



Children's Well-being Approach

September 2025

Review date: September 2026

Rationale

Well being is at the heart of everything we do at Evergreen Primary Academy and is core to our main purpose:

At EPA we aim to create a welcoming, respectful and compassionate learning community where all citizens are empowered to realise their potential in a challenging, aspirational and supportive environment, to develop into responsible global citizens with self-agency.

Health and Wellbeing should encourage pupils to explore and clarify their beliefs, attitudes and values; develop personal and interpersonal skills and increase their knowledge and understanding of a range of health issues.

At EPA health and wellbeing is not the responsibility of any one teacher or subject, but is best addressed through contributions from a range of teachers in a number of curricular areas.

Health and wellbeing is concerned with the development of life skills and life-long learning. Through these life skills pupils should learn to make choices taking account of the outcomes and experiences covered in the following areas:

- Mental, Emotional, Social and Physical wellbeing
- Planning for Choices and Changes
- Physical Education, Physical Activity and Sport
- Food and Health
- Substance Misuse
- Relationships and body development including sexual development

This school is committed to the health and wellbeing of everyone here and we will work together with parents and the local community to enable pupils to make healthy informed choices.

Aims

Our school aims to enable our children, staff, parents and everyone working in partnership with the school to develop the knowledge and understanding, skills, capabilities and attributes necessary for mental, emotional, social and physical wellbeing, now and in the future.

We aim to:

- Lead a trauma informed approach to all of our interactions with children as we understand that behaviour is a form of communication
- Plan and deliver a coherent and curriculum-based health and wellbeing education programme in line with the new learning outcomes using Jigsaw.
- Provide a supportive and encouraging atmosphere for children, staff and parents/carers.
- Develop our relationships with pupils, parents/carers and the wider community

- Work closely with outside agencies to encourage a wide range of health-related activities.
- Further develop school policies and procedures to promote health.
- Ensure all members of staff are aware of their professional roles in health-related issues and are involved in developments to promote healthy living.
- Develop the Well Being pupil voice group so that they influence positive change

Curriculum organisation

Emotional health and well-being cover the spectrum of activities in school and the range of educational and health/ welfare agencies who support our children.

Our school is proactive in its approach and welcomes opportunities to promote emotional health and well-being through the formal and informal curriculum. Staff use a variety of methods for ensuring sound emotional health and well-being for children. These complement and reflect the overall aims and philosophy of the school.

Our approach includes:

- Class teaching and reinforcement of our 3 school values
- Clearly identified rewards and sanctions, understood by all
- Rewarding positive behaviour and achievement
- Setting appropriately challenging tasks
- Providing a forum for listening and talking, e.g. using circle time as a tool for personal, social and health education and Evergreen Citizen work
- Encouraging co-operation and collaboration
- Developing social competence
- Encouraging and developing coping strategies and resilience
- Ensuring physical activity and it's benefits are high profile.

The school places emphasis on problem-solving, positive self-assessment, time for reflection, quality feedback and encouragement to participate in school and be active learners.

The delivery of personal, social and health education and citizenship is fundamental to our promotion of emotional health. Through the planned programmes and informal curriculum, opportunities exist to explore issues appropriate to children's ages and stages of development.

Staff deal sensitively with these issues and differentiate according to the varying needs of the children in their care. We see parental involvement as a vital part of emotional well-being. Regular opportunities exist to promote partnership with parents, including:

- Parents' Evenings twice a year
- Staff availability on the school playground each morning for parent queries
- Regular parent workshops and coffee mornings
- Annual parental questionnaires, to help us build on what we do best and identify areas for improvement

Pastoral organisation for pupils

We pride ourselves on the great care that is given to all pupils in our school.

Our methods include:

- Recognising and responding positively to a child's emotional and/ or behavioural needs
- Communicating with parents positively and realistically to create a partnership approach to children's emotional health and well-being
- Liaising with appropriate agencies to enlist advice and/or support
- Clear policies for Safeguarding and Child Protection, Anti-Bullying and Attendance are promoted in school. Together, they provide the foundations for emotional health and well-being.
- Clear transition arrangements
- Pupil voice groups with elected membership from all year groups
- Reward systems
- Counselling
- Mediation and mentoring
- Close working relationship with The Nest, a Thrive based provision.
- Celebration events
- EPA Community Awards
- The Bridge in Schools program

Mental Health Support Team (MHST) at Evergreen Primary Academy

AT EPA we have access to Mental Health Practitioners (EMHPs). The approach is to use Low Intensity Cognitive Behaviour Interventions, which may include:

Individual Interventions (mild-moderate):

- Anxieties
- Specific, generalised, social, phobia, panic, separation anxiety and some obsessive/compulsive
- Low Mood

Group Interventions (usually co-facilitated with another agency):

- School-based anxieties
- Psycho-Education to support children 'thriving'
- Exam Stress workshops
- Low self-esteem causing self-harm or poor body image

Parenting Work:

- Parent-led work for anxiety

- Mild- moderate behavioural problems associated with poor mental health

WE CAN SUPPORT CHILDREN/ YOUNG PEOPLE EXPERIENCING:	WE MAY BE ABLE TO SUPPORT CHILDREN/YOUNG PEOPLE EXPERIENCING:	WE CANNOT PROVIDE SUPPORT FOR CHILDREN OR YOUNG PEOPLE EXPERIENCING:
<p>Mild to Moderate Anxiety including:</p> <ul style="list-style-type: none"> - Specific, simple phobias - General worrying - Panic attacks - Avoidance/fear of social and performance situations - Separation anxiety - Social Anxiety <p>Mild to moderate low mood or depression</p> <p>Mild to moderate behavioural difficulties (in children, not teenagers)</p> <p>Sleeping problems</p> <p>Negative thinking</p> <p>Difficulties problem solving</p> <p>Stress (for example related to school, exams or organising themselves)</p> <p>Irritability or anger when this is a symptom of low mood or anxieties</p>	<p>Current self-harm or suicidal thoughts (but no plans)</p> <p>Low confidence or low self-esteem when there are suspected underlying anxieties or low mood</p> <p>Mild or recently started symptoms of Obsessive Compulsive Disorder (OCD)/ rituals</p> <p>YPs who have presented at a hospital in a mental health crisis, but have been assessed by CIOT as appropriate for low-intensity CBT</p> <p>YP on the waiting list for Specialist CAMHS</p> <p>YPs with 3 or more ACEs</p> <p><u>Some</u> school refusal</p>	<p>Parental anxiety, depression or other mental health difficulties</p> <p>Conduct disorder (hostile or violent behaviour towards others)</p> <p>Severe, regular and high risk self-harm or suicidal ideation</p> <p>Complex phobias such as blood, vomit or needles</p> <p>YP who have made a recent attempt (in the last six months) to end their life</p> <p>Mental health difficulties resulting from complex trauma such as Post-Traumatic Stress Disorder (PTSD), nightmares or flashbacks</p> <p>Severe depression</p> <p>Severe and/or chronic anxiety for example where medication might be indicated.</p> <p>Severe Obsessive Compulsive Disorder (OCD)</p> <p>Bereavement or grief which results in medium to severe mental health disorder</p> <p>Assessment or diagnosis of neurodevelopmental disorders or learning needs</p> <p>Mental health difficulties related to historic or current experiences of abuse or violence</p> <p>Diagnosed attachment disorders Chronic pain</p> <p>Relationship difficulties Eating disorders</p> <p><u>Total</u> school refusal</p>

This resource is also sometimes used for whole class sessions.

Training

The Principal & Mental Health Lead have completed Mental Health First Aid training, and the Principal has also completed a DfE funded mental health leadership course with Place2be. This year the DSL and the DDSL will also do their training.

Additional Opportunities

EPA takes advantage of other opportunities to support well-being. Such things may include:

- Workshops with Unique Voice
- Workshops with NSPCC
- Specialist sports coaches and events