



Well-Being and Emotional Stress Management Policy

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Approved By	Trust Board
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REVIEW HISTORY

VERSION NO.	DATE OF CHANGE	CHANGE SUMMARY	PAGE NO.
0.7	12.4.21	Draft	

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1. POLICY STATEMENT

1.1 Oak Multi Academy Trust is committed to supporting the emotional health and wellbeing of our pupils and staff. We have a supportive and caring ethos and our approach is respectful and kind, where each individual and contribution is valued. We know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the view that positive mental health is everybody's business and that we all have a role to play. We will ensure that staff, pupils and parents are aware of what support is available within our school and how to access further support.

1.2 Our schools:

- Help children to understand their emotions and feelings better
- Help children feel comfortable sharing any concerns or worries
- Help children socially to form and maintain relationships
- Promote self-esteem and ensure children know that they count
- Encourage children to be confident and 'dare to be different'
- Help children to develop emotional resilience and to manage setbacks.

1.3 We promote a mentally healthy environment through:

- Promoting our school values and encouraging a sense of belonging
- Promoting pupil voice and opportunities to participate in decision-making
- Celebrating academic and non-academic achievements
- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others
- Providing opportunities to reflect
- Access to appropriate support that meets their needs

1.4 We pursue our aims through:

- Universal, whole school approaches
- Support for pupils going through recent difficulties including bereavement
- Specialised, targeted approaches aimed at pupils with more complex or long-term difficulties including attachment disorder.

Data will be processed to be in line with the requirements and protections set out in the UK General Data Protection Regulation.

2. SCOPE

This policy should be read in conjunction with the following Trust/School policies:

- Medical policy
- SEND policy in cases where pupils mental health needs overlap with these

- Behaviour Policy
- Anti-bullying Policy
- PSHE Policy
- SMSC Policy

It should also sit alongside child protection procedures.

3. LEAD MEMBERS OF STAFF

Whilst all staff have a responsibility to promote the mental health of students, staff with a specific, relevant remit for each school can be found in Appendix 1. EACH SCHOOL HAS A LEAD.

4. TARGETED SUPPORT

4.1 Schools will offer support through targeted approaches for individual pupils or groups of pupils which may include:

- Circle time approaches or 'circle of friends' activities
- Targeted use of SEAL resources
- Managing feelings resources e.g. 'worry boxes' and 'worry eaters'
- Managing emotions resources such as 'the incredible 5-point scale'
- Primary Group Work/Mental health and wellbeing groups
- ELSA support groups
- Therapeutic activities including art, lego and relaxation and mindfulness techniques
- Staff trained as Mental First Aiders and/or Students trained as Mental Health Ambassadors
- 'Routes to Resilience' sessions

4.2 The school will make use of resources to assess and track wellbeing as appropriate including:

- Strengths and Difficulties questionnaire
- The Boxall Profile
- Emotional literacy scales

5. IDENTIFYING NEEDS AND WARNING SIGNS

5.1 Staff monitor pupils' wellbeing and aim to identify a range of possible difficulties including:

- Attendance
- Punctuality
- Relationships
- Approach to learning

- Physical indicators
- Negative behaviour patterns
- Family circumstances
- Recent bereavement
- Health indicators

5.2 School staff may also become aware of warning signs which indicate a student is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns with the designated child protection and safeguarding officer or the emotional wellbeing lead as appropriate.

5.3 Possible warning signs include:

- Changes in eating / sleeping habits
- Becoming socially withdrawn
- Changes in activity and mood
- Talking or joking about self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

6. SUPPORTING PARENTS/CARERS

To support parents/carers we will:

- Highlight sources of information and support about mental health and emotional wellbeing on our school website
- Share and allow parents to access sources of further support e.g. through parent forums
- Ensure that all parents are aware of who to talk to, and how to get about this, if they have concerns about their child
- Make our emotional wellbeing and mental health policy easily accessible to parents
- Share ideas about how parents can support positive mental health in their children
- Keep parents informed about the mental health topics their children are learning about in PSHE and share ideas for extending and exploring this learning at home.

7. WORKING WITH OTHER AGENCIES AND PARTNERS

As part of our targeted provision the school will work with other agencies to support children's emotional health and wellbeing including:

- The school nurse
- Educational psychology services
- Behaviour support through Oakfield pupil referral unit / SEMH Team
- Paediatricians
- CAMHS (child and adolescent mental health service)
- Counselling services
- Family support workers
- Therapists

8. TRAINING

- 8.1 As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection training in order to enable them to keep students safe.
- 8.3 Training opportunities for staff who require more in-depth knowledge will be considered as part of our performance management process and additional CPD will be supported throughout the year where it becomes appropriate due to developing situations with one or more pupils.

APPENDIX 1: School-Specific

BROOKSIDE PRIMARY SCHOOL	
School Leads:	Jackie Skelton, Dawn Mays
Trained Mental Health First Aider	Grace Brown
MANOR HIGH SCHOOL	
School Lead:	Vanessa Mehta
Trained Mental Health First Aider	tbc
OVERDALE INFANT SCHOOL	
School Lead:	Shona Scrimgeour
Trained Mental Health First Aiders:	Jenny Robinson, Jo Archer
OVERDALE JUNIOR SCHOOL	
School Lead:	Kirsty Weston
Trained Mental Health First Aiders:	Jo Parnaby and Ali Knighton
WOODLAND GRANGE PRIMARY SCHOOL	
School Leads and Trained Mental Health First Aiders:	James Parker, Anya Chadwick