

# Emotional Health and Wellbeing Policy



**School:** Jigsaw Pupil Referral Unit

**Date Approved by Management Committee:** Feb 2021

**Chair:** Mr D. Hains

**Headteacher:** Ms E. Rothlisberger

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## **Emotional Health and Wellbeing Policy**

Good mental Health is...

*'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

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

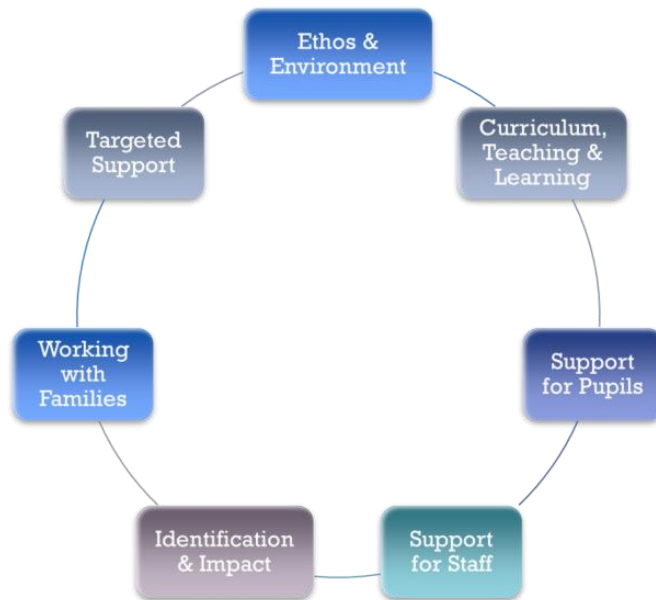
Two key elements to support good mental health are:

- 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.

To promote first aid for mental health and wellbeing.

### Aims

- To develop a whole unit approach for both staff and pupils.
- To create an approach is based on the seven main principles taken from the 'Mental Health Standards' (2014) and 8 key outcomes identified in 'Promoting Children & Young People Emotional Health & Wellbeing' (2015).
- To work together with families.
- To provide a holistic & multi-agency approach.



### Jigsaw Emotional Health & Wellbeing Principles

The seven identified Emotional Health and Wellbeing principles and PERMA(H) will underpin the approaches used to support the development and integration of wellbeing strategies within the unit. Policy and curriculum delivery will be tailored to promote the key aspects of improving wellbeing. It will focus on creating a physically, emotionally and socially rich environment where key relationships can thrive and pupils can feel secure in their learning.

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. Jigsaw have trained staff who have attended Mental Health First Aid courses, as well as staff who have committed to Sefton's Mental Health Training.

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

Jigsaw has adopted 'The five ways to wellbeing' as a tool to raise the profile of emotional health and wellbeing in Jigsaw. Assemblies and activities will be delivered around each of the ways – Connect, Be Active, Keep Learning, Give and Take Notice.

## Response to Covid 19

The pandemic and subsequent lockdowns may impact on children's and adult's mental health in many different ways.

Children may be experiencing increased anxiety, behavioural problems, or increased conflict at home. The disruption to a routine may be stressful for children, and they may be bored, lonely or confused.

The stress receptors of staff members may be increased and triggers surrounding the pandemic may cause adverse mental health experiences such as increased anxiety.

Individuals with existing mental health conditions may find that they are exacerbated by the lockdown. New research from NHS Digital found that 54% of children with a mental disorder said that lockdown had made their life worse. Parents of children with a mental disorder also reported that their child was more likely to be worried about catching Covid-19, or their family or friends catching it.

As such, we are aware of the negative impacts that the pandemic may be having within our school community and are ready to support any individual who is in need of further support or intervention. This may be through the work of our mental health first aiders, the use of ELSA or signposting to external agencies whose specialisms will offer more targeted intervention.

## Trauma informed Practice

The key goal of trauma-informed practice is to raise awareness among all staff about the wide impact of trauma and to prevent the re-traumatisation of children. In addition, it raises awareness of and guards against vicarious trauma, i.e. the health risks that have been identified among staff who regularly engage with traumatised clients.

In other words, as a trauma-informed organisation we pursue an approach in all areas of operation to prevent the replication of traumatic experiences among the whole school community thus avoiding adding to the chronic stress and/or trauma that people carry.

By becoming a trauma informed school, aware of the factors that can cause traumatic stress situations including ACEs, we feel that we will be better placed as a team to support individuals, whom have suffered from traumatic experiences and stressful situations. By supporting individuals we hope to build resilience and coping mechanisms that enable a path to future good mental health.

## 5 Ways to wellbeing

According to the NHS; "Evidence suggests there are 5 steps you can take to improve your mental health and wellbeing. Trying these things could help you feel more positive and able to get the most out of life."

These 5 steps/ways are;

### **1. Be Active**

Being active is not only great for your physical health and fitness. Evidence also shows it can also improve your mental wellbeing by:

raising your self-esteem

helping you to set goals or challenges and achieve them

causing chemical changes in your brain which can help to positively change your mood

### **2. Connect**

Good relationships are important for your mental wellbeing. They can:  
help you to build a sense of belonging and self-worth  
give you an opportunity to share positive experiences  
provide emotional support and allow you to support others.

### **3. Keep Learning**

Research shows that learning new skills can also improve your mental wellbeing by:  
boosting self-confidence and raising self-esteem  
helping you to build a sense of purpose  
helping you to connect with others

Even if you feel like you do not have enough time, or you may not need to learn new things, there are lots of different ways to bring learning into your life.

### **4. Give**

Research suggests that acts of giving and kindness can help improve your mental wellbeing by:

creating positive feelings and a sense of reward  
giving you a feeling of purpose and self-worth  
helping you connect with other people

It could be small acts of kindness towards other people, or larger ones like volunteering in your local community.

### **5. Take notice**

Paying more attention to the present moment can improve your mental wellbeing. This includes your thoughts and feelings, your body and the world around you.

Some people call this awareness "mindfulness". Mindfulness can help you enjoy life more and understand yourself better. It can positively change the way you feel about life and how you approach challenges.

We have found within the unit that following the 5 ways to wellbeing does give our community a range of new skills that promote positive health and wellbeing, enabling self-actualisation and activities that promote a better state of physical and mental health.

## Mental Health First Aiders/Wellbeing champion

Mental Health First Aid England describes mental health first aiders as having the following skills and experience;

- An in-depth understanding of mental health and the factors that can affect wellbeing
- Practical skills to spot the triggers and signs of a range of mental health issues
- Confidence to step in, reassure and support a person in distress using the Mental Health First Aid action plan
- Enhanced interpersonal skills such as non-judgemental listening
- Knowledge to help someone recover their health by guiding them to further support - whether through self-help resources or external sources such as their GP/local mental health services
- An understanding of how to keep themselves safe while performing their duties

At Jigsaw we have mental health first aiders on site who are able to offer the support listed above. Additionally we are able to offer further signposting and (during periods outside of the pandemic) have often completed a range of workshops to promote health and wellbeing.

## Pupil Identification

Wellbeing measures include a 'Vulnerability Index' which has been created to enable the school to address the on-going challenge of providing meaningful support to the most vulnerable pupils. It takes a variety of factors, which could be considered as barriers to learning or risks to a student and scores them. They are then placed with the RAG (Red, Amber, Green) system to indicate the most vulnerable. Staff will also use the SEB information from the pupil's sending school, as well as their own assessment of pupil progress against the SEBs checklist each term. This will enable to staff to identify specific areas of need with regards to their social, emotional, behavioural as well as diagnostic development.

Staff observations focusing on any changes in behaviour, attention and presentation will feed into the identification process as well as any communications from the pupils regarding their emotions and feelings.

Pupil Wellbeing Interventions

	Approach	Intervention
Whole School Approach	Curriculum	Pupil voice – communication skills Emotional Literacy Self-regulation strategies Boxall sessions/PSHE sessions with specific wellbeing focus
	Teaching and Learning Opportunities	
	Holistic/Multi-agency approach	
	Staff training	
Targeted Support	Wellbeing interventions	1:1 sessions provided by Intervention TA focusing on individual wellbeing outcomes

Targeted Pupil Wellbeing Interventions

Identified pupils will receive bespoke intervention packages delivered by our Intervention TA.

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

An additional identification assessment (questionnaire) may be used to highlight any gaps that may affect a pupil's optimum emotional and mental health. Targets and strategies will be set to address these needs and teach new skills.



Individual targets will aim to address these gaps and will focus on developing a skill set. Each set of interventions will be bespoke and provide a meaningful approach for each individual.

### Staff Identification

Training and signposting to questionnaires 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. Supervision is timetabled termly to allow staff a specific time for discussions, the SMT also offer an 'open-door' policy that allows for staff to drop in at any time.

Staff wellbeing questionnaires will be sent out annually and the analysis of this will help to improve and inform whole school wellbeing approaches.

### Staff Wellbeing Interventions

Whole School Approach	Work Life Support	Information sharing – posters and leaflet Signposting Wellbeing questionnaires
	Library of resources	
Whole School offer	Wellbeing twilights	Sessions supported by trained professional Information sharing
	Social activities	
	Training sessions	
Targeted support	Termly supervision	Significant incidents – debriefing/counselling, this can be with a trained professional when appropriate.

### Monitoring and Assessment

- Vulnerable index outcomes will be monitored mid-year and end of the year. Any recommendation for wellbeing interventions will take place at the same time.
- Intervention outcomes will be monitored using the SEBs ratio gain data and RAG rating which provides an assessment system that identifies progress made in overall SEBs scores as well as specifically identified targets for individual pupils. This data will be analysed alongside the triangulation of attainment, behaviour and data.
- 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.

## References

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World Health Organisation (2010) 'Mental Health: strengthening our responses'

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Primary: 0117 3532651 | Secondary: 0117 3773042 | The Pod: 0117 9038727

email: [briarwood@bristol-schools.uk](mailto:briarwood@bristol-schools.uk)