



EMOTIONAL HEALTH AND WELLBEING POLICY

At Croft C.E. Primary School, we work towards positive emotional health and wellbeing in the whole of our school community for adults as well as children. We have a unique family atmosphere where each child is valued as an individual. We encourage a love of learning and promote a child's natural curiosity through varying challenges, experiences and opportunities. As a small church school, we develop a knowledge and understanding of Christianity and foster a respect for other people and their beliefs.

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."

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

AIMS

Children in our school will develop the self-esteem, awareness and self-confidence to play an active part in school life and be valued and valuable members of their communities.

Our primary aim is for children and staff to be happy and motivated so they will get more out of life.

Teaching and Learning

- Pupils who demonstrate a high level of engagement in the learning process
- Pupils who can concentrate and demonstrate a range of character skills across a range of subjects and during unstructured times
- Improved standards in all subjects, including English and maths.
- Improved attainment
- Parents and carers more involved in school life and learning

Behaviour and Attendance

- Pupils with high self esteem and confidence
- Pupils who have a say in what happens at school
- Excellent behaviour and attendance

Staff Confidence and Development

- High morale
- Low absences
- Successful recruitment level
- Positive and effective relationships with pupils

VEHICLES FOR EMOTIONAL HEALTH AND WELLBEING

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

- School council to ensure opportunities for pupil voice
- Co-ordinated support from a range of external organisations
- Welcome days, parent and carers' afternoons and transition events
- Nurturing sessions such as: fun time, friendship groups and 1:1 emotional wellbeing support
- Peer support – Foundation Stage and Year 6 buddies
- Promotion of healthy eating and drinking water
- Discrete character education lessons
- All pupils and staff participate in the daily mile
- Hygienic toilets which ensure privacy and safety
- Use of the prayer labyrinth, prayer corners and woodland areas

The school promotes an anti bullying culture through:

- A strong school ethos which empowers tolerance and respect, including respect for difference and diversity
- High profile of anti bullying procedures and policy through posters, assemblies and events such as national anti bullying week and using SEAL materials
- Active listeners, including assistants and adults other than school staff to whom the victim may turn

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
- Involving pupils in interviews for members of staff
- Consulting pupils about change and policy development
- Worry boxes/monsters in each classroom
- Pupil led assemblies such as the worship wizards weekly assembly

The school promotes the involvement of parents and carers in the life and learning of the school through:

- Parent questionnaires
- Open door policy
- Regular consultation about change and development through questionnaires and special meetings
- Involvement in school trips and extra-curricular activities
- Regular communication and involvement over pupil progress, behaviour and pastoral issues
- Regular invitations to whole school events
- Weekly newsletter and regular Facebook and website updates.

The school facilitates a context for learning through:

- Enhancing school and classroom layout; facilities and resources
- 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

The school enhances pupil motivation and learning through:

- Consistent support for vulnerable children and those with SEN from trained members of staff including the SENCo, teachers, teaching assistants and other agencies where appropriate.
- A range of challenging opportunities for academically more able pupils
- An exciting and varied range of extra-curricular clubs, events and trips
- A balanced curriculum with opportunities for intellectual, physical and expressive development
- Recognising a range of learning styles
- Encouraging independence in learning
- Using the SEAL/PHSE/character education materials to raise self esteem and confidence levels

The school enhances pupil self esteem and personal development through:

- Character education curriculum and PHSE lessons.
- Information, advice and guidance on sex and relationships and drugs
- Opportunities for pupil leadership through school council, being a librarian, superserver and superleader.
- An emphasis on praise and reward
- Weekly celebration assemblies
- Collective worship provides a daily opportunity for personal development
- Opportunities for reflection and spiritual development through the use of the prayer labyrinth and a range of curriculum subjects including: art, literature and the RE curriculum

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

- Curricular planning time within the school week
- Whole school training events, including safeguarding and regular support staff meetings
- Access to appropriate external training
- Involving all staff in decision making and proposed change e.g. implementation of curriculum changes, frequency of reporting to parents and so on.
- Regular performance management meetings to support staff
- Mentor support for newly qualified teaching staff
- Regular staff events

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.
- The headteacher and deputy headteacher– will demonstrate through their personal leadership the importance of this policy, ensure all staff are aware of it and understand their role and responsibility in relation to it.
- Governors – The Governing body has adopted this policy and will assess and monitor its impact bi-annually.
- 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.
- Pupils – Pupils will be made aware of how the Emotional and Social Wellbeing Policy applies to them as part of the school aims, values and in the curriculum.
- Parents/Carers – Parents and carers will be encouraged to participate fully in implementing it in partnership with the school.

Monitoring/Review

The Governors are committed to reviewing the impact of the Emotional Health and Wellbeing Policy taking into account the following aspects:

- Motivation
- Self esteem
- Behaviour
- Anti-bullying
- Anti-racism
- Anti-hate
- Anti-sexism
- Anti-homophobia
- Attendance
- Attainment
- Teaching

Written: June 2018

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