



# Emotional Health and Well-being Policy

Policy Number : POL-MAN-00

Issue : 1

APPROVED	Date	Name	Signature
School			
Governing Body			



## CHANGE HISTORY

Issue Number	Issued On	Next Review Due	List of Changes
1	Dec 2023	Dec 2025	New Policy



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## 1. Introduction

In November 2020, Kettlefields Primary School achieved the Wellbeing Award for Schools (WAS). In order to achieve this award we worked hard to ensure staff and pupil wellbeing was at the forefront of what we do as a school. This policy has been put in place to ensure that emotional wellbeing and mental health remains to be a focus for the school.

## 2. Leadership and Management

The school is committed to promoting and protecting emotional wellbeing and mental health. One way we have done this is by achieving the Wellbeing Award for Schools. The SLT and governors prioritise emotional wellbeing and mental health by having it as a standing agenda item in SLT and FGB meetings. The PSHE lead promotes emotional wellbeing and mental health through regular whole school activities such as World Mental Health Day and fundraising activities,

## 3. Vision and policy

### Kettlefields Vision Statement

At Kettlefields all children should achieve their potential regardless of background or special educational needs. ***We take a holistic approach to the children in our care; emotional well-being and mental health are paramount.*** Children should be given a wide variety of experiences and opportunities during their time at Kettlefields. They should be able to explore the arts and STEM subjects through hands on experiences. Kettlefields should be a beacon of excellence to those around us. We will forge close relationships with other schools to share best practice and with companies and organisations in our local community to enrich our children's education. We aim to engage and excite our children in learning giving them the tools to be life-long creative, innovative learners.

### Curriculum Intent

At Kettlefields our ambitious broad and balanced curriculum is creative and challenging. It offers all of our children the chance to shine. We provide our children with the skills and knowledge they need to follow their dreams. Through a wide variety of external partnerships we enrich our children's education. We want to create good citizens fostering a community ethos within our school. Our curriculum is inclusive and teaches children to be tolerant. ***We want our children to understand their own and others emotional well-being in order to create resilient young people who are prepared for the challenges that lay ahead of them.***

## 4. Responsibility

Emotional health and wellbeing is the responsibility of all stakeholders at Kettlefields Primary School. Staff, governor, pupil and parent representatives are consulted about wellbeing. The wellbeing change committee includes:

	Name	Role
1	Alicia Gadsby	HT
2	Tom Pinnock	DHT
3	Sarah Mallyon	PSHE Lead
4	Claire Addison	SBM

5	Louise Evans-Evans	HLTA
6	Laura Arbon	SENDCO
7	Anthea Kenna	Wellbeing Governor
8	Pupils	Head Prefects
9	Pupils	Wellbeing Council
10	Parents	Parent Forum members

## 5. Staff emotional well-being and mental health

An annual staff survey is used to monitor staff wellbeing along with supervision sessions, staff performance review and the open door policy. Staff wellbeing is a standing item on SLT and FGB meeting minutes. A staff mental health offer (see below) has been put together to ensure staff feel listened to and valued. This is vital for staff recruitment and retention.

### Kettlefields Primary School Staff Mental Health Offer

Offer	Description
Well-being Governor	Anthea Kenna is our Well-being governor, well-being is on our governor meeting agendas
Well-being on SLT agenda	Well-being of children and staff is a high priority at our school and is always on the SLT agenda
Workload initiatives	SLT are mindful of workload and actively pursue initiatives to reduce workload such as our updated Feedback policy, providing time for report writing, providing joint planning time for key stages, team meeting time for EYFS, joint moderation and assessment sessions.
Supportive colleagues	Our Kettlefields team support one another and offer help when needed.
Open door policy	The head's door is always open if someone needs to off load.
Supervisions	Wednesday 12.30 supervisions for anyone who wants to talk.
Social events	Each term the team get together socially attending PTFA events such as quiz night together, for meals, Christmas party and summer BBQ.
Hot drinks provided	Tea, coffee and milk provided for staff.
Employee assist	All staff have access to employee assist which can provide counselling services as well as a range of other advice and support in times of need.
A culture of support and challenge	An understanding SLT who listen to staff and support staff with concerns without compromising our high expectations.
Flexibility to support family life	We all have a life outside of school and sometimes that can be stressful to juggle particularly when dealing with ill health of dependents or missing out on important life events (sports day, graduation etc). Where we are able to, we seek to support colleagues to be able to attend important events and appointments.

## 6. Staff professional development

All staff at Kettlefields Primary School are offered continued professional development around emotional health and wellbeing. This may be delivered on site by one of our in house trained staff members, through online courses, through the PSHE service or by face to face courses.

Name	Role
Alicia Gadsby (HT)	Senior Mental Health Lead YMCA Mental Health train the trainer Safeguard Lead and trainer
Thomas Picknock (DHT)	Mental Health First Aider
Laura Arbon (SENDCO)	STEPS behaviour train the trainer (now known as Cambridgeshire Therapeutic Thinking)

## 7. Types of emotional and mental health needs

Pupils at Kettlefields are taught in an age/ stage appropriate way to recognise their own emotions and those of others through regular PSHE sessions. This helps children to learn self-regulation techniques that improve their emotional wellbeing and behaviour.

Staff have regular access to training in order to be able to identify children who maybe struggling. Staff use My Concern to log emotional wellbeing and mental health concerns. These are then picked up by the DSL/DDSL who decide upon a course of action. This may include support in class by teachers and Tas or through referral to external agencies. We work in partnership with parents to support children.

**Kettlefields Primary School Mental Health Offer**

Offer	Description
Well-being Governor	Anthea Kenna is our Well-being governor, well-being is on all of our governor meeting agendas
Well-being on SLT agenda	Well-being of children and staff is a high priority at our school and is always on the SLT agenda
Daily well-being time	This might be at the start of the day or after lunch. Children may have an active learning break or a calming activity to help settle them. This might include mindfulness colouring, yoga, Pilates, the daily mile run, reading or meditation.
Interventions or clubs	Tas and teachers run bespoke clubs or interventions when the need arises such as Lego or Connex club or friendship groups. Therapy session such as Lego, sand and story time therapy are also available.
Cambridgeshire PSHE scheme	We follow the Cambridgeshire PSHE scheme which includes topics such as My emotions.
Classroom emotion charts	All classes have emotion charts where children can record how they are feeling and request a check in with a teacher if they feel they need it.
Well-being week	We hold a well-being week each year in June where we look at physical and mental well-being including exercise, healthy eating and mental health.
Buddies	Year 5/6 children act as buddies to our new reception children helping them to settle into break and lunchtimes with the rest of the school
Assemblies	We hold whole school and class assemblies termly addressing mental health issues at an age appropriate level.
Well-being council	We have a council of elected representatives that work with the head on well-being matters
Early help assessment	If we have concerns about a child's mental health, we would work with the parents to write an EHA and access suitable outside agencies for support such as paediatrics, CHUMs etc
Staff training on children's mental health	Staff have had training on children's mental health and will have regular refresher training .
SLT attend Blue smile conference	Senior leaders have attended the Blue smile conference
Asymmetric week	Early close on a Friday afternoon for family time

## 8. Participation of whole school community

Annual wellbeing surveys are conducted to collect the views of staff, parents and pupils. The outcomes of these surveys are shared with the school governors and are used to inform future wellbeing action planning, pupil and staff mental health offers and wellbeing policy.

## 9. Partnerships

The school works in partnership with other schools, agencies and available specialist services to support emotional wellbeing and mental health. The table below shows appropriate local health, social care, voluntary and community sector services that the school has links with. The head teacher attends regular Mental Health Forum meetings to keep up to date with new advice and services and to share best practice. The school works with other schools in the Bottisham circle to support and be supported by other local head teachers.

Service	Names	Referral route
EWP	Rebecca Townsend	Phone conversation
CWP		Phone conversation
Play Therapist	Katherine Dennis	Email- Strengths and Difficulties Questionnaire
Chums		Online referral
CAMH		T: 01480 428115 F: 01480 428149 E:

		<a href="mailto:accesscamhs@nhs.net">accesscamhs@nhs.net</a> Online referral
Ed Phyc	Rebecca Elliott	Planning Meeting termly. Allocated hours for the school. Online EHA [rebecca.elliott@cambridgeshire.gov.uk]
SEND Specialist Teacher	Veronica Casey	Planning Meeting termly. Allocated hours for the school. Online EHA [veronica.casey@cambridgeshire.gov.uk]
Early Help	Rosie Turner	Informal conversations for advice /EHA
School Nurse	Lucy Nowett	Informal conversations for advice /EHA
Mental Health Forum	Rosemary Gilby	Informal conversations for advice /EHA
Circle Heads	Jane Segust Stacey Kendall Richard Brown Scott Horsley Beci McCaughlin	Support
Pony Academy	Anna Sylvester	Referrals- form

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## 10. Useful Websites

<https://www.mentallyhealthyschools.org.uk/> Advice and recourses regarding mental health and staff well-being and communities

<https://www.mentallyhealthyschools.org.uk/> supervision for people working with children with mental health issues or staff supervision

<https://www.cambslearntogether.co.uk/pupil-and-family-support/community-educational-psychology-service-ceps/>- Keep-your-head.com list of training available and pupil voice tool kit.

<http://www.elsa-support.co.uk/about-elsa-support/> emotional literacy support assistant – training,

Resources mention in blue print. <http://www.hse.gov.uk/stress/assets/docs/stress-talking-toolkit.pdf>

PSHE curriculum <https://www.pshe-association.org.uk/content/guidance-and-lessons-teaching-> about-mental-health

<https://guidebook.eif.org.uk-> early intervention guide.

<https://www.evidence4impact.org.uk>

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools-2>. -roles of school regarding mental health

<https://www.annafreud.org/what-we-do/schools-in-mind/resources-for-schools/talking-mental-health-animation-teacher-toolkit/> -short video with lesson plan.

<https://www.annafreud.org/what-we-do/schools-in-mind/-school> in mind network.

<https://www.annafreud.org/tmhstaff/> Supporting staff.

<https://www.tes.com/news/mental> health-schools-supervision-teachers

<https://www.gov.uk/government/publications/supporting-mental-health-in-schools-and->

<https://www.gov.uk/government/publications/supporting-mental-health-in-schools-and-colleges> Research into provisions and what works well.

Research <http://www.cypmhc.org.uk/schools>

<https://www.ymca.org.uk/i-am-whole>

<https://youngminds.org.uk/find-help/> link for parents





### Safeguarding Statement

At Kettlefields Primary School the welfare of staff and children is paramount. Everyone in our school, whatever their age, culture, disability, gender, language, racial origin, religious beliefs and sexual identity have the right to protection from abuse. All suspicions and allegations of abuse and poor practice will be taken seriously and responded to swiftly and appropriately. All staff and volunteers in school have a responsibility to report any concerns regarding children or adults to one of the designated child protection officers. If the allegation involves a member of staff, it must be reported to the Headteacher. It should be reported to the Chair of Governors.

### ***Equalities Impact Statement:***

1. *Has this policy fully considered the School's Equality objectives and statement agreed on 28 March 2012?*

**Yes**