

THE WESTGATE SCHOOL

Hampshire's First 4-16 'All Through' School

*"The Westgate School is a community of learners where partnerships inspire success for all:
learning together – achieving excellence"*

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Governor approved	September 2023	Key person/people	SDHT
Model Policy	No	Model localised	Yes
Pupil leadership team review	Sept 2023	Rotherly Day Nursery variations in policy	Yes / No

The Westgate School Emotional Wellbeing Policy

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1. Aims

This policy aims to:

- Demonstrate our commitment to the mental health and emotional wellbeing of our colleagues and pupils
- Develop resilience among adults and pupils to enable them to encounter normal facets of life experience such as grief, pressure, worry without these becoming limiting factors in their lives
- Promote positive emotional health in all colleagues and pupils
- Increase understanding and awareness of common emotional health issues

2. National and Legal Context

This policy is based on priority requirements set out in the Government guidance 'Transforming Children and Young People's Mental Health Provision':

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/664855/Transforming_children_and_young_people_s_mental_health_provision.pdf

The policy is not statutory however it is a priority for our school. It should be read and understood alongside our other relevant school policies, E.g. Our Westgate Behaviour Policy, Anti-bullying Policy, Equalities and Diversity Policy, SEN and Inclusion Policy and our RSHE Policy as well as our information on our website: <https://www.westgate.hants.sch.uk/pupil-support>

We commit to placing wellbeing and mental health at the heart of our decision making. We are committed to the aims of The Education Staff Wellbeing Charter November 2021 [Education staff wellbeing charter - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/101421/education-staff-wellbeing-charter-nov-2021.pdf) See Appendix.

3. Key Colleagues

At the Westgate School, we are committed to supporting the emotional wellbeing of all our colleagues and pupils. We believe in a holistic approach to pupil support and therefore, all colleagues have a responsibility to promote the emotional wellbeing of pupils and each other. However certain colleagues have a specific role in the process. These are:

- The Designated Senior Leader for Emotional Health and Wellbeing – Head of Primary Phase
- The Headteacher
- The Governing Body
- The Designated Safeguarding Lead
- Deputy Safeguarding Leads
- The SENCO and Inclusion Leaders
- The Pupil Support Team

If a colleague is concerned about the emotional health and wellbeing of a pupil, then in the first instance they should speak to the child's class teacher in the Primary Phase or the Year Leader in the Secondary Phase who will then refer the issue to the appropriate colleague as listed above.

If a member of the school community has concerns about another person (eg a colleague or a parent), they should refer it to a member of the Senior Leadership Team, Designated Safeguarding Lead Practitioner or, Senior Designated Safeguarding Lead. This process follows our practice for managing disclosures in school.

4. Curriculum

Our all-through Personal Development (PD) curriculum is developed and reviewed to provide all pupils with the skills, knowledge and understanding they need to keep themselves mentally healthy. The Westgate School's PD curriculum includes the RSHE (Relationships, Sex, Health Education) and SMSC (Spiritual, Moral, Social, Cultural) curriculums, integrating the School's and British Values. We follow the PSHE Association Guidance to ensure we teach emotional health

and wellbeing issues in a safe and sensitive manner. <https://www.pshe-association.org.uk/curriculum>

Our Assembly programme includes strategies for wellbeing and signposts pupils to support.

We will always promote a healthy environment for pupils and adults by:

- Promoting positive emotional health and wellbeing in all pupils and colleagues
- Celebrating both academic and non-academic achievements
- Promoting our school values and encouraging a sense of belonging and community
- Providing opportunities to develop a sense of worth and to reflect
- Promoting leadership and participation in decision making
- Celebrating each person for who they are and making every pupil feel valued and respected
- Adopting a whole school approach to wellbeing and providing or sign posting support to any pupil or colleague that needs it
- Raising awareness amongst colleagues, governors and pupils about emotional health issues, their signs and symptoms
- Enabling colleagues to respond to early warning signs of mental-ill health in pupils
- Supporting colleagues who are struggling with their own emotional health or wellbeing

5. Parent Partnership

We believe in working in close partnership with parents, keeping them informed as much as possible with their child's progress with sensitivity. We will offer support and signpost to outside agencies when appropriate. Through Partners in Learning events, we share information about emotional wellbeing, including our THRIVE approach.

6. School Support

We have a range of support available in school for any pupil. This may include:

- THRIVE - [Home - The Thrive Approach to social and emotional wellbeing](#)
- ELSA - Emotional Literacy Support Assistant
- Group
- Restorative Sessions

Further information and details can be found on our website:

<https://www.westgate.hants.sch.uk/pupil-support>

7. Outside Agencies

As part of our whole school approach, we will work with other agencies to support our pupils' emotional health and wellbeing. This might include liaising with:

- Paediatricians
- CAMHS
- Counselling services
- Therapists
- Family support workers (Friends of the Family)
- Behavioural support workers. (Primary Behaviour Support Team)
- The school nurse

8. Managing Disclosures

Please refer to our processes detailed in our Child Protection and Safeguarding Policy.

9. Supporting Peers

We understand that, when a pupil is suffering from emotional health challenges, it can be a difficult time for their peers. In response to this, we will consider any peers that may need additional support. Support will be guided by the affected peer and typically will include one or more sessions with the designated support adults. However, included in the discussion will be how peers can help, how peers can access support themselves, and healthy ways of coping, with any emotions they might be feeling.

10. Adult Emotional Health and Wellbeing

As colleagues juggle a multitude of different demands, it is important that they are all given the right emotional and practical support so that they can, in turn, support their pupils. As a whole school we are mindful of supporting our colleagues and do all we can to boost their wellbeing and work/life balancing for example:

- Annual consultation on the school calendar
- TOIL days and devolved time to allow for more flexible working
- Additional PPA time (known as School Support) where possible
- Resources such as Occupational Health & the Employee Support Line
- The Inside Out Group – focus on practical solutions and problem solving
- Sign posting colleagues to support where needed
- Managing workload and work/life balancing is a regular agenda item for Professional Learning and meetings
- Use of co-acting styles to support colleagues in understanding their working style and to support working relationships in school
- Dedicated time every day for tutors through the 1:1 mentoring programme
- Weekly WTACs for colleagues to discuss pupils in difficulty
- Supervision for DSLs
- Clear complaints policy to protect employees from habitual and vexatious complaints – including malicious communication
- Removal of unnecessary workload (eg teachers doing displays)
- Provision of effective equipment and working environment (eg IT equipment, investment in the school environment)
- Time off for important life events (usually paid);
- Dignity at Work policy and the school's 'Learning Together' document to capture our working ethos.
- Email Protocols – no emails after 5.30pm on a Friday and before 7.30am on a Monday or during school holidays (no storing of drafts for sending in bulk on Mondays!); Team Leaders to carefully consult with effective use of WhatsApp and to ensure they remain predominantly social
- 3 working (school) days to respond to parent emails (unless safeguarding)
- Calendared wellbeing days and colleague social events; Friday colleague activities after school (voluntary).

- Allowances are made to usual marking expectations when colleagues are marking whole school/scheduled exams.

All colleagues receive regular professional learning in pupil emotional health/ the role of the tutor so that they can recognise and respond to emotional health issues. This will form part of their regular safeguarding training and is a requirement to keep children safe.

We will post all relevant information, and additional information, on our Colleagues Dashboard so colleagues can learn more about pupil emotional health.

Policy Review

This policy will be reviewed every year. This is so that it remains up to date, useful, and relevant. We will also regularly review it in accordance with local and national policy changes.

Appendix

Further Information and sources of support:

The Education Staff Wellbeing Charter November 2021 [Education staff wellbeing charter - GOV.UK](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/98222/education-staff-wellbeing-charter-nov-2021.pdf)
(www.gov.uk)

Young Minds (www.youngminds.org.uk),

Information, advice & support for young people affected by emotional health. Empowering young people.

Childline (childline.org.uk)

Help and advice about a wide range of issues, call on 0800 1111, talk to a counsellor online, send

Childline an email or post on the message boards.

Prevention of young suicide UK – PAPYRUS (www.papyrus-uk.org):

The national UK charity dedicated to the prevention of young suicide.

Mind (www.mind.org.uk)

Advice and support to empower anyone experiencing an emotional health problem.

SelfHarm.co.uk: www.selfharm.co.uk

National Self-Harm Network: www.nshn.co.uk

Support individuals who **self-harm** to reduce emotional distress and improve their quality of life

Depression Alliance www.depressionalliance.org/information/what-depression

Depression Alliance is the leading national charity for people affected by depression. Providing a range of information and support services & work to reduce the stigma and isolation often associated by depression.

Anxiety UK www.anxietyuk.org.uk

Confidential Help & Support. Free Online Support. Professional Counsellors. Emotional Health Experts. Safe Online Community. Anonymous & Professional. Services: Group Support, One-To-One Support, EAP Service.

OCD UK www.ocduk.org/ocd

We aim to bring the facts about **obsessive compulsive disorder** to the public and to support those who suffer from this often-debilitating anxiety disorder

Stonewall

Information and support with any issues affecting LGBT people or their families. You can tell us about your situation by phoning 08000 50 20 20

RASAC

The Rape and Sexual Abuse Centre (**RASAC**) offers a free, confidential listening and support service for women and men of all ages

Al-Anon and Alateen

Al-Anon is a mutual support program for people whose lives have been affected by someone else's drinking.

Alateen, a part of the **Al-Anon** Family Groups, is a fellowship of young people (mostly teenagers) whose lives have been affected by someone else's drinking whether they are in your life drinking or not Helpline 020 7403 0888

Employee Assistance Programme

Confidential support services available for colleagues, your legal partner and your children aged 16-24

Rotherly Day Nursery variations include:

Support children's emotional wellbeing in Nursery

We believe that Rotherly Day Nursery has a key role in promoting children's mental-health and wellbeing. Our approach includes:

- teaching children to recognise, name and describe feelings and emotions;
- teaching children simple strategies for managing feelings;
- learning about empathy and other people's feelings;
- key person approach;
- teaching about different types of teasing and bullying, that these are wrong and unacceptable;
- involving parents and carers when appropriate.

Supporting colleagues' emotional wellbeing in Nursery

This is held with great importance and our strategies include:

- regular social events;
- Regular supervision for all especially those colleagues who are apprentices and unqualified;
- Generous annual leave;
- Use of school gym, Employee Support Line;
- Open doors policy for all colleagues with Senior Team