



Policy Document:	Emotional Wellbeing Policy
School's Lead Member of Staff:	Head Teacher
Lead Governor (monitoring):	Jenny Oliver
Publication/Revision Date:	23 May 2022 (Small addition regarding the use of Exit Cards)
Document Version:	1.2
Governor Committee:	FULL GOVERNORS
Committee Approval Date:	11 May 2021
Full Governors Ratification Date:	ADOPTED FULL GOVERNORS
Review Frequency:	Two Years
Date of next review:	May 2023
Purpose:	To support emotional wellbeing across the school community, and to fulfil requirements within 'Keeping Children Safe in Education 2020'

Chair of Governors signature:

Emotional Wellbeing Policy

“...a peaceful heart and mind”

Do not worry (be anxious) about anything, but in everything by prayer and petition with thanksgiving present your requests to God. Then you will experience God’s peace, which exceeds anything that we can understand. His peace will guard your hearts and minds as you live in Christ Jesus. Phil 4:6-7.

Leadership:

- Named Emotional Wellbeing Lead: Annmarie O’Connor
- Named Emotional Wellbeing Governor : Jenny Oliver
(and Safeguarding Governor)
- Designated Safeguarding Lead (DSL): Steph Sharples
- Deputy Safeguarding Lead: Ruth Hynes
- Oversight of PSME curriculum: Paula Virr
- SENDCo: Sue Wakeling
- Named Governors for Staff Welfare: Abraham and Claire Waigi

Policy Statement

Throughout this policy we will refer to Emotional Wellbeing as opposed to 'mental health'. This is due to the multicultural diversity that we are blessed with as a community, and the unintended implied messaging of the term 'mental health' in some cultures represented within our school.

“[Emotional wellbeing] is a state 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 contributions to his or her community.” (World Health Organisation)

“[Emotional wellbeing] ... affects how we think, feel and act.” (School Improvement Liverpool)

At Christian Fellowship School we see good emotional wellbeing as not just the absence of problems associated with the absence of emotional wellbeing, but we also want the children, staff and parents to:

- Know their identity in Christ and be assured that they are loved and accepted by Him
- Understand that they are uniquely created in God’s image, fearfully and wonderfully made
- Feel confident in the unique individual that they have been created to be
- Be able to express a range of emotions confidently and appropriately
- Maintain a positive relationship with others across the community
- Build resilience to prevent problems arising with their emotional wellbeing
- Manage time effectively and deal with change
- (For all children) Learn, flourish and achieve their potential.

This policy has been developed with reference to the requirements of 'Keeping Children Safe in Education' 2020.

Policy Aim

At Christian Fellowship School we aim to promote emotional wellbeing for our whole school community, from the children through to staff, parents and carers. We pursue this aim through using whole school approaches and, when needed, specialised targeted approaches aimed at specific individuals who may be vulnerable.

Our aim is to develop a Christ-centred approach in keeping with our school ethos, which builds emotional wellbeing where:

- Emotional wellbeing is promoted and valued as being as important as physical health
- Our school's Christian worldview and values are taught and lived out, giving pupils an understanding of God's purposes and strategies for human flourishing, so they are able to discern and choose activities, attitudes and behaviours that are conducive to good emotional wellbeing
- All children feel valued and safe with a sense of belonging to the wider school community
- Children, staff and parents feel able to talk openly with a trusted person about any problems that they may have, without feeling a sense of stigma attached to this.

How the policy will be developed and outworked

The development of this policy will be led by our inclusion leader for emotional wellbeing, the school SENDCo, a designated parent on the emotional wellbeing team, the safeguarding lead, and will be assisted by contributions from children in Lower, Middle and Upper Schools. Outside agencies may also be involved including CAMHS, School Improvement Liverpool, the school nurse, local mental health professionals, and we may take advice from selected mental health charities.

We aim to promote an environment where emotional wellbeing thrives through:

- Auditing the school community regularly to check the "emotional wellbeing- friendliness" of the school
- Introducing a range of resources and strategies to help pupils and staff identify and strengthen their emotional wellbeing
- Develop the curriculum to ensure a balance of activities and methods of delivery that enhance emotional wellbeing, including outdoor learning opportunities, group & team work, hands-on, practical and creative activities and educational visits including residential
- Developing schemes of work with a conscious intent to embed opportunities that support emotional wellbeing
- Teaching about emotional wellbeing through school assemblies, Bible lessons, PSME lessons and, in Upper School, the pupil mentoring groups
- Offering individual mentoring in school for children who would benefit from this.
- Specific emotional wellbeing notice boards that will be targeted at the appropriate audience
- Using pupil voice groups to gather the views, opinions and feedback from pupils across school, so as to evaluate and develop our emotional wellbeing curriculum content. (This

may involve School Council meetings/wellbeing groups to ask the children their views on the best ways that we can teach them about emotional wellbeing)

- Consultations with staff and engagement with parents and carers
- Looking to identify provision of quiet spaces where children and staff can retreat to if feeling overwhelmed
- Encouraging staff to regularly review the physical environment of the school so that it better supports everyone's emotional wellbeing through well-ordered classrooms laid out to support constructive social relationships; well-presented visual displays that encourage positive engagement; outdoor spaces that provide opportunities for constructive play and contact with the natural world; and communal spaces designed to promote a calm, emotionally satisfying atmosphere
- Making sure that the staffroom is a safe and comfortable environment where staff can retreat from the classroom environment, to relax and connect with colleagues
- Accessing quality training for Emotional Wellbeing lead teachers, and passing this learning on to staff so as to equip them to support children.

A whole school approach to emotional wellbeing

At CFS we take a whole school approach to promoting emotional wellbeing. We aim to prevent problems before they arise by enabling staff, children and parents to become more resilient.

To achieve this we aim to:

- Develop our Christ-centred ethos, curriculum, policies and behaviours, to further support emotional wellbeing and resilience, and endeavour to communicate the importance of this to all within the school community
- Reduce and eliminate stigma surrounding a lack of emotional wellbeing and create an open and positive community where all feel welcomed and know that they are valued
- Ensure that staff training is available to help develop understanding of emotional wellbeing and the resilience and skills to help reduce the likelihood of problems occurring with their own and pupils' emotional wellbeing
- Work closely with parents and carers, recognising the diversity of approaches to promoting emotional wellbeing
- Identify early on any needs that children may have with their emotional / mental wellbeing, and seek to put in place a plan to support and meet their individual needs, working alongside specialist services when necessary, such as CAMHS, YPAS or private providers of counselling services
- Strengthen our children's understanding of what emotional wellbeing is, including different approaches to responding to emotional distress in themselves and others
- Help children to develop good social relationships, teaching them to support each other, and encouraging them to seek help when they need it.
- Teach children different ways to learn, to help them to become more resilient learners

- Seek to understand and work together across the varied demographics represented within the school community, recognising that the concept of emotional wellbeing may have different connotations to different cultures.

Staff roles and responsibilities, including those with specific responsibility

We believe that all staff at CFS have a role and responsibility to promote emotional wellbeing, and to understand about protective and risk factors in respect of emotional wellbeing. All staff should be trained with skills to look out for and recognise early warning signs of possible issues and how to respond to situations of emotional or mental distress, and should feel confident in the processes for referring any concerns that they have, so as to ensure that children with any problems with their emotional wellbeing get early intervention, and a plan is put in place to meet their needs.

Signs to suggest that a person is struggling with their emotional wellbeing:

- feeling hopeless – struggling to see the positives in life, or wishing you didn't exist
- getting into lots of arguments or fights
- feeling sad all the time
- feeling angry all the time
- feeling anxious all the time
- numbness – not feeling any emotions at all
- extreme highs and lows, or mood swings
- experiencing panic attacks
- feeling worthless
- changes to your eating patterns – starving yourself, over-eating, making yourself sick
- hearing voices or seeing things that aren't there
- hurting yourself on purpose
- keeping away from friends and family
- relying heavily on alcohol, drugs or sex
- obsessive behaviour or thoughts – feeling there is something you have to do/think about all the time or something bad will happen
- experiencing nightmares, flashbacks or upsetting thoughts
- obsessing about how you look
- constant unwanted thoughts.

The overlap of mental health and safeguarding

Emotional wellbeing in school falls under Safeguarding. If staff have concerns about the emotional wellbeing of a child, immediate action should be taken, according to the school safeguarding policy, and a referral should be made to the DSL or deputy. This is done using a Safeguarding Referral Form (found in the staffroom or on Google Drive). The safeguarding team will then decide what action is needed or will pass concerns on to the Emotional Wellbeing team. We recognise that problems with emotional wellbeing can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Where needed, we will work together with trained

professionals, who will be needed in order to make a diagnosis of a problem and provide support and interventions as appropriate.

The overlap of emotional wellbeing and SEND

If staff have a concern about the emotional wellbeing of a child and also consider the child may have some additional needs around SEND, immediate action should be taken as outlined in the school SEND policy and the Emotional Wellbeing policy. Referrals should be made to both the SENDCo and the Emotional Wellbeing Lead (through the safeguarding team). We acknowledge that a child's additional needs can impact on their emotional wellbeing. Early intervention is essential.

We will endeavour to work collaboratively with the child, the parents/carers and trained professionals in order to acquire the support and help that is needed.

The system for reporting/referring concerns with Emotional Wellbeing

If you feel that a child in your care is suffering from any problems relating to their emotional wellbeing then initially bring it to the attention of the pupil's form teacher. The form teacher is then to make a decision as to how to act based on the information that they have received and whether it warrants a referral or not.

If a referral is required then a Safeguarding/Emotional Wellbeing form is to be completed either online or as a paper version. The safeguarding referral forms are located in the staffroom Safeguarding folder and on shared google drive area (also attached - Appendix A),

If the pupil is on the ALPS register, the referral form is to be sent to the SEND department. If the young person is not on the ALPS register then the referral form should go to the Designated Emotional Wellbeing Lead via the Safeguarding Department.

Referrals should be made in a timely way, so that any support or interventions needed can be put in place. Discussions with parents are key at this early stage of referral, but permission from parents is not required in order to refer.

Use of Exit Cards

We recognise that some MS and US pupils who are experiencing emotional stress may benefit from the chance to exit the classroom for a short period of time to provide a temporary alleviation of stress/anxiety symptoms. The use of this strategy must be a temporary strategy. The focus will be on getting to the root of the problem as part of an overall strategy that aims to provide the pupil with the support and interventions they need to manage their anxiety or stress more effectively in the longer term.

Our procedure aims to ensure that MS and US pupils are supported in the short term with a 'safety valve' strategy but at the same time ensuring that the underlying issues are dealt with.

1. A pupil must have a discussion with either MEH Lead (AOC) or SENDCo (SW). They will be asked what the problem is that they are experiencing. If there are no immediate adjustments that can be made to support the pupil, then an exit card may be given as a temporary measure (a band-aid) prior to getting to the root of the problem. The discussion must include procedure for re-joining class in event of fire drill or lock-down warning bell. Form teachers will be informed that this happened and will be kept in the loop as it is implemented and reviewed.
2. All staff will be informed of pupils who have a card. MEH Lead (AOC) will do a weekly update of pupils with exit cards as part of the Watch With Care List.
3. Cards are to be given for a two week trial period. The pupil will place it on their desk and the teacher will decide when it is the right time for them to leave for a five minute break. They must then come back to the classroom. When they come back the teacher will ask, 'Did that do the trick?'. If the answer is no the pupil should remain in the classroom for the remainder of the lesson and after the lesson, at a suitable time, they should have a chat with MEH Lead (AOC) / SENDCo (SW) / Form teacher. When a teacher allows a child to leave they should write on the back of the card that the E card was used.
4. At the end of the two weeks the card will be reviewed and analysed to see if there is a pattern to its use; MEH Lead (AOC) and SENDCo (SW) will speak with the pupil to discuss strategies going forward if necessary. These may include making reasonable adjustments to their timetable.

Information regarding the role of the governor with oversight for Wellbeing, in terms of both pupils and staff

The link governor role creates a connection between the governors and the wider school community. It's the wellbeing link governor's job to support the school in embedding its provision in support of Emotional Wellbeing.

The role falls into three main areas: strategy, action and review. The initial priority of the Wellbeing link governor is to review the current situation and work with the appropriate staff member(s) to develop a strategy moving forward. There may be actions that governors can take based on their knowledge, experience and professional networks in order to add value to the school's work on wellbeing, and to broaden staff awareness of, and access to, suitable opportunities.

Strategy: The Wellbeing governor ensures the school is giving careful thought to how Emotional Wellbeing is embedded into the curriculum and in other school activities. Working with the school Emotional Wellbeing Lead to complete an audit of current provision, they should seek best practice and research effective strategies that other schools, especially within the Christian Schools' Trust (CST), have developed for the area of emotional wellbeing. They should feel able to bring advice and guidance to school leadership where appropriate.

Action: The Wellbeing governor will act as the point of contact on the governing board for the staff member(s) tasked with overseeing Emotional Wellbeing provision within the school. They should ensure that the area of Emotional Wellbeing is addressed in SLT meetings, and is an agenda item at governors meetings, under the umbrella of safeguarding, thereby acting as an Emotional Wellbeing champion for this area of school life. The Wellbeing governor should have oversight to check that actions agreed by the school relating to the area of Wellbeing are carried out.

Monitor and Review: They should visit school to monitor how effectively Wellbeing is addressed in the school's actions – including learning walks, discussions with staff and pupils. They will report to the governors to build their understanding of the work the school is doing. Finally, they are to ensure that policies are up to date and representative of the practice evidenced in the school's work.

Related Policies:

Safeguarding Policy

SEND Policy

Staff Welfare Policy

Information Sharing Policy - within school

Information Sharing Policy - with outside agencies

References

The World Health Organisation

Anna Freud

Young Minds

School Improvement Liverpool

Governors for Schools

National Governance Association

Referral Form (Appendix A)



SAFEGUARDING / WELFARE / EMOTIONAL WELLBEING CONCERN FORM

Pupil name (initials only)	Date of birth / Year Group
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Name and position of person completing form (please print)

Time and date of incident /concern:	
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Incident / nature of concern (who what where when)

Any other relevant information (known background, witnesses, immediate action taken)

Action taken

Reporting Staff Signature Date

DSL or deputy – Response / Outcome

Area	
SG	
WF	
MH	

Signature..... Date.....

Appendix B - Guide Questions for Leadership

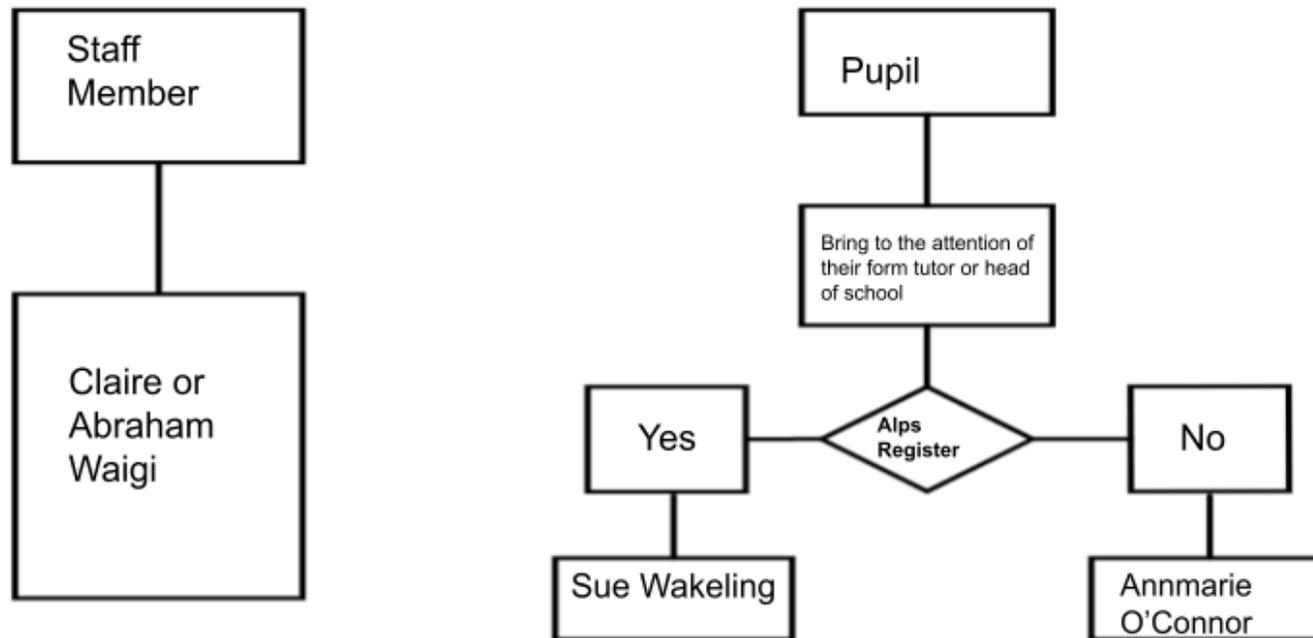
Questions for governors and trustees to consider:

1. Is our school a listening school? How is this outworked?
2. How aware is the school community of the importance of promoting emotional wellbeing?
3. Do we have an emotional wellbeing policy?
4. Is emotional wellbeing a part of our curriculum?
5. Have staff received basic training to recognise and respond to emotional wellbeing issues?
6. Do staff know who to refer concerns about emotional wellbeing on to?
7. Have we usefully pooled our knowledge of local support and services?
8. Have we considered how best to work with parents and the wider community, including the diverse range of cultures represented within the school?
9. How are we meeting the emotional wellbeing needs of staff and pupils?

(National Governance Association)

Appendix C – Referral Decision Making Flowchart

Guidance For Emotional Wellbeing Referrals



For self referral **or with their permission** a colleague, email Claire (cw@cfschool.org.uk) or Abraham Waigi (aw@cfschool.org.uk).
For pupil concerns please use online Safeguarding/Emotional Wellbeing form.