Pool House C.P Sch

Emotional Health and Wellbeing Policy

The national criteria states:

"A healthy school ensures that when pupils are unhappy, 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 wellbeing and helps pupils to understand their feelings".

At Pool House 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 the legal, ethical and curricular obligations

Emotional health is central to the Every Child Matters strategy.

AIMS

General

- Happier and more motivated pupils 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 English and Mathematics
- 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
- Pupil who have a say in what happens at school
- Fewer disaffected pupils, disengaged from learning
- Improved behaviour
- Improved attendance
- Less bullying

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
- School council to act as mentors
- A pastoral base staffed with non teaching pastoral assistants

- A qualified first aider
- Co-ordinated support from a range of external organisations
- Welcome days and transition events

The school promotes an anti-bullying culture through:

- A strong ethos which empowers tolerance and respect, including respect for difference and diversity
- High profile of anti bullying procedures and policy for example assemblies, national anti bullying week and use of SEAL materials
- Active listeners, including assistants and adult to whom a pupil 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
- Pupil led assemblies

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

- Parent questionnaires
- Consultation about change and development through questionnaires
- Subject focus meetings and events, sports and theme weeks and concerts/music events
- Involvement in school trips and extra-curricular activities
- Regular communication and involvement in relation to pupil progress, behaviour and pastoral issues

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, 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 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 SEAL 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

- Careers education
- Opportunities for pupil leadership through school council, team leaders and Head Boy/Girl responsibilities
- An emphasis on praise and reward
- Opportunities for reflection and spiritual development through art, literature and the RE curriculum
- An RE curriculum that includes spiritual development and philosophy for children

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

- PPA time within the school week
- Whole school training, including First Aid and Safeguarding
- Access to appropriate external training
- Involvement in decision making
- Consultation on training and support needs through appraisal
- An open and inclusive environment where all feel valued and are able to access emotional support in time of need

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 staff and governors.
- The Headteacher and Senior Leadership Team will demonstrate through their personal leadership the importance of Emotional Health and Wellbeing, ensure all staff are aware of it and understand their role and responsibility in relation to it.
- Staff will be expected to know what their responsibilities are in ensuring this policy is implemented. They will be aware of the implications of it for their planning, teaching and learning strategies, management of activities and also behavioural issues.

- Pupils will be made aware of how this policy applies to them as part of the school aims and values and in the curriculum.
- Parents/Carers will be encouraged to participate fully in implementing the policy in partnership with the school.
- The Wellbeing Co-ordinator (Mr D Bamber) will regularly inform governors and parents/ carers (PTFA) of updates and changes to the policy.

Monitoring/Review

- The Senior Leadership Team and Governors are committed to reviewing the impact of this policy, taking into account the following aspects:

  Motivation
  Self Esteem
  Behaviour
  Anti-Bullying
  Anti-Racism
  Anti-Hate
  Anti-Sexism
  Anti-Homophobia
  Attendance
  Attainment
  Teaching and Learning

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