

*Green Lane
Church of England*



Primary School

Emotional Health and Wellbeing Policy

Policy Title:	Emotional Health and Wellbeing
Policy Author:	AER
Date Approved by Governing Body:	March 2017
Review Due:	April 2020
<u>Date of Review</u>	<u>Description of amendments (if applicable)</u>

The Ethos and Values of Our School

Green Lane Church of England Primary is a rural school in the heart of Teesdale and at the centre of our local community. We offer a fantastic education based around achievement and success in a nurturing, holistic environment. At Green Lane we see the ultimate purpose of education as the promotion of “life in all its fullness” (St John’s Gospel, chapter 10, verse 10).

Here education is about more than just academic achievement; it is about developing young people who can flourish in all areas of their lives developing the intellectual, spiritual, moral and physical attributes, becoming proud and respectful members of our community. Our deeply Christian ethos and values are central to the experiences our children have each day as part of ‘Team GL.’

Emotional Health and Wellbeing

The national criteria states:

"A healthy school ensures that when pupils are unhappy, anxious, disturbed or depressed there are open channels for them to seek or be offered support, without stigma and with appropriate confidentiality. A healthy school actively seeks to promote emotional health and well-being and helps pupils to understand their feelings".

At Green Lane CE Primary School we work towards positive Emotional Health and Wellbeing in the whole of our school community for adults as well as children.

1. CONTEXT AND RATIONALE

Emotional health and wellbeing promotes school success and improvement by:

- contributing positively to priorities such as enhancing teaching and learning, raising standards, promoting social inclusion and improving behaviour and attendance
- involving pupils more fully in the operation of the school
- helping pupils and staff feel happier, more confident and more motivated
- helping to meet legal, ethical and curricular obligations
- providing equal opportunities
- helping to keep children safe from harm (e.g. neglect, sexual exploitation, radicalisation etc.) This document applies to all irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other of the protected characteristics (Single Equalities Act 2010). The school respects the rights of children and values the UN Convention on the Rights of the Child (CRC). This policy supports Article 2, 3, 14, 16, 20, 28, 29, 31, 33, 34, 36, 37 and 39 in particular.

This policy statement should be read in conjunction with Personal, Social, Health and Economic Education (PSHE), Religious Education (RE), Sex and Relationships Education (SRE), Spiritual, Moral, Social and Cultural (SMSC) and Equality policies alongside other policies which support emotional health and wellbeing for example Child Protection and Safeguarding, Getting Along and Attendance

2. AIMS

We aim to be a school where:

- Everyone achieves their full potential
- Teaching and learning is personalised, creative, challenging and fun
- Children are inspired and supported to develop interests and skills both in and outside school
- Positive links with the local community create strong partnerships
- A sense of mutual respect, care and responsibility is shown for everyone and everything in school
- Children can contribute positively to a changing society
- Everyone in school feels safe, supported, valued and happy
- Children are supported to make informed decisions for a healthy lifestyle- physically, emotionally, socially and academically
- We are leaders in best educational practice

2.1 Teaching and Learning

Through teaching and learning the school aims to:

- Encourage pupils to become more engaged in the learning process
- Help pupils to concentrate and learn better
- Improve standards in all subjects, including literacy and numeracy
- Improve attainment
- Provide more effective teaching
- Increase the involvement of parents and carers in school life and learning

2.2 Behaviour and Attendance

By promoting the importance of behaviour and attendance we aim to:

- Increase the number of pupils with high self- esteem and confidence
- Give pupils a say in what happens at school
- Reduce the number of disaffected pupils, disengaged from learning
- Improve behaviour and attendance
- Promote a greater understanding around bullying

2.3 Staff Confidence and Development

The emotional health and wellbeing of all members of the school community is fundamental to our school ethos. We aim to:

- Develop positive and effective relationships with pupils
- Improve morale
- Promote a team ethos and a spirit of collaboration
- Improve recruitment and retention of staff

3. IMPLEMENTATION

3.1 Support services

The school promotes and provides a range of services to pupils including:

- A pastoral base staffed with a non-teaching pastoral assistant
- Qualified first aiders
- Hygienic toilets which ensure privacy and safety
- School council to act as mentors
- Playground Buddies and Y6 buddies as mentors for Reception children
- Co-ordinated support from a range of external organisations
- Welcome days and transition events
- Effective child protection and safeguarding procedures.

3.2 Culture

The school promotes an anti- bullying culture through:

- A strong school ethos which empowers tolerance and respect, including respect for difference and diversity, following the Rights Respects values
- High profile of anti- bullying procedures and policy through corporate posters, assemblies and events such as national anti- bullying week and using Social and Emotional Aspects of Learning (SEAL) materials
- Active listeners, including assistants and adults other than school staff to whom the victim may turn
- Reframing a positive approach with the Getting Along Policy(Anti-bullying) and guidelines
- Developing an understanding of the impact of radicalisation to prevent young people being drawn into terrorism
- Preventing and protecting children from female genital mutilation (FGM)

3.3 Pupil Voice

The school promotes and strengthens the pupil voice through:

- A democratic process for the election of school council representatives

- Timetabled meeting time for members of the school council
- Consulting pupils about change and policy development
- Allocating a school council budget
- Pupil led assemblies

3.4 Parents and Carers

The school promotes the involvement of parents and carers in the life and learning of the school in a range of ways including through:

- Parent questionnaires
- Regular consultation about change and development through questionnaires and special meetings
- Subject Focus evenings, Sports and Theme Weeks and Concerts/Music Events
- Involvement in school trips and extracurricular activities
- Regular communication and involvement over pupil progress, behaviour and pastoral issues
- Large volunteer base utilising parents interests and expertise

3.5 Context

The school acknowledges that the context for learning contributes to the wellbeing of all and promotes this through:

- Enhancing school and classroom layout; facilities and resource
- Recognising the background of individual pupils and their physical, social and emotional needs
- Establishing clear rules, routines and expectations about behaviour for learning and social cohesion
- Encouraging positive, caring and constructive relationships
- Encouraging respect of others on a local, national and global scale through the creative approach to the curriculum

3.6 Motivation and Learning

The school enhances pupil motivation and learning through:

- Consistent support for vulnerable children and those with SEND from trained teams of pastoral, learning support, teaching assistants and other agencies where appropriate.
- A range of challenging opportunities for gifted and talented pupils
- An exciting and varied range of extra- curricular events and trips
- A balanced and creative curriculum with opportunities for intellectual, physical and expressive development
- Recognising a range of learning styles

- Encouraging independence in learning
- Using a range of teaching styles such as Circle Time appropriate to pupils' age, ability and level of maturity
- Using the SEAL materials to raise self-esteem and confidence levels
- Through enhanced use of the outdoor environment for learning and the Forest Schools philosophy

3.7 Self Esteem and Personal Development

The school enhances pupil self-esteem and personal development through:

- The creative curriculum which includes Citizenship, SMSC and PSHE
- Information, advice and guidance on sex and relationships and drugs
- Rights and Respects events
- Opportunities for pupil leadership through school council, library mentorship and Buddies
- An emphasis on praise and reward through class charters
- Opportunities for reflection, spiritual and moral development through The Big Story and our RE through the Arts teaching

3.8 Staff

The school enhances staff motivation, learning and professional development through:

- Curricular planning time within dedicated Staff Meetings and for individuals to plan and assess
- Whole school training events, including Safeguarding
- Access to appropriate external training
- Involving all staff in decision making and proposed changes e.g. timing of the school day, reporting to parents and so on
- Provision of non-contact time to allow for planning, delivery and evaluation of healthy school activities
- Consultation on training and support needs through regular review
- Providing professional development opportunities through High Force Education (SCITT)

4. ROLES AND RESPONSIBILITY

The promotion of Emotional Health and Social Well Being and raising the achievement of all pupils is the responsibility of the whole school staff and governors.

4.1 The Headteacher and Senior Leadership Team

The Leadership team will demonstrate through their personal leadership the importance of this scheme, ensure all staff are aware of it and understand their role and responsibility in relation to it.

4.2 Governors

The Governing body has adopted this scheme and will assess and monitor its impact annually.

4.3 Staff

Staff will be expected to know what their responsibilities are in ensuring the policy is implemented. They will be aware of the implications of it for their planning, teaching and learning strategies, management of activities, as well as behavioural issues.

4.4 Pupils

Pupils will be made aware of how the Emotional and Social Well Being policy applies to them as part of the school aims, values and in the curriculum.

4.5 Parents / Carers

Parents and carers will be encouraged to participate fully in implementing it in partnership with the school.

5. MONITORING & REVIEW

Provision across the school is monitored by the Headteacher and governors. The Headteacher will provide support and advice to members of our school community about the provision and implementation of pastoral care in school. Staff meetings, Senior Leadership and termly governor meetings provide regular opportunities for the quality of care to be evaluated and developed. This policy will be reviewed every 3 years or in light of new relevant legislation.