

ST. MICHAEL IN THE HAMLET PRIMARY SCHOOL

EMOTIONAL HEALTH AND WELL-BEING POLICY (2018 – 2019)

Our school is a Rights Respecting School whereby all respect the United Nations Convention on the rights of the child and the responsibilities that come with those rights.

Our Vision for St. Michael in the Hamlet Community Primary School is to provide a welcoming, stimulating environment, where children can develop into confident, independent, lifelong learners.

Our school belongs to all of us...we have a warm, welcoming and happy environment where teamwork and mutual support permeate through every aspect of school life. We celebrate the diversity of our school family.

We have high expectations of all pupils in all areas. We reflect upon our practice to provide imaginative and stimulating educational opportunities and skills for life.

Our ethos is a caring one and develops respect, self esteem and gives a voice for all. We believe that, at SMH every child really does matter. Our school is passionate about meeting the needs of every child.

We aim to be a school where we:

- provide an inspiring, varied and creative curriculum, where children will develop skills for the future.
- value and encourage strong partnerships between school, parents, and the wider community.
- provide a safe, secure and stimulating learning environment.
- promote high standards of behaviour.
- engage children in their own learning and encourage self belief.

Rationale:

The emotional health and well-being of all members of St. Michael in the Hamlet Primary School is fundamental to our philosophy and aims. Our policies and practices are founded in the development and sustenance of a happy, healthy school, where all learning can flourish. We are a healthy school.

We believe that emotional health is closely linked to mental health and that as a school we can encourage positive development of mental health in childhood. We believe that children who are mentally healthy will be able to:

- Develop psychologically, emotionally, creatively, intellectually and spiritually
- Initiate, develop and sustain mutually satisfying personal relationships

- Use and enjoy solitude
- Become aware of others and empathise with them
- Play and learn
- Develop a sense of right and wrong
- Face challenges, resolve issues and setbacks and learn from them

Aim:

That 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.

Curriculum Organisation:

Emotional health and well-being cover the spectrum of activities in school and the range of educational and health/ welfare agencies who support our children. Our school is proactive in its approach and welcomes opportunities to promote emotional health and well-being through the formal and informal curriculum.

Staff use a variety of methods for ensuring sound emotional health and well-being for children. These complement and reflect the overall aims and philosophy of the school. Our approach includes:

- School's Code of Conduct and Whole School Rules.
- Clearly identified rewards and sanctions, understood by all.
- Rewarding positive behaviour and achievement.
- Setting appropriately challenging tasks.
- Providing a forum for listening and talking, e.g. using circle time as a tool for personal, social and health education and citizenship.
- Encouraging co-operation and collaboration.
- Planning activities which directly impact on emotional health and well being i.e. through Circle Time; SEAL etc.
- Developing social competence.
- Encouraging and developing coping strategies and resilience.
- Development of a 'quiet area' in each classroom, together with a 'quiet place' base in each key stage where individual / small groups of pupils may operate.

The school places emphasis on problem-solving, positive self-assessment, time for reflection, quality feedback and encouragement to participate in school and community events. A wide range of extra-curricular opportunities exist for children that enable them to extend interests and talents beyond the classroom. Our Garden Group and Social Language Group exist to support pupils experiencing social and emotional difficulties.

The delivery of personal, social and health education and citizenship is fundamental to our promotion of emotional health. Through the planned programmes, the SEAL project, together with the informal curriculum, opportunities exist to explore issues appropriate

to children's ages and stages of development. Staff deal sensitively with these issues and differentiate according to the varying needs of the children in their care. Children are grouped in a variety of ways to promote the achievement of their best. In the classroom, there are opportunities for children to work in both friendship and ability groups. Regular review of these arrangements helps to ensure that children gain maximum benefit.

We see parental involvement as a vital part of emotional well-health. Regular opportunities exist to promote partnership with parents, including:

- Teachers make themselves available after school to discuss any aspect of pastoral or curriculum development with parents.
- Homework opportunities as necessary.
- Parents' evenings in autumn and spring term.
- Parental workshops and Family Learning Week.
- Parental questionnaires, to help us build on what we do best and identify areas for improvement.
- 'Open Door Policy' for Parents
- Involvement in individual education and behaviour plans and reviews for children with special educational needs.
- Monthly Newsletters, the notice boards and our Website.

Inclusion:

Policies make reference to inclusion- key to our school ethos. Curriculum provision is based on an understanding that we may need to cater differently for individuals in order to provide equality of opportunity. This approach to equal opportunities is extended to all members of our school community and included in our Equal Opportunities and Race Equality Policies.

These needs include specific policies for SEN children and those who are more able. The Headteacher has direct responsibility for the curriculum and with the SMT uses our whole school tracking system to provide targeted intervention for groups of children and monitor progress. Targeted Literacy and Numeracy support for children to meet their specific needs is arranged and the impact monitored. Priorities for the school involve the early identification of special needs and exceptional ability.

The Staff Handbook and our Teaching and Learning Policy contain our expectations in planning, the learning environment and teaching strategies. Differentiation and awareness of a variety of teaching and learning styles are used to provide appropriate curriculum approaches for different children's needs.

The governors have produced a three year accessibility plan to ensure a more inclusive curriculum and environment.

Pastoral Organisation for Pupils:

We pride ourselves on the whole school, team approach that is integral to our way of working at SMH. Our methods include:

- Recognising and responding positively to a child's emotional and/ or behavioural needs.
- Communicating with parents positively and realistically to create a partnership approach to children's emotional health and well-being.
- Liaising with appropriate agencies to enlist advice and/or support.

Alongside the high quality in class pastoral support, we have a skilled and committed Inclusion Team who work together to support individuals and groups throughout the school. They support the systems and support structures outlined in the organisation of the curriculum.

Whole school approaches to pastoral care are contained in our Behaviour Policy and booklets for Staff and Parents. Clear policies for Child Protection, Anti-Bullying and Attendance are promoted in school. Together, they provide the foundations for emotional health and well-being.

Alongside our policies are a range of practices to promote well health;

- Buddy system.
- A School Council with elected membership from all year groups from Year 1 - Year 6.
- Celebration Assemblies.
- A whole school system of rewards for individuals; class merit charts, House Points etc. and the ultimate accolade of Pupil of the Week announced in Celebration Assembly.
- We are committed to listening to all members of the school community and strengthening a partnership approach. We have achieved National Healthy School status and were re-accredited with the Inclusion Charter Mark at Advanced Level in July 09.

Our pastoral team is headed by our Deputy Headteacher and includes our Inclusion Team, with an interest in pupil behaviour and discipline. All serious pastoral or behaviour concerns are recorded by the Headteacher or another member of the SMT. When appropriate, the team supports children through a whole school referral system. This provides a structure for the range of pastoral interventions available in school, including:

- Weekly 1-1 referral time
- Social Language groups
- 1-1 sessions by a designated Learning Support Assistant
- In-class group/ individual support
- Multi-agency involvement, including our Educational Welfare Officer and other health professionals.

Where appropriate, our Inclusion Manager may become involved to support a child experiencing emotional and behavioural difficulties. We recognise the effectiveness of our early intervention approach and our commitment to pastoral care for *all*.

Pastoral Organisation for Staff:

Pastoral support for all members of the school community is fundamental to the aims and philosophy of SMH. We believe that a well-supported, valued staff with clear and shared purpose is best placed to provide emotional well-being for children in their care. Our line management structure promotes in-house support, alongside the range of agencies that can be accessed. We follow LA guidelines and policies for supporting personnel, including those for harassment, anti-bullying, race equality and managing staff absence. A clear system of line management exists to monitor and support staff needs. We conduct an annual staff questionnaire and use the findings to evaluate our practice. We also carry out specific Emotional and Wellbeing questionnaires for pupils and staff.

Monitoring and Evaluation:

Provision across the school is monitored by the Head Teacher, Deputy Head Teacher and Inclusion Manager and named governor. The Headteacher will provide support and advice to members of our school community about the provision and implementation of pastoral care in school. The fortnightly Senior Managers' meetings and termly Governor Meetings provide regular opportunities for the quality of care to be evaluated and developed. This policy will be reviewed every year or in light of new legislation regarding child welfare.

Policy to be reviewed every two years or in light of new training.

Reviewed October 2018

Next review date: October 2020 or after new training.
(whichever is sooner)