

St Andrew's CE Primary School



Emotional Health and Wellbeing Policy

Summer 2021

Next review Summer 2022

Every Child A Champion in Their Own Right. Matthew 5.16 - "Let Your Light Shine."

Emotional Health and Wellbeing Policy

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 St Andrews CE Primary we work towards positive Emotional Health and Wellbeing in the whole of our school community for adults as well as children.

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

Emotional health and wellbeing is central to the Every Child Matters strategy.

AIMS General

- Happier and more motivated pupils and staff who get more out of life

Teaching and Learning

- Pupils who are more engaged in the learning process
- Pupils who can concentrate and learn better
- Improved standards in all subjects, including literacy and numeracy.
- Improved attainment
- More effective teaching
- 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
- Fewer disaffected pupils, disengaged from learning

- Improved behaviour and attendance
- Less bullying
- Lower rates of truancy

Staff Confidence and Development

- Improved morale
- Lower absenteeism
- Better 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:

- Hygienic toilets which ensure privacy and safety
- Medical plans to be completed for all necessary children
- Head Boy/ Girl to act as mentors
- Co-ordinated support from a range of external organisations
- Open days and transition events
- Every child to have their own well-being mentor
- Use of the two nurture rooms when children need it

Emotional Health and Well-being at St Andrews

Children at St Andrews have their own well-being mentor, who regularly checks in and chats with them. Some well-being mentors attend Team Around the Family meetings and make regular phone calls home to provide support to the family when needed. The well-being court is based on the upper school playground, and throughout the week, each year group has the opportunity to take part in a variety of games and activities with the support of an adult. Some staff at St Andrews are qualified 'mental health first aiders' and have attended a two day course in order to achieve this. During lunchtimes, children are encouraged to take part in structured and organised play, which is organised by teaching assistants.

In the case of children not being present in school (such as during an epidemic resulting in school closures), the use of home learning through email and access to Google Classroom will be used to ensure that children can access all areas of the curriculum. In the case of a pupil being unable to access technology to view and complete work, arrangements will be made for paper packs to be collected or posted to individuals. Weekly contact will be made with parents via email or phone calls to offer further support should they need it.

Nutrition

The children are encouraged to bring a bottle of water every day and keep them within the classroom and get a drink whenever needed throughout the day. At the end of the day, children take the bottles home and refill them for the next day. Water is known to be the best and the most natural hydrating liquid. It promotes cardiovascular health, keeps muscles and joints working, and helps cleanse toxins from your body. Staying hydrated also helps balance your blood sugar, helps relieve headaches, and promotes healthy skin. Drinking water gives children electrical energy for brain functions, particularly thinking. It is needed for sustained focus energy. Disposable cups are available in school for children who forget to bring their own water bottle.

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 corporate posters, assemblies and events such as national anti-bullying week.
- 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:

- Timetabled meeting time for members of the pop and mop group
- Involving pupils in interviews for members of staff
- Consulting pupils about change and policy development
- Allocating a mop and pop group budget
- Pupil led assemblies

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

- Parent questionnaires
- Regular consultation about change and development through questionnaires and meetings
- 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
- Parent Partnership forum – parent meetings led by parents to support each other with issues, agencies, information and support.

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 teams of pastoral, learning support 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 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 social group work materials to raise self-esteem and confidence levels.

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

- The Personal Development Curriculum which includes Citizenship and PSHE
- Information, advice and guidance on sex and relationships and drugs
- Opportunities for pupil leadership through the MOP group
- An emphasis on praise and reward
- Opportunities for reflection and spiritual development through art, literature and the RE curriculum
- Opportunities for structured play during break times and lunch times.

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

- Curricular planning time within the school week
- Whole school training events, including Safeguarding and SEND
- Access to appropriate external training
- Involving all staff in decision making and proposed change e.g. timing of the school day, frequency of reporting to parents and so on.
- Provision of PPA time to allow for planning, delivery and evaluation of healthy school activities
- Consultation on training and support needs through regular review

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 Assistant Head teachers and Senior Leadership Team – 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 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 Well Being 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 as part of the rolling programme, taking into account the following

aspects:-

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