Evergreen
Primary Academy

Children's Well-being Approach

September 2026

Review date: September 2027

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 learners 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 learners will 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

Evergreen is committed to the health and wellbeing of everyone and we will work together with parents and the local community to enable learners 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 and families 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 learners, parents/carers and the wider community
- Work closely with outside agencies to encourage a wide range of health-related activities
- Ensure all members of staff are aware of their professional roles in health-related issues and are involved in developments to promote healthy living

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

<u>Pastoral organisation for learners</u>

We pride ourselves on the great care that is given to all learners 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 group with elected membership from all year groups
- Reward systems
- Counselling
- Mediation and mentoring
- 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



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*