



Cedar IPS and Nursery Unit.



Emotional Health & Wellbeing (EHWB) Policy

Approved by BOG	February 2026 (24.2.26)
Next review:	3 years February 2029

Aims & Ethos

Our school is committed to the emotional health and wellbeing of our staff and pupils. We understand that a pupil who feels happy, healthy, safe and connected to school is more likely to fully engage in learning. Improving long term outcomes for the whole population begins with ensuring that every child has the best possible start in life.

We wish to work towards this in all aspects of school life and provide an ethos, environment and curriculum that supports and prepares pupils for coping with difficult experiences.

Acknowledging staff wellbeing is also vital for improving long term outcomes for our whole school community.

As a school, we are committed to promoting positive mental health and emotional wellbeing to all pupils, their families and members of staff and governors.

Rationale

“We all have a responsibility to promote the emotional health and wellbeing 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)

A Whole School Approach to EHW involves a school leadership who:

- understand the links between mental health and achievement.

- champion and support emotional health and wellbeing for pupils and staff, both strategically and practically as part of improvement planning.
- rely on a staff team committed to helping all pupils develop the essential social and emotional skills they need to cope effectively.

We believe that EHW usually means that someone is **happy, healthy, and safe**, but can also include things like having good relationships with other people, a sense of purpose, and feeling in control of your life.

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:

Principal and Senior Leadership Team

The Principal and Senior Leadership Team will work with the staff to co-ordinate the school's approach to EHW and ensure the effective delivery of an EHW provision.

Board of Governors:

The Board of Governors have a responsibility to support the development of EHW within the school.

Principal

- Ensures that EHW for all is embedded in the school.
- Monitors the effective implementation of this policy.

Wellbeing Champion

- Leads whole school activities to promote EHW.
- Leads the EHW Team.

The Wellbeing Team

- Regularly reviews the school's EHW implementation process and progress.
- Is responsible for promoting EHW throughout the school.

Support for Pupils

What support will be provided for pupils?

Our whole school approach to EHW ensures the provision of a variety of services to support pupils' EHW. It includes the curriculum, extra-curricular provision, pastoral care, SEN provision, early intervention and targeted support.

We understand that by intervening early to provide support before difficulties escalate and supporting the individual(pupil/staff), there will be a reduction in the number of EHW problems in our school.

Examples of EHW strategies and activities:

- Pupil-led activities – planning together, pupil councils, ABL , outdoor learning/forest sch , AWARE workshops , Uberheroes, buddies , Anti-bullying ambassadors, nurturing 5 aspects. P7 Pupil Voice – Librarians, JRSOs, Anti-Bullying Ambassadors, PE Team, Student Council (plus P4-6 reps), Forest Rangers. Playground Buddies, Nursery Buddies, Dinner Monitors.
- Transition support – for all pupils , meet the teacher, P1 and nursery transitions and Post primary. Robust transition policy for the whole school.
- Variety of trips and visitors to school, extracurricular clubs
- Class and small group activities including nurture or sensory sessions
- External agencies- mentoring, counselling, Roots of Empathy, RISE, Art therapy , LIT , EP involvement and family support HUB
- CP/RSE assemblies – PANTS, antibullying week, E safety, Mental Health and neurodiversity weeks. Integrated Education Month – various themes
- Whole School assemblies and events covering a range of celebrations and superheroes (school ethos)
- Teaching about Mental Health and Emotional Wellbeing- through PDMU activities across the school and Mental Health week activities and celebrations
- Promoting participation in local projects including intergenerational activities
- Promotion of Global/Regional Mental Health events such a World Mental health week and smile day - kindness day and community links / people who help us
- Friday folk – support group – links with P7 class
- Fire safety with NIFRS
- Be safe event for P7 pupils

**If a pupil is identified as at risk, the school's child protection procedures should be followed.*

Support for Staff

What support will be available for staff?

We believe that staff wellbeing is essential for cultivating an emotionally healthy school.

- Provision of Professional Learning opportunities for staff.
- Time given for EHW preparation/pedagogy.
- Robust teaching time budgets agreed with staff and Unions
- Team building activities for staff wellbeing – staff motivation.
- Celebration of success and development of shared vision

- Trusted colleague networks and support for difficult conversations
- Clear time budgets and annual academic planners with time for staff to develop professionally
- Friday treats for staff and weekly singing/dance sessions

Resources and support

EA Health Well Hub.

Workplace- Lena free counselling for all staff.

Support for Parents/Carers

What support will be available for parents and carers?

We believe that Parent/Carer engagement is vital because working together has been shown to have a promising impact on the wellbeing of all.

- Parent events – such as Harvest, Christmas, class assemblies and other social events
- Regular home-school communication – weekly newsletter, whole school updates, FS class Seesaw, communication and email updates from class teachers. Parental consultations annually and a detailed end of year report.
- Half termly Parent coffee catch up with Principal and VP
- Clear pathways of support and links to support networks – shared with parents
- Engaging with voluntary, community and statutory agencies.
- SENSED SEN support group – in school monthly

External Support

We recognise some children and young people will face emotional health and wellbeing issues.

Depending on the pupils identified needs, external support may be suitable, e.g., counselling, GP, community and voluntary support, CAMHS, Educational Psychology Service etc.

Family support HUB, Health visitors, school Nurser

Links to other policies

This policy links to:

Safeguarding & Child Protection, Critical Incident, Bereavement and Loss, Pastoral Care, Inclusion, Religious Education, RSE, Anti-bullying, SEN, Positive Behavior.

Monitoring and evaluation

This policy will be reviewed annually by the principal as well being champion in consultation with staff and pupils. Consideration will be given to any developments and will consider the learning from ongoing practice and experience. Any changes made will be shared with the staff and presented to the Board of Governors for approval.