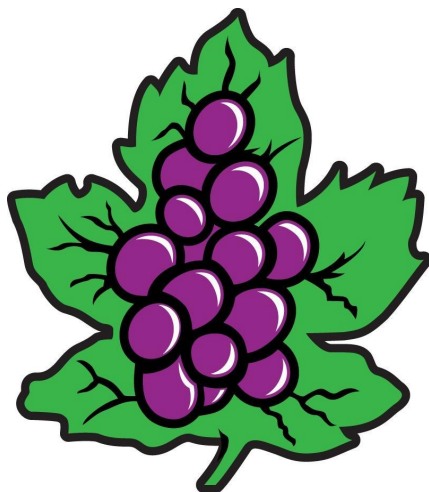


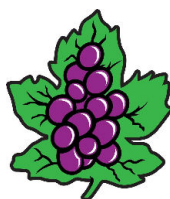


EMOTIONAL HEALTH AND WELL-BEING POLICY

Kerem School

Approved by: **Safeguarding and Wellbeing Committee** **Written: September 2020**

Last reviewed on: **August 2026** **Next review due: August 2027**



KEREM SCHOOL

(This policy also applies to the Early Years Foundation Stage) EMOTIONAL HEALTH AND WELL-BEING POLICY

RATIONALE:

The Department for Education (DfE) recognises that *“in order to help children succeed, schools have a role to play in supporting them to be resilient and mentally healthy.”*

At Kerem school, we take the emotional health and wellbeing of our pupils and staff very seriously and it is fundamental to our vision and daily running. We recognise that positive emotional health and wellbeing creates happier, motivated pupils and staff who strive to get the most out of life.

This policy should be read in conjunction with our PSHE, SEND, Child Protection and Safeguarding, Behaviour and Anti-Bullying policies.

This policy works alongside the following supporting documents produced by the Department for Education:

Keeping Children Safe in Education

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Mental Health and Wellbeing provision in Schools

<https://www.gov.uk/government/publications/mental-health-and-wellbeing-provision-in-schools>

KEY STAFF:

Avital Sharman - Acting Head/ Pastoral Lead/ DSL/PSHE lead(asharman@keremschool.co.uk)

Annabel Rose- Acting Head/ Academic Lead (arose@keremschool.co.uk)

Bonnie Bloom- EYU Lead (bbloom@keremschool.co.uk)

Louise Mansoor- Lower and Upper School Phase Lead(lmansoor@keremschool.co.uk)

Doron Portnoi- Wellbeing Practitioner (dportnoi@keremschool.co.uk)

Aimee Berkovi- Inclusion Lead (aberkovi@keremschool.co.uk)

Y6 Wellbeing prefects

OUR AIMS:

At Kerem, we are committed to providing an education that promotes positive mental health and resilience amongst staff and pupils and to creating an environment where everyone in school feels safe, supported and valued. We take a whole school approach that aims to:

- Help the children become resilient learners
- Enable the children to develop positive social relationships
- Encourage the children to support each other and seek help when they need it
- Enable children to express a range of emotions appropriately.
- Help the school community cope with the stresses of everyday life and of change.
- Teach the pupils and staff relaxation techniques using strategies such as Mindfulness and meditation
- Promote positive body image and self-worth.
- Create a responsive and listening culture for both staff and pupils, reacting quickly to problems
- Recognise the early signs of stress or mental health issues and act accordingly to support the young person or adult.

HOW DO WE ACHIEVE THESE AIMS?

Our school has developed a range of activities and approaches to help achieve these aims. These may include:

For pupils:

- **Anti-Bullying Week/Friendship Week**- we hold an Anti-Bullying week every year in the Autumn term to coincide with National Anti-Bullying Week. During this week, all classes focus on what makes a good friend, on expressing emotions and on helping support others in the class. They also learn about what bullying is and about being an 'upstander' and not a 'bystander'.
- **Campaigns and assemblies** to raise awareness of mental health
- **Circle of Friends** - Small social skills groups led by the Wellbeing assistant, focusing on positive interaction.
- **Circle Time**-regular whole-class sessions tackling social and emotional issues that arise in the playground or classroom.
- **Diversity and Disability Education**- as part of our British Values curriculum, all classes learn about a variety of faiths and belief systems and are introduced to different needs through our charitable work. We encourage the children to accept the mantra that 'we are all special and different in our own way'.
- **Growth Mindset**- Children are encouraged to use the language of Growth Mindset to help develop resilience.
- **PSHCE**- Teaching about mental health, the skills, knowledge and understanding our students need to keep themselves (and others) physically and mentally healthy and safe are included as part of our PSHE curriculum,
- **RSHE**- Our RSHE (Relationship, Sex and Health Education) is delivered through our RSHE curriculum by class teachers. (See separate curriculum document)

- **Signposting-** We aim to ensure that pupils are aware of the support and services available to them, both in school and externally and how they can access these services. Posters with the NSPCC number are displayed around the school as well as displays showing photographs of who pupils can 'reach out' to. Our Wellbeing prefects provide peer support.
- **Target Setting/self-evaluation** - In all classes, children are encouraged to self-evaluate their work using smiley faces in KS1 and written evaluations in KS2. This allows children to realise that it is fine to make mistakes and that we learn from our errors. KS2 children are also encouraged to set themselves targets.
- **Transition Programmes** - Y6 receive a Transition to Secondary school programme.
- **Wellbeing & Mental Health Week:** This is held in the spring term during National Children's Mental Health Week and in conjunction with 'Place 2 Be' and 'Above and Beyond' (external providers of wellbeing support)
- **Wellbeing Practitioner:** We have a full-time dedicated Wellbeing Practitioner who works with groups and individual children as needed. As well as set sessions, pupils can ask to see the Wellbeing Practitioner when they need support.
- **Wellbeing Room:** We have a dedicated Wellbeing Room, which has just been refurbished to provide a calming area for children
- **Worry boxes/monsters-** a mechanism whereby children can anonymously share worries or concerns in class.
- **Y1 Buddies** -Y5 are 'buddied up' with Reception children in the summer term. They then become their buddies throughout Y1, helping a smooth transition from the EYU to the main school

For Staff:

- **Back to work interviews-** A Back to Work Interview is conducted with all staff after a long absence. This is to ensure that the member of staff is fit to resume duties and to discuss any alterations or adjustments that may need to be made to enable a smooth return to work. At all times, the Health and Wellbeing of the staff member is of paramount importance.
- **Contact with parents-** Staff are expected to answer emails from parents within 48 hours. They are **not** expected to respond to emails before 7:30 am, after 6 pm or at weekends; this is to allow a good work-home-life balance.
- **Emotional Support:** The school has enlisted the services of [Education Support](#) which enables staff to access free emotional support, advice and support services.
- **Lunches-** All staff receive free school lunches.
- **Mental Health Lead:** A nominated member of staff will receive professional Mental Health First Aid training or equivalent.
- **Non-Contact-** All teaching staff receive a minimum of **25%** non-contact time (the recommended level is **10%**) to enable them to prepare and mark work and thus contribute to a good work-life balance.
- **Refreshments:** Staff are provided daily with tea and coffee at no expense to them. Food is provided at most Inset days, and snacks are provided at parents' evenings.
- **Report Writing Day:** all staff are given one paid day off for report writing.
- **Signposting:** In addition to the support received through Educate Support, staff are signposted to other support services as needed e.g. Grief Encounter, Chai, online Mental health courses, etc. Whole staff emotional support is provided through a

specialist speaker/counsellor in specific circumstances e.g. the death of a parent or in the case of serious illness of a pupil or staff member.

- **Staff Training-** Regular training is given to enable staff to recognise the early signs of stress or mental health issues and act accordingly to support the young person or adult. Training has also been given on delivering Mindfulness and Meditation programmes. Further training on Growth Mindset is planned.
- **Teacher Suggestion Box-** There is a suggestion box in the staff room. This allows staff to discuss issues they may have without embarrassment or fear of judgment.
- **Wellbeing Day:** All staff who work 3 days or more receive a paid wellbeing day. Staff who work less than 3 days receive a half day.
- **Wellbeing CPD:** Staff have free unlimited access to CPD through the National College; this includes webinars and courses on Mental Health and Wellbeing.
- **Wellbeing & Me Programme:** We have introduced a weekly Middah and Wellbeing focus linked to the parasha. This is introduced on a Monday in assembly, revisited during House Tefillah on a Wednesday and discussed in Kabbalat Shabbat on a Friday. The aim is to show children that it is fine to talk about mental health and wellbeing needs openly. The Wellbeing and Middah focus is displayed in classrooms each week.

For Parents:

- **Courses:** Parents are directed to courses and events about mental health being run by outside agencies e.g. the synagogue, PaJes, the NSPCC, or Norwood.
- **E-Safety:** Yearly E-safety sessions are held for parents to help protect their children's wellbeing online.
- **Information:** We highlight sources of information and support about common mental health issues through our communication channels e.g website, Wellbeing newsletters blogs etc
- **Signposting:** Parents are signposted to support services as needed e.g Grief Encounter, Chai, online Mental health courses, CAMHS, BICS etc. as needed