



Name of Policy	Pupil Emotional Health, Wellbeing and Mental Health Policy
Document owner	Carla Walmsley
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Number of pages	4

## Rationale

The Emotional Health, wellbeing and Mental Health of all members of KHNES is fundamental to our ethos and intent.

We believe that emotional healthy people will be able to:

- Develop psychologically, emotionally, creatively, intellectually and spiritually
- Initiate, develop and sustain mutually satisfying personal healthy relationships
- Become self-aware, be aware of others and empathise with them
- Engage with Learning
- Develop a sense of right and wrong
- Show resilience in facing challenges, resolve issues and setbacks and learn from them

The Department for Education acknowledges that “Schools have a central role to play in enabling pupils to be resilient and to support good mental health and wellbeing”. Guidance also states that school staff should not act as mental health experts but ensure that they have clear systems in place to identify mental health conditions including routes to escalate concerns and referrals.

KHNES understands that the SEND code of practice alerts schools to the need to understand how mental health can underpin some behaviour presentations and that pupils need to be supported effectively including external support where appropriate. Some mental health issues will also meet the definition of a disability, KHNES as a service are aware of our duties under the Equality Act 2010.

The department of Health’s White Paper recognises that there should be more support for emotional wellbeing and resilience as it is “*fundamental to people’s capacity to get the most out of life for themselves and for their families*” It also recognises that there is “*an inseparable link between good emotional and physical health and success in learning and achievement*”

KHNES has the aim to ensure that all relevant steps are taken to enable support in all circumstances. With specific reference to the Coronavirus pandemic and the UK’s governmental advice: KHNES will endeavour to be as responsive to changing advice as is possible, and will frame this in our “Contingency Planning” for use in delivering effective education in whatever guise is best suited to pupils.

This impact on developing helpful thought processes and behavioural choices for an individual’s future “*life skills and emotional resilience acquired in childhood and adolescence help people cope with challenges throughout their lives.*”

## Aim of KHNES

KHNES has an important role to play in supporting mental health and wellbeing of our pupils. Our approach is personalised to the particular needs of our pupils with the central goal to promote their welfare, health and development. This includes the following aspects:

- To promote positive emotional health and wellbeing
- To help pupils and staff understand and express their feelings
- Build their confidence and emotional resilience and therefore develop their capacity to learn, accept change and move forward.
- Create a safe and calm environment
- Identifying any emerging or developing issues as early and accurately as possible
- Access to specialist support – working alongside home schools and external agencies to provide swift access and referrals where required.
- Ensure staff receive the necessary training regarding Mental Health awareness and trauma informed practice including impact of adverse childhood experiences (ACES) on young people

## Culture

KHNES creates a Service wide culture centered around both pupil and staff wellbeing:

- Ethos and calm, welcoming environment
- Curriculum design and link to cultural capital
- Partnerships with families and our wider community including the extensive links to supporting agencies.
- Clear Leadership expectations around behaviour and high aspirations

## Curriculum Organisation

The culture and ethos of KHNES is positive and is proactive in its approach and welcomes opportunities to promote emotional health and wellbeing through the formal and informal curriculum.

Staff use a variety of methods to ensure that emotional health and wellbeing is being addressed. These complement and reflect the overall aims and philosophy of our Service; our approach includes:

- Guiding principles as class codes of conduct
- Clearly identified rewards and sanctions understood by all
- Rewarding positive behaviour and achievement
- Setting appropriately challenging tasks
- Providing a forum for listening and talking e.g. using circle time as a tool for personal, social and health education and citizenship
- Encouraging co-operation and collaboration
- Developing social competence
- Encouraging and developing coping strategies and resilience

Emotion, wellbeing and relationships play a huge role in a person's ability to learn effectively. We believe that positive emotions and thoughts are central to effective learning. We place high value on a child's emotional intelligence and literacy and positively seek to develop and enhance the emotional curriculum which is embodied within Enrichment, Citizenship, mentoring etc. in a number of ways:

- Mutual Respect
- Teachers model the behaviour we expect from pupils, parents and carers.
- Positive self-esteem is key to our learning and teaching and is developed through: Focus on positive praise and rewards, Clear, known system of sanctions
- Positive strategies for responding to negative comments
- Care – All staff members care
- Parents are connected with what happens through regular contact and pupils review meetings.
- Trust exists between Pupils, Staff, Management Committee, Parents and Carers
- Close links between other professional agencies who support our pupils
- Genuine concern
- Excellent systems of pastoral care
- Integrated curriculum – PSHE/SMSC/RSE/Enrichment/Mentoring with a focus on emotion, self-awareness, social awareness and skills
- Creativity, innovation, developmental learning are highly valued

The delivery of Personal, Social, Health and Citizenship Education is fundamental to our promotion of emotional health. Through the planned programmes and informal curriculum opportunities exist to explore issues appropriate to pupils' ages and stages of development. Staff deal sensitively with these issues and differentiate according to the needs of the pupils in their care.

## Pastoral Organisation

KHNES believes that a whole school approach is essential to ensure consistency and effectiveness for all students. Our methods include:

- High quality in class support
- Recognising and responding positively to a child's emotional and/or behavioural needs
- Communicating with parents positively and realistically to create a partnership approach to their child's emotional health and well being
- Liaising with appropriate agencies to enlist advice and/or support.
- Regular pupil reviews including updates from health teams to inform onward provision
- Weekly mentoring with a designator mentor/key worker

Clear policies on Child Protection, safeguarding, Behaviour, Anti-bullying, and Attendance are promoted and provide the foundations for emotional health and wellbeing. Alongside these are other practices to promote well health:

- A forum for pupil voice
- Regular Quality assurance where opinions from stakeholders are collated including Staff, Parents and pupils.
- A clear reward system for curriculum-based efforts, achievements and personal targets
- Achievement assemblies including rewards for attendance

## Parental Involvement

KHNES sees parental involvement as a vital part of emotional well- health. Opportunities exist to promote partnership with parents through:

- Parents' Evenings in terms 2, 4 and 6
- Regular individual pupil review meetings
- Admission meetings
- Individual Health Care Plan (IHCP) review
- Involvement in the Annual Special Educational Needs (SEN) Review where targets are jointly set for their child's Individual Education Plan (EHCP)
- "Open Door" Policy where parents can ring to speak to a member of staff with their concerns or arrange a mutually convenient visit.
- Meeting with parents and other professional agencies to support them and their child

## Continuing Professional Development

Training to support all staff working with young people will be updated either through whole school INSET or on an individual needs basis. This training will be delivered by a variety of appropriately trained and qualified individuals including access to our in house NELFT Mental Health practitioner.

## KHNES Health and Emotional Well-Being Policy Statement (Employees)

KHNES recognises the importance of positive emotional wellbeing among its employees. It also recognises the potential adverse effects on both individuals and groups of:

- High levels of occupational and organisational stress
- The effects of factors within the workplace that cause unacceptable levels of occupational and organisational stress.

The service recognises its responsibility to:

- Identify the causes and factors which may cause occupational and organisational stress and assess the levels of risk involved
- To take all reasonable practicable steps to reduce or minimise risks

KHNES recognises the potential adverse effects on the emotional health of staff through harassment, victimisation or intimidation at work. The Service has a Professional Conduct Policy which is issued to all members of staff. Please refer to separate KHNES Policy regarding staff wellbeing.