
- To have an awareness that "It is okay to not be okay". To be a school where staff feel they are able to talk and be listened to.

Accountability for Emotional Wellbeing and Mental Health for our Whole Community

The Governing Board

The Governing Board has ultimate responsibility for the strategic approach to emotional wellbeing and mental health of staff and students, but will delegate day-to-day responsibility to the Headteacher.

The governor who monitors emotional wellbeing and mental health by liaising with the Headteacher is Julie Lamb (Chair of Governors).

Headteacher

The Headteacher is responsible for the ongoing, day-to-day monitoring of emotional wellbeing and mental health of staff and students. This involves:

- Implementing the Emotional and Physical Wellbeing policy
- Ensuring that there is active communication with staff and a culture of trust and openness about issues that arise
- Providing adequate training for school staff
- Reporting to the Governor responsible for emotional wellbeing and mental health as appropriate
- Ensuring that in their absence, mental health and wellbeing responsibilities are delegated to another member of staff

In the Headteacher's absence, the Deputy Headteachers assume the above day-to-day mental health and wellbeing responsibilities.

Gulsharan McDermott (Deputy Headteacher), is the SLT member with day-to-day monitoring responsibility linked to HR for staff wellbeing and absence.

Emotional Wellbeing and Mental Health Lead Teacher

The nominated **Senior Mental Health Lead teacher is Jodie Hill**. This lead teacher will ensure the day to day keeping of a log of whole school mental health and wellbeing activities, workshops, training and enrichment days provided across the year. They will also endeavour to use their training to support staff and student wellbeing where and when necessary.

Student Wellbeing-

Our curriculum approach

We will ensure that our topic-based curriculum supports students' entitlement to a broad and balanced range of learning at a level that is aspirational and accessible to all. We will prioritise personal learning targets which focus on developing skills that are relevant, functional and provide the foundations for future achievement in line with individualised Educational Health Care Plan targets and long term goals.

The academic curriculum will be infused with opportunities for students to develop emotional and physical health and resilience as well as engage in daily mindfulness and sensory activities. The diet of opportunities maps out a broad range of curriculum enhancement activities that will have varying degrees of emotional and physical benefit for different students. For example, in the case of horse riding, rebound, music or horticultural therapy, it is impossible to separate the weight of emotional and physical benefit. For this reason, the activities may have a prime intent but we will not try to define the core purpose as it will depend on each student's individual experience.

We aim to ensure that every member of staff knows as much as possible about every student as an individual and what works best for them. Information profiles provide a one-page overview of each student and can be quickly shared with others who will be engaging with the student. 5Ps also provide a one-page overview of each student and their individual expectations which support overall class wellbeing (see Behaviour Policy).

Student emotional wellbeing and resilience

We will integrate Social and Emotional Skills development into all areas of the curriculum. The skills to be integrated include:

- Motivation
- Self-awareness
- Problem-solving
- Conflict management and resolution
- Collaborative working
- How to understand and manage feelings
- The development of social skills and empathy
- Know how to manage relationships with parents, carers and peers.
- Being able to speak with confidence

Other parts of the curriculum can also have a positive impact, for example physical activity programmes as a means of improving self-esteem. It is vital that every member of staff provides a model of positive interaction and values.

We will ensure that students are encouraged and supported to talk about their feelings and anxieties through the use of emotion visuals which are used in accessible formats across the school. It is essential that every student feels valued and listened to regardless of their expressive language or confidence. We will ensure that our students feel successful and celebrated through termly celebration assemblies and annual Jack Petchey awards.

Student physical wellbeing and health

We will ensure that our students have access to food and water when needed. We know that many of our students get on school buses well before the start of the school day and breakfast can be a challenge. We will identify students who would benefit from something to eat on arrival and allow the students a minimum of 15 minutes of relaxation before entering into their first lesson to ensure this is smoothly incorporated into the beginning of the day. We encourage students to broaden their range of liked healthy foods and share this information with families.

We will use the curriculum to develop students' knowledge, attitudes and skills about health and wellbeing. We will incorporate regular exercise opportunities into the day to raise their heartbeats and promote an enjoyment of exercise that is fun and accessible.

Please see **Appendix 1** for the range of experiences our students' access at different times in their school careers in addition to PE and swimming.

Our school nurse visits regularly and supports staff and parents or carers in supporting students' health needs. In addition, all students have an annual medical appointment to monitor their growth and health.

In addition to the Emotional and Physical Wellbeing Curriculum, we will also ensure that students are submerged in experiences that will contribute to their positive childhood memories. All classes are encouraged to engage in inclusive, appropriately planned local community trips which support the development of students overall wellbeing.

Emotional and Physical Wellbeing go hand in hand and we are committed to offering a rich and varied curriculum where the two naturally intertwine with holistic benefits. We will ensure that each student experiences curriculum and enrichment opportunities that heighten awareness using all the senses, develop resilience and perseverance, confidence and self-belief.

As students make their journey through the school, they will experience a rich and varied diet of curricula experiences designed to develop emotional and physical strength, stamina and ambition. Childhood is a time for making magical memories and having fun. We have the privilege of creating opportunities and experiences that will one day be the memories that make our students smile.

WOW moments

School is an important part of childhood and the early stage of life as a journey. A key part of our contribution to each child and young person's emotional and physical wellbeing will be through the making of magical memories and WOW moments. From the start of each student's journey with us we will capture their Wow moments on Evidence for Learning which will record the making of

memories as they travel through the school. Below is a basic selection that can be added to as aspiration and imagination allow!

1. Play in a pool of jelly
2. Make an edible mud pie
3. Splash in big puddles
4. Get pulled along on a wheely board
5. Jump and play in a bubble wrap room
6. Roll down a grass bank
7. Play in a pool of spaghetti
8. Perform on stage and get a cheer
9. Walk on crunchy leaves in a wood
10. Play in a bubble or foam room
11. Jumping in paint puddles
12. The Northern Lights in a tent
13. Build a camp or den
14. Climb a steep hill
15. Dance like nobody is watching
16. Grow a butterfly or tadpoles
17. Ride or race a go-kart
18. Shout in a remote place
19. Have a mud bath
20. Perform in a production and bow
21. Sing and dance in the rain
22. Stroke a range of animals
23. Go to the cinema with popcorn
24. Run through a rainbow (sprinkler)
25. Fly a kite
26. Walk a dog on a lead
27. Eat an ice cream looking at the waves
28. Go to the Theatre
29. Organise a fundraising event for charity
30. Enter a competition
31. Learn a new language or sign to a friend
32. Hold an insect
33. Ride on a double decker bus
34. Sing on a Karaoke machine
35. Have a water fight!
36. Fly in a wind tunnel
37. Run a race wearing a parachute
38. Lead a presentation to your class
39. Go on a residential trip
40. Go to an Art Gallery/Sensory experience
41. Earn money through enterprise
42. Go on an adventure with a map and a compass
43. Travel on a train
44. Care for a class pet
45. Ride/race a toboggan
46. Visit the Houses of Parliament
47. Zip wire
48. Produce and film Newsround

Staff emotional wellbeing and resilience

The Senior Leadership team and HR have a duty of care to the overall school staff. If the Senior Leadership team feel they require support, they can access this via the Governing Board or the Local Authority. Class teachers and line managers have a duty of care for themselves and their teams in terms of their emotional wellbeing and mental health on a daily basis. If class teachers or line managers feel that their own or their staff team's wellbeing is deteriorating, this should be shared with either a member of SLT or the Senior Mental Health lead.

Each team will take responsibility for their holistic wellbeing, celebrating their events and successes as well as supporting each other when needed. Staff team members who have significant life events or are moving on, can share information about collections and how those wishing to contribute should do so.

Each team is like a family unit and caring for each other benefits staff and students alike.

Members of the Leadership Team have an open door policy and are available to support where needed.

All school staff have a responsibility to take care of students in terms of their emotional wellbeing and mental health.

Staff will:

- Take reasonable care of their own emotional wellbeing and mental health and that of others (staff or students) who may be affected by what they do at work
- Co-operate with the school on emotional wellbeing and mental health matters
- Work in accordance with training and school procedures
- Inform the appropriate person of any emotional wellbeing and mental health issue they become aware of so that support may be provided
- Communicate with SLT or the Senior Mental Health Lead with regard to any concerns or worries that they may have or that they notice in others within immediate teams (ie: class, admin) or in the wider school
- Take part in training and accept support offered
- Utilise the school provided support services available to them (Employee Assistance Programme and Occupational Health)

Supporting Our Staff

The SLT and Senior Mental Health Lead are committed to supporting staff emotional and mental health wellbeing through the services that we offer such as Employee Assistance Programmes and Occupational Health where issues arise. We aim to:

- Enhance our commitment to maintaining a supportive and positive environment for our staff
- Strengthen our staff resilience and support them in being proactive in maintaining their own mental health
- Ensure that staff feel equipped and effective in dealing effectively with children and young people in challenging situations.
- Work closely and communicate with staff to support positive changes and developments in the school
- Provide regular training so that staff can support students and develop further awareness of their own mental health
- Provide additional support for specific issues such as domestic violence through our Family Practitioners who are trained in supporting those suffering Domestic Abuse.
- Ensure that we conduct a yearly review of our staff wellbeing survey and put an action plan together to continue to increase staff wellbeing and training opportunities that staff feel they require.

Working with Parents and Carers emotional wellbeing and resilience

As part of our 'Open Door' Policy we are always happy to work collaboratively with parents and carers, and willingly suggest programmes for home use. We will endeavour to involve parents and carers in some of these activities to promote shared enjoyment in all those around our students. We also know that if we share the activities that students enjoy, it will assist parents and carers in ideas for time spent out of school.

We will nurture partnerships with families and the community, be proactive in our engagement with families, outside agencies, and the wider community to promote consistent support for children and young people's health and wellbeing.

We will support families with out of school appointments where we are able to. We also offer parents and carers training to support a range of information about our children's programmes, communication systems and for broader support issues.

Supporting Our Families

We have a team of Safeguarding and Family Practitioners that:

- Enhance our commitment to achieving positive outcomes and wellbeing for our students and their families.
- Strengthen our families' resilience and support them in being proactive in their own futures.
- Promote parent and carer confidence in dealing effectively with behavioural challenges from their child or young adult.
- Work closely with vulnerable families to support positive changes and enable family health and wellbeing with a firm focus on achieving positive outcomes
- Focus on early intervention and prevention through parent and carer information sessions and training, working with other agencies to provide seamless care and support for our families.
- Strengthen our safeguarding arrangements to protect our students and families from abuse and are proactive in preventing abuse happening in the first place and dealing with issues quickly.

Related Policies

- Behaviour Policy
- Safeguarding Policy
- PSHE Policy
- SMSC Policy
- Parent and Carer Communication Policy

Aspire → Believe → Achieve

Peer Mentoring – Ambassadors
Behaviour Policy
Relaxation Sessions
Assemblies
PSHE Curriculum
P4C Curriculum
Celebration Opportunities
School Parliament – Student Voice
Sensory Spaces
Talking Through Drawing
Music Therapy
Swing
Enrichment Opportunities
Sensory Garden
Water Play
Sand Play
Grow Cook Eat
Horticulture
Multi-sensory Curriculum
Self-Help Skills
Yoga Therapy
Rebound Therapy
Residential Trips
Soft Play
Sports Day
Swimming
Horse Riding
Daily Exercise Opportunity
P.E. Curriculum

Emotional

Physical

Wellbeing

Every student's emotional and/or physical experiences of the resources and curriculum activities above will be different dependent on their unique needs.