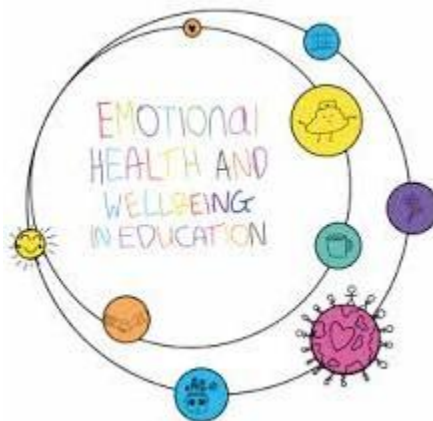




Coleraine Grammar School Emotional Health & Wellbeing (EHW) Policy



Reviewed – June 2026

Review Due – June 2029



Emotional Health & Wellbeing (EHW) Policy

Rationale

“We all have a responsibility to promote the EHW of our children and young people. Increasing concern has been raised around the mental health and wellbeing of children and young people, particularly among those working with them in Education and other organisations and settings, their parents and carers, and children and young people themselves. The “Elephant in the Room” report has indicated that 91% of participants in the research felt that mental health was a “huge issue” for children and young people in Northern Ireland, with 86% stating that large numbers of young people do not know how to talk about their mental health.”

(Children & Young People’s Emotional Health and Wellbeing in Education Framework February 2021)

Aims and Ethos

Policy aims:

- ◆ To develop a healthy, motivated workforce who are able to deliver a high-standard of education to pupils.
- ◆ To help ensure that our school promotes the health and wellbeing of all staff members, recognising the impact work can have on employees’ stress levels, mental and physical health.
- ◆ Develop and maintain a positive health and safety culture through regular communication and consultation with staff.
- ◆ To communicate the importance of a work-life balance to all staff, and to ensure that all policy updates are communicated regularly.
- ◆ To encourage staff as individuals to accept responsibility for their own mental, physical and emotional wellbeing.
- ◆ To comply with all statutory requirements
- ◆ To respond sensitively to external pressures which affect the lives of staff members.
- ◆ To provide staff with training to deal positively with stressful incidents and provide them with a sense of confidence to deal with emergencies via training.
- ◆ To improve staff development, co-operation and teamwork by creating effective leaders.
- ◆ To make staff members aware of the channels which can be used to manage and deal with stress or work-related health and wellbeing issues.



Roles and Responsibilities

While the responsibility to promote positive emotional health and wellbeing rests with every member of the whole school community, key staff have specific roles and responsibilities which include:

The Board of Governors:

- ◆ Actively demonstrate recognition and acceptance of common mental and physical health problems by creating an environment where staff feel comfortable in asking for help.
- ◆ Ensure that staff roles and responsibilities are clearly defined.
- ◆ Act early and provide consistent support
- ◆ Ensure the policy is monitored, evaluated and reviewed on an annual basis, in the light of changing needs and legislative frameworks.

The Headmaster and Senior Leaders:

- ◆ Will support the governing body in ensuring that strategies are implemented to effectively manage and, where necessary, reduce employee stress.
- ◆ Foster a supportive work environment, operating in a fair and consistent manner.
- ◆ Will ensure that there is clear communication between staff and management with regards to all areas of school life.
- ◆ Will create reasonable opportunities for employees to discuss concerns and will enable staff to do so in an environment where stress is not considered a weakness.
- ◆ Follow agreed procedures when there are concerns or absence due to work related stress and other mental-health problems, ensuring that a return-to-work policy is established in workplace that is supportive of staff both while absent and upon return to work.
- ◆ Will monitor and review any measures that are planned and assess their effectiveness.
- ◆ Ensure that all staff have access to regular training sessions on health and wellbeing in schools, including practical sessions to deal with mental, physical and emotional wellbeing issues, and that they are given the appropriate time and resources to undertake this.
- ◆ Conduct an annual survey of staff, focussed on health and wellbeing, and share and act upon results.



Senior Leader with responsibility for Emotional Health and Wellbeing:

- ◆ A member of the senior leadership team has responsibility for leading, promoting and co-ordinating the area of Emotional Health and Wellbeing.
- ◆ Responsibilities may include chairing the Health and Wellbeing Committee, liaising with the senior and middle leadership teams, supporting the effectiveness of EHW provision including, policies, teaching, learning and pastoral programmes.

Staff:

- ◆ Will act in a manner that respects the health and safety needs of themselves and others whilst in the workplace and ensure that they do not, through their actions or omissions, create unnecessary work for themselves or colleagues;
- ◆ Will make themselves aware of all the relevant school policies e.g. Capability, Staff attendance, health and safety;
- ◆ Seek support or help if required. This includes understanding that a good relationship requires communication from both parties and therefore is important that issues are raised at the earliest possible moment so that effective strategies can be put in place;
- ◆ Consider attending training on health and wellbeing issues where they feel that this is appropriate;
- ◆ Will share their views, ideas and feelings about all issues concerning the school at formal meetings and informal gatherings.



Pupils:

The school recognises the importance of promoting health and wellbeing through curricular and co-curricular activities (appendix EWTS Mapping exercise). Through these activities pupils can develop the knowledge, understanding, skills, capabilities and attributes necessary for mental, emotional, social and physical wellbeing now and in the future.

Examples of EHW provision:

- ◆ Increase in counselling provision via School Counsellor;
- ◆ Promoting Positive Behaviour Policy;
- ◆ Curricular activities – within subjects and tutor groups;
- ◆ Extensive co-curricular programme;
- ◆ Take 5 pupil champion group and Take 5 Steps of Wellbeing implemented;
- ◆ School Council;
- ◆ Rewards System;
- ◆ Organisation of a themed wellbeing activities e.g. Charity Fayre;
- ◆ External speakers at assemblies/workshops e.g. EWTS, Aware NI, Love for Life;
- ◆ Organisation of specialist sessions e.g. mindfulness;
- ◆ Stand alone programmes eg Peace of Mind programme for Year 9 (2025/26), Lidl “Sport for Good” for Year 11 and Year 8 (2024/25);
- ◆ Pupil questionnaires i.e. Being Well, Doing Well, Wellbeing Survey, Pastoral Care Survey, GL Assessment: PASS,
- ◆ Pastoral Care Google Classroom;
- ◆ Enhancement of school site i.e. library
- ◆ Effective lines of communication for pastoral, academic, SEN, Child Protection and safeguarding issues;
- ◆ Wellbeing boxes in toilets as part of the period dignity scheme;
- ◆ Signposting – information relating to emotional health and wellbeing and support channels;
- ◆ Provision within Learning for Life and Work – Personal, Social and Health Education;
- ◆ Extended registration suite of topics- access to EWTS catalogue of materials;
- ◆ Charity collections;
- ◆ Pupil achievement recognised at Year Assemblies and on social media;
- ◆ Learning Support for individual and small group interventions focusing on Nurture Support, Trauma informed practice and SBEW;
- ◆ Please see more examples in EHWPB mapping for the relevant year.



Staff wellbeing:

Examples of EHW provision:

- ◆ Ensuring a calendar for the school year is produced in consultation with staff regarding the scheduling of holidays, parent consultations, events etc;
- ◆ Ensuring there is a staff EHW component to a number of school development days throughout the year;
- ◆ Organising refreshments for all staff periodically throughout the year on SDDs;
- ◆ Implementing staff health and wellbeing challenges throughout the year;
- ◆ Staff counselling services provided by Inspire Workplaces, Mental Health First Aiders;
- ◆ 'Open door' policy providing access to members of SLT;
- ◆ School policies are designed to contribute to staff wellbeing by providing certainty, fairness and consistency;
- ◆ Cycle to work scheme;
- ◆ Trauma Informed Practice training Levels 1 & 2 (2025/26);
- ◆ Promoting the enhancement of school facilities.

Resources and support:

- EA Health Well Hub;
- Inspire Workplace- free counselling for all staff;
- Mental Health First Aiders (LM/ST);
- Take 5.

Parents / Carers:

Partnership with parents is a priority.

Examples of EHW provision:

- ◆ Parent events e.g. information evenings, consultations;
- ◆ Regular home-school communication via Parentmail;
- ◆ Consultation with parents through surveys e.g. Being Well Doing Well;
- ◆ Clear pathways of support and links to support networks via school website and correspondence from Headmaster weekly.



Protocol for dealing with concerns

The school has agreed procedures which should be implemented when there is a concern about a young person's emotional health and wellbeing (See Appendix 1).

Training

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection training. Training opportunities for staff who require more in-depth knowledge will be considered as part of the school's continuing professional development programme.

This school invests in further mental health related whole school training and development in partnership with:

- Being Well Doing Well (BWDW, EA)
- Emotional Wellbeing Teams in Schools (EWTS, CAMHS)
- Take 5 in Schools (NHSCT)



Internal school supports and external supports (Identified in Brighter Pathways Appendix 1)

This policy will be reviewed annually.

Appendix 1

BRIGHTER PATHWAYS

Appendix 2

Provision Mapping Document