

ASHLEY HIGH SCHOOL

Emotional Health and Wellbeing Policy

This policy was reviewed: Jan 2024

Next review: Jan 2025

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**EMOTIONAL HEALTH AND WELLBEING POLICY**

**Introduction**

Emotional health and wellbeing (EHWB) is having the inner strength, resilience and self-esteem to cope with life’s problems and make the most of life’s opportunities. The emotional health and well-being of all members of Ashley High School is fundamental to our philosophy and aims. Our policies and practices are founded in developing and maintaining a happy, healthy school, where all learning can flourish to enable students to become independent, responsible citizens. Our aim is that our students will develop the self-esteem, self- awareness and self-confidence to play an active part in school life and be valued members of their communities, now and throughout their lives.

We believe that emotional health is closely linked to mental health and that as a school we can encourage positive development of mental health in our young people. We believe that students who are mentally healthy will be able to:

• Develop psychologically, emotionally, creatively, intellectually and spiritually

• Initiate, develop and sustain mutually satisfying personal relationships

• Use and enjoy solitude

• Become aware of others and empathise with them

• Socialise and learn together

• Develop a sense of right and wrong

• Face challenges, resolve issues and setbacks and learn from them

**The Eight Principles**

At Ashley High we adhere to the Eight Principles outlined in ‘Promoting Children and Young People’s Emotional Health and Wellbeing’ published by Public Health England. They are:

**What does this look like at Ashley High School?**

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| **Principle** | **Practice Examples** |
| **Leadership and Management** that supports and champions efforts to promote emotional health and wellbeing (EHWB) | * Performance management targets linked to developing staff expertise in emotional health and wellbeing support * Strategically planned funding for expert outside providers (eg. Counsellor) * Funding staff CPD opportunities in order to build capacity * Development of the role of Emotion Coach (Second member of staff employed to this role) * Development of the role of Social Communication Assistant * Timetabled sessions given to Emotional Support 1-1 * Funding a School Gym for use by students and staff * Development of accommodation to include therapy rooms * Promoting whole school awards * Termly staff ‘draw’ for day off * Reduction of emails from LMT by use of daily briefing |
| An **Ethos and Environment** that promotes respect and values diversity | * Nurture environment across whole school * Ashley School Values and Code of Conduct * Global Learning/International Week/Themed Days * Woking parties for staff |
| **Curriculum, Teaching and Learning** to promote resilience and support social and emotional learning | * Essential Skills threaded throughout curriculum * Weekly PSHCE/P4A lessons for all year groups * Wellbeing Week, Inclusion Week activities * Duke of Edinburgh * Practical Learning lessons * 1:1 session with EP/LK to promote resilience * Social Comminication Assistant to support in lessons |
| Enabling **Student Voice** to influence decisions | * School Council * Halton Youth Cabinet involvement * Make Your Mark, MYP elections * Q and A with local MP, Mayor of Halton, local councillors * School Charters (eg. Football) * Pupil led ‘laptop care charter’ * Speech and Language support sessions * 1:1 Emotional support * Wishes and feelings |
| **Staff Development** to support their own wellbeing and that of students | * CPD opportunities (eg. Massage In Schools Programme, Mindfulness, Growth Mindset, Positive Thinking) * Staff wellbeing opportunities * Personal use of School Gym * Afterschool activities * Work Life Balance week each term * Teachers additional prep days termly (supply cover is funded by school) |
| **Identifying Need and Monitoring Impact** of interventions | * Evidence of impact case studies * Accountability measures /Record keeping (eg. SALT sessions) * Pupil Profiles, Person Centred Plans, grounding plans * Counsellor reports and recommendations for next steps |
| **Working with Parents and Carers** | * Transition meetings * Training offered (eg. York training) * Emotion Coach links * Structured conversations/Pastoral Support Plans agreed jointly * Parent group links |
| **Targeted Support** and appropriate  Referral | * Internal referral system for Emotion Coach/Counsellor * Emotional check-ins * 1-1 sessions with Emotion Coach/Counsellor * CAMHS referrals * FCAMHS referrals * MHST referrals * OT referrals, sensory assessments * Ed Psych referrals * School Nurse |

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