# The Slough and East Berkshire C. of E. Multi Academy Trust

# Colnbrook C. of E. Primary School

# Staff and Pupils: Emotional Health and Wellbeing Policy

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| Owner: | SLT |
| Review date: | October 2026 |
| Date to be reviewed: | October 2027 |

***"Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go." Joshua 1:9***

**Our Vision Statement**

**At Colnbrook we want to grow young people who believe in themselves so they are confident and courageous and not discouraged from their path. They are resilient when faced with challenge. We want our pupils to believe in each other and to feel supported; never alone on their journey.**

**Our pupils will have the strength of character to set themselves aspirational goals in learning and life. They will achieve their best and create their own inspirational story and memories.**

These values are at the heart of everything we do here at Colnbrook Church of England Primary School. They reflect the qualities that staff and governors want the children to develop and display in all that they do.

Aspiration, Resilience, Respect, Responsibility, Community, Compassion.

‘A state of mind in which an individual is able to realise his or her own abilities, can cope with normal stresses of life, can work productively, and is able to make a contribution to his or her community.’ (The World Health Organisation 2010).

Ethos

At Colnbrook CoE Primary School, we are committed to supporting the emotional health and wellbeing of our pupils and staff.

We have a supportive and caring ethos, and our approach is respectful and kind, where each individual and contribution is valued.

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 mental health is everybody’s business and that we all have a role to play.

At our school we:

- help children to understand their emotions and feelings better.
- help children feel comfortable sharing any concerns or worries.
- help children socially to form and maintain relationships.
- promote self-esteem and ensure children know that they count.
- encourage children to be confident and ‘dare to be different’
- help children to develop emotional resilience and to manage setbacks.

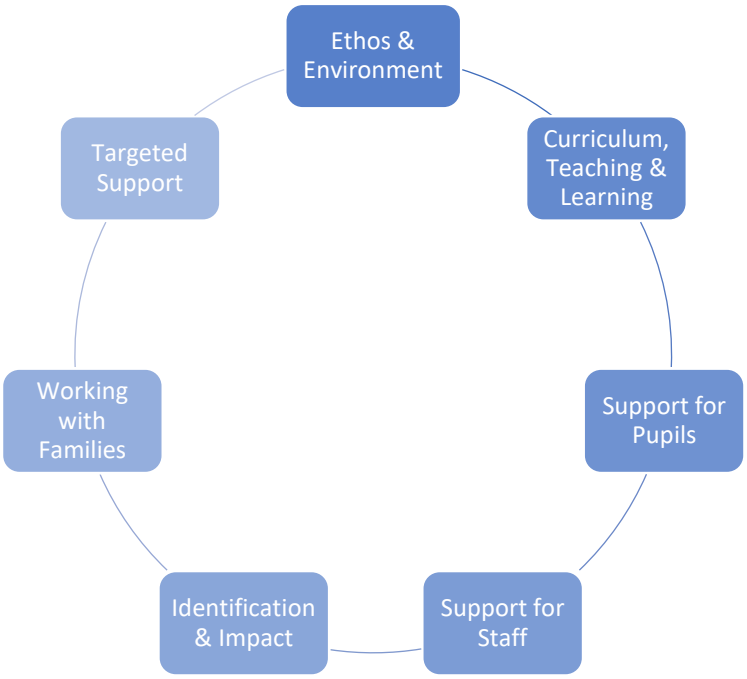
We promote a mentally healthy environment through:

- 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.
- Access to appropriate support that meets their needs

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.
- Work together with families.
- Providing a holistic and multi-agency approach.

Colnbrook C. of E. Primary School Emotional Health and Wellbeing Principles




The seven identified Emotional Health and Wellbeing principles 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. 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.

Pupil Identification

Colnbrook C. of E. Primary School is committed to providing meaningful support, as soon as is required, to our most vulnerable pupils through a range of approaches including:

- Our own Emotional Literacy Support Assistants (ELSA);
- Home/school link worker;
- Permanent prayer space and opportunities for worship;
- Multi-agency co-ordinated support.

Pupil Wellbeing Interventions

| | **Approach** | **Intervention** |
|---|---|---|
| **Whole School approach** | Curriculum adaptation | Pupil voice – communication skills<br>Emotional literacy<br>Engagement profiles<br>Self-regulation strategies<br>Workshop for pupils & Small group or 1:1 sessions |
| | Teaching and Learning approach | |
| | Holistic/Multi-agency approach | |
| | Staff Training | |
| | Mental Health Support Team | |
| **Targeted support** | Lunchtime Club | Weekly physical exercise and group games based on sensory processing approaches |

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| | ELSA/Pastoral interventions | 1:1 sessions provided for an afternoon each week focusing on individual wellbeing outcomes |
| **Well Being Committee** | Termly Well Being Committee meetings with a group of staff working in different roles within the school to discuss Well-being for both Staff and Children. | |

Staff Wellbeing Interventions

| | **Approach** | **Intervention** |
|---|---|---|
| **Whole School approach** | Action for Happiness | Information sharing<br>Posters/leaflets<br>Signposting<br>Wellbeing survey |
| | Work life Support | |
| | Library of resources | |
| **Whole School Offer** | Wellbeing training | Sessions supported by trained professionals<br>Wellbeing champions to organise events<br>Information sharing<br>Free confidential counselling service from Education Support Partnership; 0800562561 |
| | Social activities | |
| | Mindfulness sessions | |
| | Workshops | |
| **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 | |
| **Well Being Committee** | Termly Well Being Committee meetings with a group of staff working in different roles within the school to discuss Well-being for both Staff and Children. | |

The school enhances staff motivation, learning and professional development through:

- Curricular planning time within the school week.
- Whole school training events, including Safeguarding.
- Access to appropriate external training.
- Involving all staff in decision making and proposed change e.g. timing of the school day, frequency of reporting to parents and so on.
- Provision of non-contact time to allow for planning, delivery and evaluation of healthy school activities.
- Consultation on training and support needs through regular review.
- Monitoring/Review.

Advocating for a Healthy Work–Life Balance

We are committed to promoting and protecting a healthy work–life balance for all staff. We recognise that staff wellbeing is essential to creating a positive, supportive and effective school environment, and that staff who feel valued and supported are better able to thrive both personally and professionally.

The school will actively encourage staff to establish healthy boundaries between their work and personal lives. This includes promoting reasonable expectations around workload, supporting staff to prioritise effectively, avoiding unnecessary communication outside of working hours and recognising the importance of rest, family time and personal wellbeing.

Leaders will model a healthy work–life balance and seek to create a culture where staff feel able to switch off from work without guilt. Staff will be encouraged to speak openly about workload and wellbeing, and leaders will work collaboratively with staff to identify appropriate support and practical solutions where pressures arise.

We recognise that maintaining wellbeing looks different for everyone. Our approach is therefore based on trust, respect, flexibility and open communication, with a shared commitment to ensuring that staff can maintain a sustainable and healthy balance between their professional responsibilities and their lives outside of school.

Emotional Literacy Interventions

Identified pupils will receive bespoke intervention packages delivered by a trained ELSA (Emotional Literacy Support Assistant).

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




Individual targets will aim to address these gaps and will focus on developing a skill set to support three key areas; growing and developing, and 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 yoga, meditation, mindfulness principles, sensory processing activities, positive thinking techniques and physical exercise.

The school enhances pupil self-esteem and personal development through:

- The Personal Development Curriculum which includes Citizenship and PSHRE.
- Information, advice and guidance on sex and relationships and drugs.

- Opportunities for pupil leadership through school council, library mentorship, prefects, worship leaders and head boy/girl.
- An emphasis on praise and reward.
- Opportunities for reflection and spiritual development through art, literature and the RE curriculum.

**Working with Parents**

In order to support parents we will:

- Highlight sources of information and support about mental health and emotional wellbeing on our school website
- Share and allow parents to access sources of further support e.g. through parent forums.
- Ensure that all parents are aware of who to talk to, and how to get about this, if they have concerns about their child.
- Make our emotional wellbeing and mental health policy easily accessible to parents
- Share ideas about how parents can support positive mental health in their children.
- Keep parents informed about the mental health topics their children are learning about in PSHE and share ideas for extending and exploring this learning at home.

Working with other agencies and partners

As part of our targeted provision the school will work with other agencies to support children's emotional health and wellbeing including:

- The school nurse
- Educational psychology services
- SEBDOS
- CAMHS (child and adolescent mental health service)
- Home School Link worker
- Play Therapist
- Slough Mental Health Support Team

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.

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

**Lead Members of Staff**

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

- Amy Bharj- Interim Head - Designated child protection / safeguarding officer
- Khushy Uppal - Designated child protection / safeguarding officer
- Nicolle Broderick- Designated child protection / safeguarding officer and Mental Health and Emotional wellbeing lead

- Toni Hosken- Designated child protection / safeguarding officer and SENDCo
- Dawn Smith- Designated child protection / safeguarding officer and Home School Link Worker
- Vicki Hurst- Emotional Literacy Support assistant -ELSA
- Ayesha Shah- Emotional Literacy Support assistant -ELSA
- Jolana Clarke Vozarova – Emotional Literacy Support assistant - ELSA

Monitoring and Assessment

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
- 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.
- Occupational Health referrals, where appropriate

Links with other Colnbrook School policies

- Child Protection and Safeguarding Policy
- Therapeutic Behaviour Regulation Policy
- Medical Policy
- SEND Policy