



Emotional Health and Wellbeing Policy

(for staff and students)



Trinity MAT

Policy	Emotional Health and Wellbeing
Date of review	February 2025
Date of next review	February 2028
Lead professional	Vice Principal - Student Support
Status	Non-Statutory

1. Purpose of policy and guiding principles

- 1.1. The purpose of this policy is to define Trinity Multi-Academy Trust's commitment to student wellbeing. It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood.
- 1.2. Trinity Multi-Academy Trust is committed to ensuring that students' health and wellbeing is supported so that students feel good and function well.
- 1.3. All appropriate steps will be taken to meet statutory requirements so that we establish a robust, safe and healthy environment and culture.
- 1.4. Trinity Multi-Academy Trust is committed to providing early help. Early help is about prevention. It is about young people, their families, school staff and external agencies working collaboratively to de-escalate difficulties and enable our young people to lead happy, healthy and successful lives.
- 1.5. Trinity Multi-Academy Trust recognises that emotional health and wellbeing concerns can be associated with (but not limited to) the following:
 - Anxiety and Depression
 - Eating disorders
 - Self-harm

- Gender identity

- 1.6. Trinity Multi-Academy Trust takes a coordinated and evidence-based approach to supporting emotional health and wellbeing so that we can foster a readiness to learn.
- 1.7. We aim for the young people in our care to develop into resilient adults with good mental health.
- 1.8. Trinity Multi-Academy Trust staff do not aim to be specialists in mental health. We are specialists in our settings, meaning that we take time to understand the changing needs of the young people with whom we work and to support them with their emotional health and wellbeing needs.

2. Positive action

- 2.1. We take a proactive approach to supporting emotional health and wellbeing as we want to give our young people every opportunity to attend well, attain well and be resilient. Our proactive steps can be seen below.

Prevention

- 2.2. We offer young people a safe and calm environment in which to work. We equip children to be resilient.

Identification

- 2.3. We recognise emerging issues as early and as accurately as possible.

Early support

- 2.4. We put timely interventions in place for our students using in-setting and external to the setting support.

Access to specialist support

- 2.5. We work effectively with external agencies when we need specialist support and guidance to support the young people in our care. Examples of external agencies we work with are MHST (Mental Health in Schools Team), Invictus Wellbeing, Noah's Ark, Young Carers and The Brunswick Centre.

3. Consultation

- 3.1. Directors and senior leaders have been consulted on this policy and its ethos and aims have their full commitment.

This policy has been developed with reference to:

- Transforming Children and Young People's Mental Health Provision (2017)
- Working Together to Improve School Attendance (2024)
- Wellbeing for Education Return/Recovery (2020-21 and 2021-22)
- PSHE Association
- MindEd
- Centre for Mental Health
- The changing needs of the young people within the MAT

4. Links with other TMA policies

- 4.1. The policy and its ethos applies to every policy, procedure and guidance document that is produced in relation to student need.

The following policies are particularly relevant to this policy:

- Anti-Bullying Policy
- Attendance and Punctuality Policy
- Behaviour for Learning Policy
- Relationships, Sex and Health Education Policy
- SEND policy

5. The 8 principles to supporting emotional health and wellbeing

- 5.1. A representative from the Senior Leadership Team of each Trinity Multi-Academy Trust school has completed the DfE Senior Mental Health Lead training (February 2022). Every setting has a Senior Mental Health Lead in place.
- 5.2. The Senior Mental Health Leads, staff and governors follow the 8 guiding principles to supporting emotional health and wellbeing. By applying these principles consistently and comprehensively we are supporting our young people in the very best way.



5.3. Leadership and management that supports and champions efforts to promote emotional health and wellbeing.

5.4. An ethos and environment that promotes respect and values diversity.

Our 4 core values are of empathy, honesty, respect and responsibility. At every possibility, we intertwine these values into our work with young people so that every individual and their individual needs are known, valued and understood. Young people learn in a positive physical, social and emotional environment in which a culture of talking about emotions, feelings and wellbeing is the norm.

5.5. Curriculum teaching and learning to promote resilience and support social and emotional learning.

Our school based, overt and cross curricular social and emotional learning programmes help students acquire the skills they need to be able to participate in the full school curriculum as

well as in extracurricular activities. Content is delivered in a carefully sequenced way so that content is age appropriate, responsive to the needs of our young people and spiral in nature meaning that students remember more.

5.6. Staff development to support their own wellbeing and that of that students.

We encourage staff and students to follow the five ways to wellbeing as recommended by the NHS.

Connect

Good relationships are important for your mental wellbeing. They can:

- Help you to build a sense of belonging and self-worth
- Give you an opportunity to share positive experiences
- Provide emotional support and allow you to support others

<https://www.nhs.uk/mental-health/self-help/guides-tools-and-activities/five-steps-to-mental-wellbeing/>

Be active

Being active is not only great for your physical health and fitness. Evidence shows it can also improve your mental wellbeing by:

- Raising your self-esteem
- Helping you to set goals or challenges and achieve them
- Causing chemical changes in your brain which can help to positively change your mood

<https://www.nhs.uk/mental-health/self-help/guides-tools-and-activities/five-steps-to-mental-wellbeing/>

Take notice

Paying more attention to the present moment can improve your mental wellbeing. This includes your thoughts and feelings, your body and the world around you.

Some people call this awareness "mindfulness". Mindfulness can help you enjoy life more and understand yourself better. It can positively change the way you feel about life and how you approach challenges.

<https://www.nhs.uk/mental-health/self-help/guides-tools-and-activities/five-steps-to-mental-wellbeing/>

Keep learning

Research shows that learning new skills can also improve your mental wellbeing by:

- Boosting self-confidence and raising self-esteem
- Helping you to build a sense of purpose
- Helping you to connect with others

Even if you feel like you do not have enough time, or you may not need to learn new things, there are lots of different ways to bring learning into your life.

<https://www.nhs.uk/mental-health/self-help/guides-tools-and-activities/five-steps-to-mental-wellbeing/>

Give

Research suggests that acts of giving and kindness can help improve your mental wellbeing by:

- Creating positive feelings and a sense of reward
- Giving you a feeling of purpose and self-worth
- Helping you connect with other people

It could be small acts of kindness towards other people, or larger ones like volunteering in your local community.

<https://www.nhs.uk/mental-health/self-help/guides-tools-and-activities/five-steps-to-mental-wellbeing/>

5.7. Identifying need and monitoring impact of interventions

We monitor wellbeing trends by using school, local and national data. The interventions we put in place for young people aim to provide them with coping mechanisms and ways forward. We do not expect that the interventions we put in place will 'solve' student wellbeing needs (as they can be complex and a part of a young person's long term emotional make-up) but that

they will equip the young people with possible methods of self-regulation and build resilience within them.

5.8. Working with parents and carers

The family plays a key role in influencing children and young people's emotional health and wellbeing. There is strong evidence that well implemented universal and targeted interventions supporting parenting and family life that offer a combination of emotional parenting and practical life circumstances. Trinity Multi-Academy Trust works in partnership with parents and carers to promote emotional health and wellbeing.

5.9. Targeted support and appropriate referral

No two students are the same; every student facing a wellbeing challenge needs specific, targeted support. In Trinity Multi-Academy Trust, we endeavour to provide young people with the right support, at the right time, by the right people. That may be via in-setting support or referral to an outside agency. Some children and young people are at greater risk of experiencing poorer mental health. For example, those who are in care, young carers, those who have had previous access to CAMHS, those living with parents/carers with a mental illness and those living in households experiencing domestic violence. Delays in identifying and meeting emotional wellbeing and mental health needs can have far reaching effects on all aspects of children and young people's lives, including their chances of reaching their potential and leading happy and healthy lives as adults.

6. Monitoring and evaluation

In evaluating the policy, we will seek feedback from key stakeholders including students, parents, TMAT settings, healthcare professionals, specialist nurses and other relevant healthcare professionals, academy staff, local emergency care services and Governors. The views of students with emotional health and wellbeing needs are central to this policy.

7. Roles and responsibilities

The most important role that staff play is making the designated safeguarding lead aware of any child causing concern. Following a cause for concern being logged, the DSL (or Mental Health Lead Professional) will decide on the appropriate course of action.

This may include:

- Contacting parents/carers
- Arranging professional assistance, e.g. doctor, nurse
- Arranging an appointment with a counsellor
- Arranging a referral to CAMHS - with parental consent
- Giving advice to parents, teachers and other students

8. Further advice

We recognise that there is a wealth of information relevant to supporting students with emotional health and wellbeing.

Recommended websites are:

<https://www.nhs.uk/mental-health/>

<https://www.kooth.com/>

<http://www.openmindscalderdale.org.uk/night-owls/> (N.B. There is a Night Owl website for each local authority)

<https://www.mind.org.uk/>

<https://giveusashout.org/>