Emotional Health and Wellbeing Policy
VERSION: February 2026
NEXT REVIEW: February 2028

Policy Statement
At Ashby Hill Top, we are committed to supporting the positive emotional health and wellbeing of our whole school community (children, staff, parents and carers).

We have a supportive and caring ethos and our approach is respectful and kind, where each individual and contribution is valued. We endeavour to ensure that children are able to manage times of change and stress and aim to ensure that they are supported to achieve well or to access help when they need it.

We also have a role to ensure that children learn about what they can do to maintain positive emotional health, what affects their emotional health, how they can help reduce the stigma surrounding emotional health issues, and where they can go if they need help and support.

At our school 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 emotional health is everybody's business and that we all have a role to play.

Teaching about emotional health
At Ashby Hill Top we take a whole school approach to promoting positive emotional health, aiming to help children become more resilient, happy and successful and to work in a pro-active way to avoid problems arising. We do this by:

- Creating and applying consistent ethos, policies and behaviours that support emotional health and well-being.
- Adhering to a positive, restorative approach to behaviour management.
- Helping children socially to form and maintain relationships.
- Helping children to feel comfortable about sharing any concerns or worries.
- Teaching children emotional skills and an awareness of emotional health so that they understand their emotions and feelings better.
- Promoting self-esteem and ensuring children understand their importance in the world.
- Helping children to be resilient learners and to manage setbacks.
- Identifying children who have emotional health challenges and planning support to meet their needs, including working with specialist services, parents and carers.
- Supporting and training staff to develop their skills and their own resilience.
- Developing an open culture where it's normal to talk about emotional health.

We promote an emotionally 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.
- Enabling access to appropriate support.
- Emotional Health and PSHE for all year groups
- Wellbeing week and access to information around the school

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.
- Nurture groups to focus on emotional health, resilience and wellbeing.

Staff roles and responsibilities, including those with specific responsibility

Whilst all staff have a responsibility to promote the emotional health of students, staff with a specific, relevant remit include:

Key staff

Named Emotional Health Lead – Sylvie Newman

Our Emotional Health Leads:

- Lead and work with all staff to co-ordinate whole school activities to promote positive emotional health and wellbeing.
- Work with the PSHE leader re: teaching about emotional health.
- Provide advice and support to staff and organises training and updates.
- Liaise with emotional health services and makes individual referrals to them.

Teaching about Emotional Health

The skills, knowledge and understanding needed by our pupils to keep themselves emotionally healthy and safe are included as part of our developemotional PSHE curriculum.

The specific content of lessons will be determined by the specific needs of the cohort we're teaching but we will also use the PSHE Association Guidance to ensure that we teach emotional health and emotional wellbeing issues in a safe and sensitive manner.

Targeted support

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

- Circle time approaches or 'circle of friends' activities.
- Managing feelings resources e.g. 'worry boxes' and 'worry monsters'
- Managing emotions resources.
- Primary Group Work/Emotional health and wellbeing groups/ELSA support groups.
- Therapeutic activities including art, lego and relaxation and mindfulness techniques.

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

Signposting

We will ensure that staff, pupils and parents are aware of what support is available within our school and how to access further support.

Early Identification and Warning Signs

All staff will be vigilant in identifying a range of possible difficulties that may be contributing to a pupil's poor emotional health, including:

- Attendance
- Punctuality
- Relationships
- Approach to learning
- Physical indicators
- Negative behaviour patterns
- Family circumstance
- Recent bereavement
- Health indicators

School staff may also become aware of warning signs which indicate a pupil is experiencing emotional 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.

Possible warning signs include:

- Changes in eating/sleeping habits
- Becoming socially withdrawn
- Changes in activity and mood
- Talking 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

Assessment, interventions and support

All concerns are reported to the designated adults within school and needs are assessed through a triage approach with SLT, class teachers and SENDCO to ensure the child gets the support they need, either from within the school or from an external specialist service, as quickly as possible.

Working with parents and carers.

Parents or carers can approach their child/children's class teacher if they have emotional health concerns. This will be cascaded to the Emotional Health Lead for assessment.

To support parents and carers we will:

- Provide information online on emotional health issues and local wellbeing and parenting programmes.
- Share ideas about how parents and carers can support positive emotional health in their children.
- Make our emotional wellbeing and emotional health policy easily accessible to parents.
- Keep parents informed about the emotional health topics taught in PSHE and share ideas for extending and exploring this at home.
- Organise workshops and presentations on emotional health, anxiety, resilience and steps to wellbeing.

When a concern has been raised, teachers or the Emotional Health Lead and SENDCO will:

- Contact parents to discuss the outcome of any assessment (Although there may be cases, parents and carers cannot be involved due to child protection issues.)
- Discuss any relevant referrals to external agencies.
- Signpost parents to further information or provide resources to take away.
- Create a chronology of actions and events.
- Agree emotional health care and protection plan where appropriate including clear next steps.
- Discuss how parents can support their child through strategies or signposts to parenting support groups.

Working with specialist services

As part of our targeted provision, the school will work with other agencies to support children's emotional health and wellbeing. Children may be referred to one of the following services for additional support.

- Behaviour support through Oakfield pupil referral unit
- Educational Psychology Services
- CAMHS (child and adolescent mental health service)
- School Nursing Service
- Children's and Family Services
- Therapists
- Family support workers
- Counselling Services

Training

As a minimum, all staff will receive regular training about recognising and responding to emotional health issues as part of their regular child protection training in order to enable them to keep pupils safe. The MindEd learning portal provides free online training suitable for staff wishing to know more about a specific issue.

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.

Links to other policies

This policy links to our Safeguarding/Child Protection Policy, Anti Bullying, SEND Offer and our Behaviour and Relationships Policy.

Monitoring and evaluation

The Emotional Health and Wellbeing Policy will be published on the school website - hard copies are available on request. The policy will be reviewed every three years.