

Pupils identified with emotional Well-being barriers to learning

The emotional well-being of children is the business of everyone in Windmill Hill Academy - we all have a role to play. The impact of grief, loss and change affects us all, including children and young people – whether it is a family breakdown, bereavement or even moving schools. Some of these life experiences, such as bereavement, may occur when we least expect them. Others such as family breakdown may occur gradually. An event such as moving schools, while something most children experience in their lifetime, can be extremely stressful. It is therefore vital that we help all children to develop the skills that they need to cope with challenging events (both expected and unexpected) – skills they need throughout their lives. Without functional coping strategies, including knowing when to seek help, children may turn to behaviours such as self-harm and disordered eating in an effort to manage their stress.

There is evidence to show a clear link between special educational needs and disabilities (SEND) and challenges to well-being. Children who are disruptive or acting out in class may have unmet learning needs and they also may be vulnerable to mental health difficulties. There is now a growing importance in supporting children's social, mental and emotional health, whether they are deemed to have SEND or not. One of the core principles of the SEND Code of Practice is a focus on removing barriers to learning. This principle applies, to all pupils, not just those with an Education, Health & Care Plan (EHCP) or receive SEN Support.

There is an undeniable link between mental well-being and attitudes to learning. This link is backed by findings from the DfE in 2014, which showed that pupil well-being predicted their later academic progression and engagement in school. For example, pupils with improved emotional well-being at age seven had a value-added Key Stage 2 score, 2.46 points higher than pupils with poorer emotional well-being (equivalent to more than one terms progress).

If children are dealing with distressing life circumstances, they may well find it difficult to concentrate in class and their academic performance may subsequently suffer. If schools are tasked with reducing barriers to learning, then promoting positive mental health and well-being across the whole school community can only support this aim.

Supporting children's emotional and mental well-being in schools and providing opportunities for them to develop important coping skills for life can improve a range of issues, including greater capacity to learn, enhanced academic progress, better attendance and lower exclusion rates – giving children the opportunity to grow up with prospects rather than ongoing mental health problems. Children are also less likely to suffer from serious mental health difficulties in later life if they receive support at an early age, providing a cost saving to adult mental health services.

A Trauma Informed School

As a school all staff have received Trauma Informed School (TIS) training. Mrs Mason is fully qualified in this area and has designated time each week to support pupils who have experienced trauma in their lives and need additional support. We are able to carry out TIS assessments on your child if we have the consent and believe this will be beneficial. We have weekly timetabled sessions where your child will have time 1:1 or in a small group with Mrs Mason. We are proud of the principles of this programme and elements are used daily throughout the school.

There are five primary principles for trauma-informed care:

- Safety - this includes creating spaces where people feel culturally, emotionally and physically safe as well as an awareness of an individual's discomfort or unease.
- Transparency and Trustworthiness
- Choice
- Collaboration and Mutuality
- Empowerment

Getting in Touch is easy:

- Speak to a member of staff you feel comfortable talking to
- Contact the school on 01566 772143
- Speak to Mrs Mason directly either via a pre-arranged appointment or catch her on the playground
- Leave a message with the office for someone to get back to you

We truly believe every child matters and know that with the correct support and nurture they can flourish and learn to manage their different feelings and emotions.

- We connect before we correct.
- We understand behaviour is communication.
- We teach self-regulation.
- We empathise and know healing happens in a positive, safe relationship.

This is what we aim for at Windmill Hill Academy. We are a Trauma Informed School