

# Emotional Health and Wellbeing Policy



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## Emotional Health and Wellbeing Policy

The Ethos of The Island Project School is 'dignity and respect for all'. This is the cornerstone of self-esteem, positive outcomes and positive mental health.

### We believe

That all children and young people have the right to be educated in an environment that supports wellbeing and promotes positive mental health for everybody. All adults have the right to work in an environment that supports and promotes wellbeing and positive mental health for everybody.

### The National Strategy Criteria states

"A healthy school ensures that when pupils are unhappy, anxious, disturbed or depressed there are open channels for them to seek or be offered support, without stigma and with appropriate confidentiality. A healthy school actively seeks to promote emotional health and wellbeing and helps pupils to understand their feelings".

The emotional health and wellbeing of all members of the Island Project School is fundamental to our philosophy and aims. We believe that emotionally healthy people will be able to:

- Develop psychologically, emotionally, creatively, intellectually and socially;
- Initiate, develop and sustain mutually satisfying personal relationships;
- Become aware of others and their needs;
- Learn;
- Develop a sense of right and wrong;
- Face challenges, resolve issues and setbacks and learn from them; and
- Use and enjoy recreation time and personal space.

The Department of Health's White Paper recognises that there should be more support for emotional wellbeing and resilience as it is "fundamental to people's capacity to get the most out of life for themselves and for their families" It also recognises that there is "an inseparable link between good emotional and physical health and success in learning and achievement" "life skills and emotional resilience acquired in childhood and adolescence help people cope with challenges throughout their lives."

As a specialist provision who work on the individual needs of pupils from induction to career planning. All of the work undertaken is individually planned and a high staff ratio allows for a keen appreciation of who our pupils are and how to support them. All our pupils have a high level of complex need and working on their personal curriculum and care plans The Island Project School build in opportunities to thrive and succeed across every day.

## Parents and Carers

Young people do not thrive and grow in isolation, whilst their education placement can make a huge difference to outcomes their home environment is paramount.

The Island Project School recognises that Parents and Carers are often under a great deal of stress dealing with young people who have high level of need, often with little or no support.

Our pastoral role includes whole family support, we are able as required to

- Support for parents and pupils at medical and CAHMS appointments
- Have an open door policy for parent concerns
- Offer support and advice around form filling
- Attend meetings with other professionals
- Hold professionals meetings on the school site
- Offer specific support for behavioural interventions
- Service signposting; parent/Carer workshops

This is additional to the annual review process and parent requested meetings. Daily contact through home school books and email is a cross school policy with phone calls for an instance or behaviour out of the ordinary.

## Staff

The Island Project School recognises the importance of positive emotional wellbeing among its employees. It also recognises the potential adverse effects on both individuals and groups of people:

The School wishes to encourage employees to make use of existing support arrangements from:

- Managers
- Others members of the team
- Trustees
- Employee Assistance Programme
- GP's

The Island Project does not work in isolation and together with our partners in health and education services we can support and work towards best outcomes for all.

As employers, The School has a legal duty to protect employees from stress to work by carrying out risk assessments and acting upon them.

If any employee reports work-related stress, the School will work with them to address identified stresses.

In cases of non-work related stress, the School will offer help and support to allow the employee to try to tackle the external stresses.