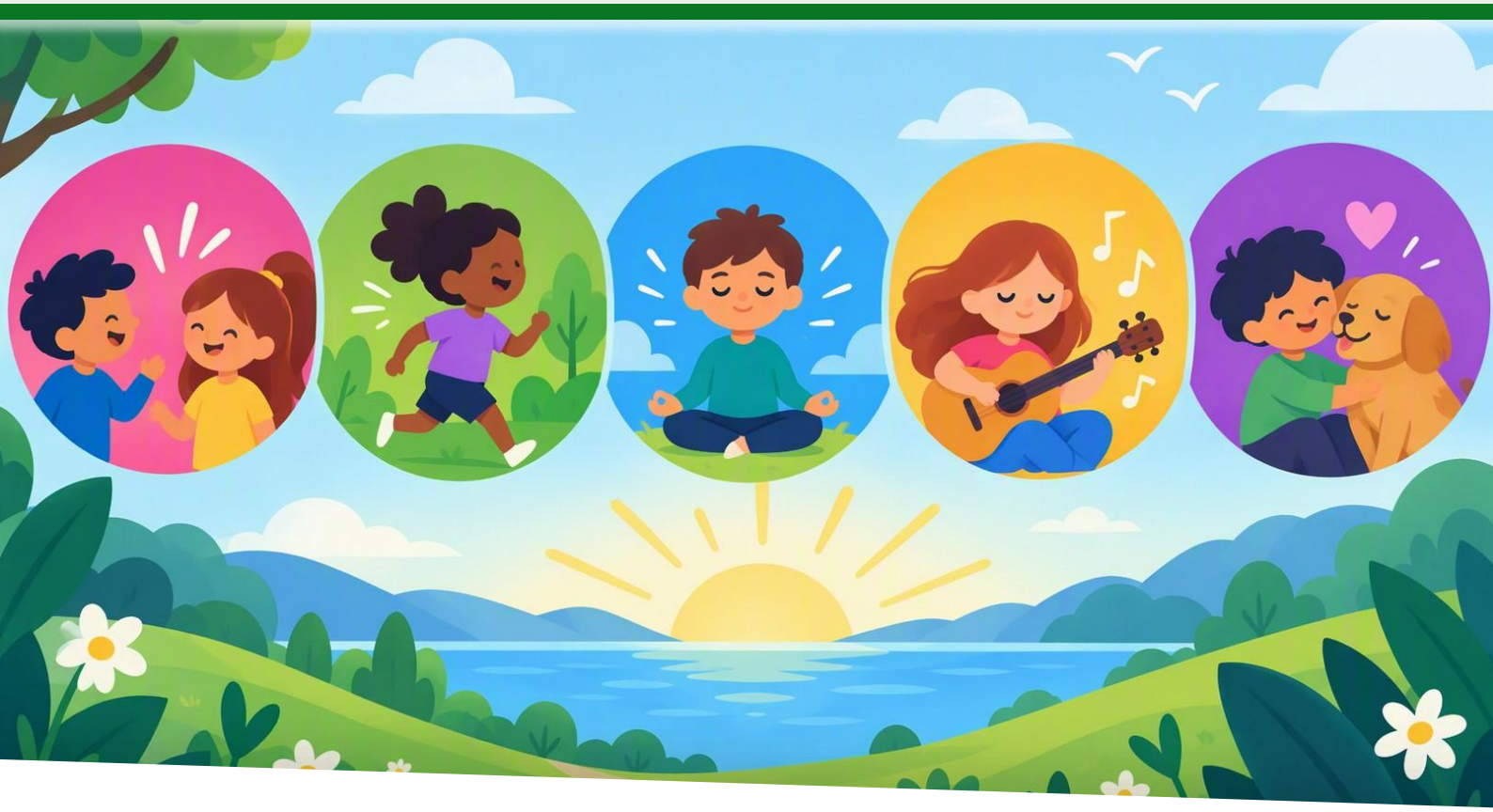
Derryhale Primary School

Great Oaks from Little Acorns Grow

Emotional Health and Wellbeing Policy

October 2026



Principal: Mr A. T. J. Glenny

www.derryhaleps.co.uk

1. Our Mission Statement, Aims and Ethos

The Mission Statement of Derryhale Primary School states:

At Derryhale Primary School, we have a strong Christian ethos and believe that the safety, welfare and personal development of everyone in our school community is of paramount importance.

We believe in maximising the spiritual, personal, academic and social potential of each pupil. We have high expectations that all pupils can and will achieve the very best of their ability.

We seek to develop in each pupil a deep-seated understanding of their duties and responsibilities as citizens. We aim to provide a happy, safe and secure environment in which fairness, respect, tolerance, compassion and forgiveness permeate all relationships.

We endeavour to fulfil our school motto each day:

"Great Oaks from Little Acorns Grow"

In order to achieve this growth, we aim to provide a caring, nurturing and welcoming school where each pupil feels valued, supported and happy.

Derryhale Primary School is committed to the emotional health and wellbeing (hereafter referred to as EHW) 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 their learning and thrive in school. We aim to 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.

2. 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.

3. Roles and Responsibilities

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

Principal
The Principal (Mr A. Glenny) will work to co-ordinate the school's approach to EHW and ensure the effective delivery of an EHW provision. The Principal will ensure that EHW for all is embedded in the school and will monitor the effective implementation of the EHW policy.

Wellbeing Champion
The Wellbeing Champion (Mr A. Glenny, in addition to the role of Principal) leads whole-school activities to promote positive EHW, leading the Wellbeing Team.

Wellbeing Team
The Wellbeing Team regularly reviews the school's EHW implementation, process and progress. It is responsible for promoting EHW throughout the school and raising the profile of EHW among the school community.

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

4. Support 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 or member of staff), there will be a reduction in the number of EHW problems in our school community.

Examples of EHW strategies and activities include:

- Pupil-led activities.
- Transition support.
- Class and small group activities.
- External agencies- mentoring, counselling, Roots of Empathy etc.
- Whole School assemblies and events.
- Teaching about Mental Health and Emotional Wellbeing

- Promoting participation in local projects.
- Promotion of Global/Regional Mental Health events.
- Shared Education Projects.

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

5. Support for Staff

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

This involves (and is not limited to):

- Provision of Professional Learning opportunities for staff.
- Occasional time given for EHW preparation/pedagogy.
- Team building activities for staff wellbeing – staff motivation.
- Celebration of success.
- Trusted Colleague Network (TCN).

The school will signpost members of staff to appropriate resources and support, including the EA Health Well Hub and free counselling for all staff from Inspire Workplace.

6. Support for Parents and Carers

We believe that parent and carer engagement is vital because working together has been shown to have a promising impact on the wellbeing of all.

This includes (and is not limited to):

- Parent events, including Family and Friends events (e.g. Table Quiz, Stew Night, etc.)
- Regular home-school communication.
- Parent Information Evenings.
- Consultation with parents (e.g. consultation for policies on the school website).
- Clear pathways of support and links to support networks.
- Engaging with voluntary, community and statutory agencies.

7. External Support

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

Depending on the identified needs of the pupil, external support may be suitable, such as counselling, GP, community and voluntary support, CAMHS involvement or an Educational Psychology Service referral.

8. Links to Other Policies

This Emotional Health and Wellbeing (EHW) Policy links to the following school policies:

- Anti-Bullying Policy
- Child Protection Policy
- Critical Incident Policy
- Menopause Workplace Policy
- Positive Behaviour Policy
- RSE Policy
- SEN Policy

9. Policy Review

DERRYHALE PRIMARY SCHOOL POLICY REVIEW	
Emotional Health and Wellbeing (EHW) Policy	
Reviewed on:	October 2026
Disseminated to staff:	October 2026
Date of adoption by Board of Governors:	
Date for policy review:	
Person responsible for review:	Principal / Wellbeing Champion / Wellbeing Team
Signed by Principal:	
Signed by Chair of Board of Governors:	