

KNOCKAVOE SCHOOL

&

RESOURCE CENTRE



Health & Wellbeing Policy

Position	Signed	Date
Principal	<i>Sharon Cassidy</i>	<i>12/5/22</i>
Chair of Board of Governors	<i>Jane Neill</i>	<i>12/5/22</i>
Date of Review		

Emotional Health and Wellbeing Policy

'a state of mind in which an individual is able to realise his or her own abilities, can cope with the normal stresses of life, can work productively, and is able to make a contribution to his or her community.'

(The World Health Organisation 2010)

Background

There are government expectations that schools should support pupils to be resilient and mentally healthy. They should provide a safe environment that fosters trust and belonging and create a culture that supports mental health

It is estimated that 1 in 4 children and young people will be affected by a mental health problem each year with 1 in 10 children in UK aged between 5 years and 16 years have a diagnosable mental health condition. Children with learning disabilities are over 6 times more likely to have a diagnosable psychiatric disorder than their peers who do not have learning disabilities (BOND 2014). Public Health England in March 2015 comment on the influence that a child's emotional health & wellbeing has on their cognitive development & learning, as well as their physical and social health and their mental wellbeing in adulthood. A whole school emotional wellbeing approach that moves beyond learning & teaching to cover all aspects of school life has been found to be effective in bringing about sustained health benefits.

Ethos

Knockavoe School aims to support and teach skills to pupils and staff to increase their awareness of emotional health and wellbeing.

Two key elements to support good mental health are:

- Feeling Good – experiencing positive emotions like happiness, contentment and enjoyment. It also includes feelings like curiosity, engagement & safety.
- Functioning Well – how a person is able to function in the world. This includes positive relationships and social connections, as well as feeling in control of your life and having a sense of purpose.

This is reflected in our school core values, adopted in Sept 2020



Aims

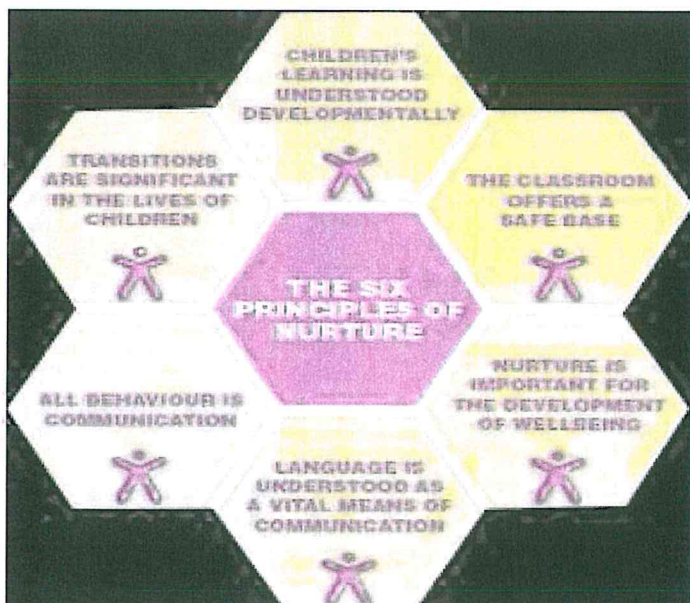
- To promote first aid for mental health and wellbeing for everyone
- To develop a whole school approach for both staff & pupils.
- To create an approach is based on the NHS 5 Steps to Wellbeing
- To work together with families.
- To provide a holistic & multi-agency approach.

Practices

In Knockavoe School we will use the following practices to help promote emotional health & well-being for all pupils, staff and other stakeholders.

- Development of Personal Care and Welfare Team from Sept 2020. Action plans for staff and pupils which form part of School Development Planning.
- Embed the 6 principles of nurture within our daily routine
- Continue to use zones of regulation to help children manage their feelings
- Positive behaviour policy to help children manage boundaries.
- Nurture room provision for pupils managing adverse childhood experiences (ACE's)
- Specialist areas within the school – sensory rooms, hydro bath, soft play area, breakaway spaces, outdoor play provision.
- Student Council
- Continue with our excellent practice in providing a 'Rights Respecting School' environment.
- School counselling service / Play Therapy/ Art Therapy / Drawing and Talking.
- Ongoing staff CPD via training opportunities throughout the year.

Knockavoe School and the 6 Principles of Nurture



The 'The 6 principles of Nurture' as defined by 'The Nurture Group Network UK' will underpin the approaches used to support the development and integration of wellbeing strategies within the school. School policy and curriculum delivery will be tailored to promote the key aspects of improving wellbeing. We will focus on creating a physically, emotionally and socially rich environment where key relationships can thrive and pupils can feel secure in their learning. School based programmes which are linked to the curriculum will promote pupil voice through developing independence and choice making.

Staff will have access to training sessions and signposting to approaches and resources that will support their own emotional health and wellbeing with an aim to foster teamwork and create solidarity. Staff will be encouraged and supported to participate in Continued Professional Development.

Clear identification, impact and outcomes measures will feed into the school based programmes and the targeted interventions that will be offered to pupils.

Pupil Identification

Wellbeing measures include a Boxall Profile for pupils attending current Nurture provision. This is used to determine a starting point for intensive support and to gather information on areas of improvement etc.

Staff Observations focusing on any changes in behaviour, attention and presentation and recorded on Safeguarding/CP Appendix 5a and Appendix 5b monitoring forms, will feed into the identification process as well as any communications from the pupils regarding their emotions & feelings. As well as requests from parents/guardians / families.

Pupil Wellbeing Interventions

	Approach	Intervention
Whole School approach	Recovery Curriculum following return to school during COVID (May 2020 -)	Pupil voice – communication skills
	Teaching and Learning Team approach	Emotional literacy Engagement profiles Self-regulation strategies Student Council
	Holistic/ Multi-agency approach	
Targeted support	Staff training	
	Counselling Art Therapy Drawing and Talking Play Therapy Reflexology	Weekly/Daily physical exercise and group games based on sensory processing approaches. Sensory activities Fitness – Core Fitness online program.
	Wellbeing Interventions	Nurture Provision Drawing and Talking Art Therapy Counselling CAMHS referral Gateway referral

Targeted Pupil Wellbeing Interventions

Identified pupils will receive bespoke intervention packages delivered by trained professionals in these various areas.

The development of resilience through providing a secure basis, enhancing self-esteem and self-efficiency will underpin all interventions.

An additional identification assessment will highlight any gaps that may affect a pupil's optimum emotional health. Targets and strategies will be set to address these needs and teach new skills through the pupils IEP.

Ensuring that all pupils are familiar with and can use the zones of regulation and that these are implemented correctly throughout the school environment.

THE FOUR ZONES: OUR FEELINGS & STATES DETERMINE OUR ZONE

The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, devastation, or terror when in the Red Zone.

The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions, however one has more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

The **Green Zone** is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

The **Blue Zone** is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.

Embed the 6 principles of nurture

Individual targets will aim to address these gaps and will focus on developing a skill set to support three key areas; growing and developing; future planning plus strategies to meet pupil needs. Each set of interventions will be bespoke and provide a meaningful approach for each individual. The interventions will be based on meditation, mindfulness principles; sensory processing activities; positive thinking techniques and physical exercise.

Staff Identification

Training and signposting to assessment materials will form the basis for the staff identification. Onus will be placed on staff to self-assess and information for next steps will be available on request.

Access to INSPIRE - Inspire Workplaces - Workplace number is – 0808 800 0002 (available at any time)

'Inspire Workplaces' provides a confidential and independent counselling support service for all staff that is available at any time.

EA recognises that from time to time staff may require support in resolving personal or other issues which may impact on their working life.

Staff Wellbeing Interventions

Whole School approach	PC & Welfare Team	Information sharing Posters/ leaflets
	Work life Support	Signposting Wellbeing survey
	Library of resources	Organising Events Weekly email
Whole School offer	Wellbeing Mondays	
	Fitness sessions – weekly (Primal Fitness)	Sessions supported by trained professionals.
	Social activities	Wellbeing champions/ PCW Team to organise events Information sharing
Targeted support		Termly debriefing/support sessions for staff working in classes for pupils with complex medical needs or challenging behaviour from trained professional.
		Significant incidents – debriefing/counselling with a trained professional for all staff involved in a significant incident. (PIL)
		Return to Work interviews with Principal following any period of absence.

Monitoring and Assessment

- Staff questionnaires and surveys provide an opportunity throughout the year to enable whole school wellbeing assessments to take place to improve practice and monitor outcomes.

Links with Other Knockavoe School Policies/ Documentation

- Safe Guarding & Child Protection Policy
- Code of Conduct
- Positive Behaviour Policy
- Anti-Bullying Policy
- RSE Policy
- Complaints Policy
- School Development Plan 2021-2022

Policy Review

This policy will be reviewed every two years as a minimum by members of the Personal Care and Welfare Team. The next review date is October 2023
In between updates, the policy will be updated when necessary to reflect local and national changes. Any personnel changes will be implemented immediately.
Consultation with wider school community will be used to prepare for School Development Planning.