



## Emotionally Friendly School Policy

### (Emotional Health and Wellbeing)

At Holy Cross and All Saints, we are committed to supporting the emotional wellbeing of our pupils and staff by fostering an environment which promotes positive emotional wellbeing. We recognise how important emotional wellbeing is to our lives in just the same way as physical health.

Our role in school is to ensure that children are able to understand and talk about their emotions as well as manage times of change and stress effectively. This policy outlines the approaches and strategies we use within our school to develop emotional literacy and support both pupils and staff wellbeing. Here at Holy Cross and All Saints, we have a supportive and caring ethos and our approach is respectful and kind, where each individual and contribution is valued.

The Department for Education recognises that, in order to help their pupils succeed; schools have a role to play in supporting them to be resilient and mentally healthy.

***“Mental health is a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.” (World Health Organization 2014)***

#### **1. Scope**

This document describes our school approach to promoting positive emotional wellbeing. This policy is intended as guidance for all staff including non-teaching staff.

This policy should be read in conjunction with our medical, SEND, Anti-bullying and safeguarding policies.

The policy aims to:

- Promote positive emotional wellbeing in all staff and pupils
- Increase understanding and awareness of common mental health issues
- Alert staff to early warning signs of poor emotional wellbeing
- Provide support to staff working with young people with emotional wellbeing issues
- Provide support to pupils suffering with their emotional well-being and their peers and parents/carers

#### **2. Lead Members of Staff**

Whilst all staff have a responsibility to promote the emotional wellbeing of pupils. Staff with a specific, relevant remit include:

- Annemarie Bell - Designated Child Protection / Safeguarding Officer
- Susan Cookson - Deputy Designated Child Protection / Deputy Safeguarding Officer / Head of PSHE
- Allyce Richardson – Emotionally Friendly Schools Lead/ Mental Health Lead
- Allyce Richardson, Jennie Randle, Emma Stanganini, Rachel Whittaker - Emotionally Friendly Schools Team
- Rachel Whittaker – SENCO

Any member of staff who is concerned about the emotional wellbeing of a pupil should speak to the Mental Health or Emotionally Friendly Schools Lead in the first instance. If there is a fear that the pupil is in danger of immediate

harm then the normal child protection procedures should be followed with an immediate referral to the Designated Child Protection Office staff or the head teacher. If the pupil presents a medical emergency then the normal procedures for medical emergencies should be followed, including alerting the first aid staff and contacting the emergency services if necessary.

Where a referral to CAMHS is appropriate, this will be led and managed by Rachel Whittaker (SENCo).

### 3. Emotionally Friendly Schools

“The Emotionally Friendly Schools (EFS) programme is a flexible, whole school approach to improving children and young people’s emotional wellbeing for both primary and secondary schools. We aim to provide schools with the best proven methods, tools and support to help nurture happy, successful children and young people by effectively identifying and responding to their broad emotional needs.

The EFS programme focuses on four areas within the school setting which contribute to the emotional health and well-being of the school community;

#### Staff Wellbeing and Ethos

#### Whole School and Classroom Practice

#### Assessing Needs

#### Supporting Individual Children and Young People

By delivering whole school training and supporting schools to assess their own emotional health and well being needs via the developed auditing tools, EFS aims to provide a holistic approach to meeting the emotional well-being needs of a school community.”

*Emotionally Friendly Schools Salford Council*

### 4. Pupil Provision

All pupils, within our school, have access to a range of resources and provision on a day-to-day basis as part of our emotionally friendly schools approach. Below is a list of strategies, approaches, resources and services which can be accessed by all staff and pupils on a regular basis.



## PUPILS

- Caritas Family Support Worker in school to support transition work with Year 6 and NSPCC PANTS sessions with pupils.
- Buddy system – buddy hats and buddy benches to support children feeling down or left out (playtimes and lunchtimes)
- Thorough transition to move up year groups and year 6 leavers to support well-being.
- Guided meditation each week with each class.
- Emotional well-being and mental health workshops
- Transitions workshop hopes and fears for high school
- Regular circle time at snack time in Nursery – introduce emotional literacy
- Regular circle time and PHSHE sessions with KS1 and KS2 (Robust PSHE curriculum covers emotional literacy).
- Growth mindset implemented in school to build resilience and raise self-esteem.
- Class mottos – each year group has a saint linked with a motto i.e. never give up, keep trying – children follow this and refer to this (displays around school / in classrooms).
- E-safety work to cover well-being online.
- Whole school assemblies- themed to cover well-being topics (e.g. growth mindset).
- Weekly celebration assembly – Dojo points, star of the week.
- Prayer and reflection and singing as part of assemblies.
- Links between physical fitness and well-being e.g. daily mile – encourage whole school to participate in physical activity/get outside as much as possible.
- Calm reading area in each classroom.
- Emotionally friendly behaviour support system.
- Regular emotional check-ins

There may be times when some children required further support with their emotional well-being. In these cases, we use a range of approaches in order to quickly identify if a pupil is having difficulties with their emotional well-being.

### **Possible difficulties might include:**

- Anxiety
- Lack of self esteem
- Lack of confidence
- Low mood or depression
- Attachment disorder
- Bereavement & grief
- Obsessive-compulsive disorder
- Eating disorder
- ACE

### **Possible warning signs:**

A child may often display warning signs if they are experiencing difficulties with their emotional well-being and require support. These signs might include:

- Isolating themselves from friends
- Changes in activity of mood
- Disruptive or challenging behaviour
- Avoiding work or working at a much slower pace than usual
- Secretive behaviour
- School avoidance

- Over activity & poor concentration
- Self-harm
- Obsessive behaviour
- Unusually fidgety
- Attention seeking

Below is a list of strategies, approaches, resources and services which can be used to support these pupils.

## SOME

### PUPILS

- 'Relax Kids' intervention to support self-esteem, confidence and managing emotions.
- After school clubs - opportunities to have fun together and build relationships.
- Lego therapy.
- Yoga with pupils.
- Calm boxes / areas on a need basis.
- Boost initiative for Year 5 to support emotional well-being.
- SALT enhanced provision buy in- specialist work with smaller groups of pupils.

They may be times where the above support is not meeting the needs of the child and they require further support. In these cases, children would continue the above support but would also receive further 1:1 support and possible referrals made to outside services depending on the needs of the child.

In few cases, children may need direct referral to specialist services for a specific need. This would include:

- Bereavement
- Sudden changes in circumstances at home

## FEW

### PUPILS

- Referrals to Caritas for 1:1 work to support anxiety – anger management, emotional regulation.
- Lego therapy
- Bereavement work with individual pupil.
- Play therapist employed to work with specific individuals.
- Tutor to work with individual children to help boost confidence.
- Personalised transition into nursery for some children (pictures/videos, reduced timetable).
- Bespoke work with families based on need e.g. child struggling with new sibling (recommending resources to support/liasing with families).
- Work with Primary Inclusion Team (Sarah Miles)-to provide specialist support and advice to help managing emotions.
- Referrals to ACE/LSS when required.
- Talking Pictures intervention.

#### 4. Services for Pupils

CAMHS (Child and Adolescent Mental Health Service) - 0161 518 5400

ACE Team (Autism and Social Communication team) – Laura Jenkins [laura.jenkins@salford.gov.uk](mailto:laura.jenkins@salford.gov.uk) 0161 607 1681

## 5. Behaviour Support System

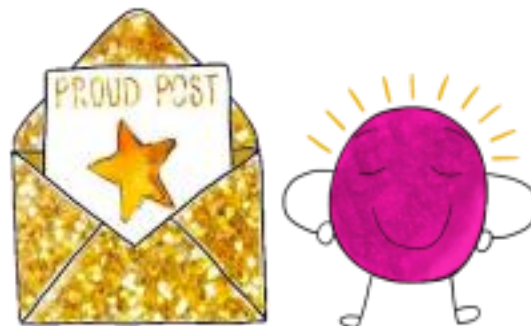
At Holy Cross and All Saints RC Primary, we use the approach of a 'behaviour support system' as opposed to a 'behaviour management system' to ensure that all children are supported to regulate their emotions with regular emotion 'check-ins'. This system will be clearly displayed in each class with pupil's names ready for the start of each new year.

### How our behaviour support system works:

#### Proud Cloud



The proud cloud has been introduced to ensure that all children who show that they are going above and beyond the school's 'Golden Rules' are receiving recognition for this (see appendix 1 for a list of behaviours which would result in a child being moved on to the proud cloud). Children moved on to the proud cloud will receive 10 dojos and an animated proud post message will be sent home to parents / carers via Class Dojo



#### Zone 1



All children begin the day in Zone 1. The emotions which children might be feeling in this shown are clearly displayed using the Balls of Emotions images.

If a child is displaying warning signs (please see section 4 for possible warning signs), the child will be signposted to the Ball of Emotions check-in resource to discuss how they are feeling. Staff can refer to the information they have received on Emotion Coaching for more information on how to speak to a child at this point.

A child will then be signposted to specific strategies / resources which could help them to regulate their emotions / behaviours at this point.

### Zone 2



If a child continues to struggle following the school's 'Golden Rules', they will be reminded of the balls of emotions / strategies and asked to move their name in to the zone 2 order to receive further support and to continue to regulate their emotions and behaviour. Further or alternative strategies may be suggested here to support the child in doing so.

If the child regulates their emotions their name will be moved in to Zone 1.

### Zone 3



If the child is still unable to regulate their emotions / behaviour, they will be asked to move their name in to the Zone 3 in order to regulate their behaviour further and be reminded of the balls of emotions again and strategies.

If a child has moved their name in to Zone 3, they will be required to complete an Emotion Evaluation Form to reflect on their emotions. This should be done at the closest possible time e.g. playtime, lunchtime or Golden Time. Emotion Evaluation Form: <https://forms.gle/nGdrFovKhQsnVk1P6>

Children may be sent to Mrs Bell where appropriate to discuss their emotions and reasons for behaviour, possibly using pupil voice / emotional literacy resources (see appendix 3 for resources).

### 6. Staff Provision

Please see below a list of provision and resources available to all staff in our school which can be accessed on a regular basis.

All

STAFF

- Thrive Outreach worker- made by referral for targeted support.
- Open door policy - SLT are accessible.
- Well-being group set up to check in on well-being and signpost to services.
- Group emails – local offer shared with staff e.g. counselling, health checks.
- Info from EPS and Local Authority shared with staff to support well-being.
- Noticeboard in staffroom to share info and signpost to services.
- Once a week check in – well-being Wednesday.
- Events organized outside of school to promote well-being.
- Putting contact hours and out of hours message on Class Dojo to protect staff time and manage parental expectations.
- Focus on staff workload- looked at how planning time can be reduced and other work demands e.g. marking policies updated, new system for report writing to cut down time.
- Snacks in the staffroom.
- Coffee barista cart visited.
- All staff are valued, including support staff such as office, cleaning and facilities staff – group Whats App to share gratitude's, passing on messages of success from governors. Well-being group targeted at all staff.
- Small staff team facilitates good communication.
- CPD opportunities.
- Staff Shout Out board set up on Jamboard to promote positive comments to be shared between staff on a regular basis.

SOME

STAFF

- Key stage meetings -key stage lead checks in on well-being and access to resources etc. including all staff if only virtually.
- Keeping links with staff at home i.e. when having to isolate.
- Line management system -phase 1 (EY/KS1) and phase 2 (KS2) -phase leaders to support day to day well-being.
- Mentors to support the well-being of NQTs.

Often there are a times when a member of staff may a more individualised form of support which can be accessed via the SLT.

FEW

STAFF

- Access to counselling from Caritas.
- Bespoke package for staff -supporting health needs of staff i.e. shielding or emotional needs i.e. Covid related anxiety (staff working from home).

## OUR GOLDEN RULES

- WE ARE KIND AND HELPFUL AND LOOK AFTER EACH OTHER.
- WE TRY OUR BEST AND WORK HARD.
- WE LISTEN CAREFULLY AND SHOW RESPECT TO ADULTS AND OTHER CHILDREN.
- WE PLAY NICELY AND SHARE.
- WE KEEP OUR SCHOOL TIDY AND LOOK AFTER SCHOOL PROPERTY.
- WE ARE HONEST.
- WE ARE KIND AND HELPFUL AND LOOK AFTER EACH OTHER.
- WE TRY OUR BEST AND WORK HARD.
- WE LISTEN CAREFULLY AND SHOW RESPECT TO ADULTS AND OTHER CHILDREN.
- WE PLAY NICELY AND SHARE.
- WE KEEP OUR SCHOOL TIDY AND LOOK AFTER SCHOOL PROPERTY.
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