



# Wellbeing and Emotional Health

The Parkland Federation

# INTENT

## **'Happiness is the highest form of health'. Dalai Lama**

At Parkland, providing the best possible education is paramount. We aim to develop the whole child and ensuring the emotional health of our pupils, and their families, is key. Having this as a priority also allows us to develop pupils' resilience, which is one of our five core school values. We believe that each pupil is unique and will display different needs throughout their time with us. These needs may be influenced by circumstances outside of school and we believe that working closely in partnership with families will provide the best possible support for every child.

All staff give a high priority to providing pupils with skills that enhance their emotional wellbeing so that they can learn well from the minute they begin their school day. Teaching staff have training in Supporting Mental Wellbeing in Children and Young People, Overcoming Loneliness as well as Bereavement and Loss. Senior Leaders also have training in Supporting Staff Wellbeing in Schools.



Aim high, work hard, dream BIG!

PKF

# Implementation

At Parkland, because the emotional health and wellbeing of our pupils and their families is at the heart of everything we do, our whole school approach is closely monitored to ensure continuing impact and it evolves with the world we live in. Children's personal development, behaviour and welfare is as high a priority as their academic achievement and is supported by every staff member as well as specialists such as our qualified Thrive Practitioners, a Play Therapist and a School Councillor. We also run Art Therapy, Drawing and Talking Therapy and Animal Therapy. We have our own Mental Health First Aider and also link closely to the NHS Mental Health Team and CAMHS [child and adolescent mental health services \(CAMHS\)](#)

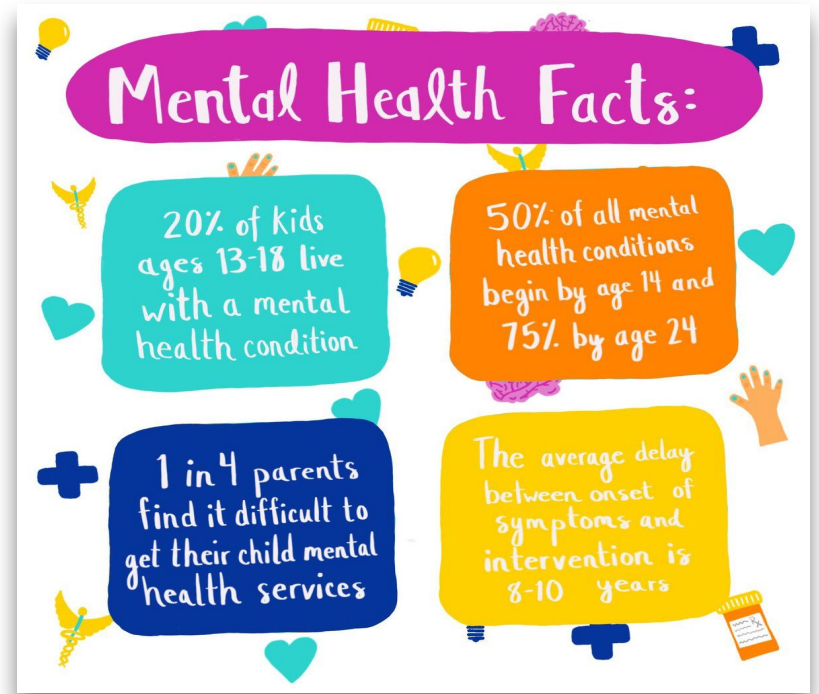


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## Implementation

We aim to develop support strategies on a daily basis as well as our bespoke specialist provision. For example, our buddy system supports children to help their peers develop positive relationships outside the classroom. We utilise the Jigsaw Curriculum as well as our own bespoke Computing and Online Safety Curriculum to develop pupils personal and social skills. Our high expectations of behaviour at Parkland teach pupils about the power of kindness and having positive relationships that support emotional health and wellbeing.



# Implementation

Our commitment to promoting emotional health and wellbeing is reflected throughout the school day as we:

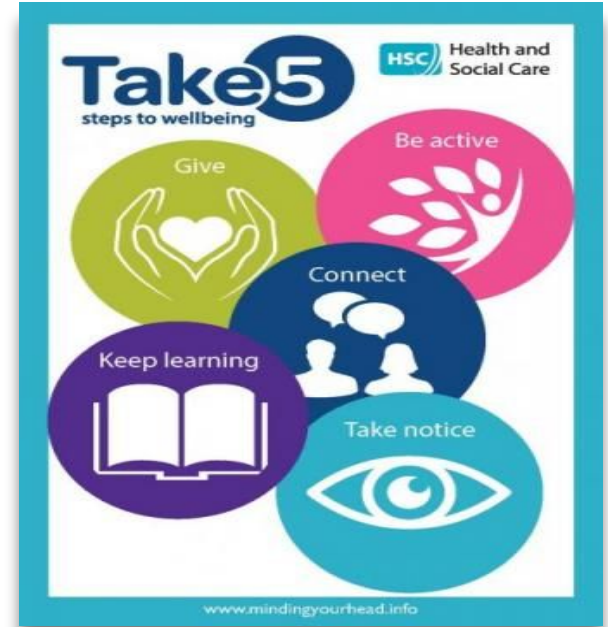
- ★ Help children to understand their emotions and feelings
- ★ Help children feel comfortable sharing any concerns or worries and understanding the importance of seeking support when needed
- ★ Help children socially to form and maintain positive relationships
- ★ Promote high self-esteem and ensure children know that they count
- ★ Encourage children to be confident and embrace their individuality
- ★ Help children to develop emotional resilience and to manage setbacks
- ★ Work as a team to identify any pupil who may need additional support around emotional health and wellbeing



# Implementation

Our staff are a **very** important resource and their emotional health and wellbeing is also a priority for us. In order to support staff, we:

- ★ Have an Open Door Policy and promote conversations around emotional wellbeing at all times
- ★ Provide up to date professional development around wellbeing and mental health
- ★ Ensure staff feel valued with our regular Wellbeing Nominations that credit the fantastic work done by staff
- ★ Encourage staff to partake in Wellbeing Days
- ★ Have a Parkland Pacers Running Group that all staff can join to promote physical health as well as emotional health
- ★ Work in partnership with a professional support service which is available to staff 24/7 if needed



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# Implementation

We currently hold the **Wellbeing Award for Schools**, which celebrate our commitment and practice. The award has been designed by the National Children's Bureau and has **eight** criteria that are assessed by an external body. These are as follows:

**Objective 1:** The School is committed to promoting and protecting positive emotional wellbeing and mental health

**Objective 2:** The school has a clear vision and strategy for promoting and protecting emotional wellbeing and mental health, which is communicated to all involved with the school.

**Objective 3:** The school has a positive culture which regards emotional wellbeing and mental health as the responsibility of all.

**Objective 4:** The school actively promotes staff emotional wellbeing and mental health.

**Objective 5:** The school prioritises professional learning and staff development on emotional wellbeing and mental health.

**Objective 6:** The school understands the different types of emotional and mental health needs across the school and has systems in place to respond appropriately.

**Objective 7:** The school actively seeks the ongoing participation of the whole-school community in its approach to emotional wellbeing and mental health.

**Objective 8:** The school works in partnerships with other schools, agencies and available specialist services to support emotional wellbeing and mental health.



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Wellbeing and Emotional Health 2024-2025  
Headteacher: Sally Simpson  
Pastoral Lead: Alison Das  
Mental Health First Aider: Sophie McCaffery