



Emotional health and Wellbeing Policy

Head teacher: Mrs J Forster

Chair of Governors: Mrs J Hunter

Date of policy written: Sept 2011

Date of policy review: October 2013, October 2014, October 2017

Policy written by: Karen Brown

Emotional Health and Wellbeing Policy

Our school, Benton Dene Primary, 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. Creativity is at the heart of what we teach and learn. We reflect upon our practice to provide imaginative and stimulating educational opportunities and skills for life.

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

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

Rationale

The emotional health and well-being of all members of Benton Dene 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 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 compliment and reflect the overall aims and philosophy of the school. Our approach includes:

- Clearly identified rewards and sanctions, understood by all
- Having a designated Family Liaison Officer who can respond to the needs of all children and support families where appropriate
- 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
- Developing social competence
- Encouraging and developing coping strategies and resilience
- Encouraging 'Pupil Voice' through school council, pupil questionnaires etc.

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 range of extra-curricular opportunities exist for children that enable them to extend interests and talents beyond the classroom.

The delivery of personal, social and health education and citizenship is fundamental to our promotion of emotional health. Through the planned programmes and 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, including setting arrangements for literacy and numeracy. Regular review of setting arrangements helps to ensure that children gain maximum benefit. Where any change of set groups is proposed, parents are notified in advance and given opportunity to discuss the change.

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

- Meet the teacher evening in September- a chance to find out about the organisation, pastoral care and curriculum in each year group
- Termly coffee afternoons
- Year group newsletters
- Parents' Evenings in the Autumn and Spring Term
- Weekly homework opportunities
- Annual parental and children's questionnaires, to help us build on what we do best and identify areas for improvement
- Involvement in individual education plans and reviews for children with special educational needs.

Inclusion

All curriculum 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 SEND children and those who are more able. Our Senior Leadership Team has direct responsibility for the curriculum and uses our whole school tracking system to provide targeted intervention for groups of children and monitor progress. Our staff provide targeted support for children to meet their specific needs. A priority for the school is the early identification of special needs, particularly children who have English as an additional language.

Our Teaching and Learning Policy contains 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.

Pastoral organisation for pupils

We pride ourselves on the whole school, team approach that is integral to our way of working at Benton Dene Primary. 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 also work alongside a skilled and committed pastoral 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.

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;

- A School Council with elected membership from all year groups
- Achievement assemblies
- A whole school system of rewards for individuals; Dojo points, star of the week and Head teacher awards
- We have achieved National Healthy School status
- We have achieved National Healthy School plus status

Our pastoral team is headed by Karen Brown Deputy Head teacher and our named governor is Martin Devlin

We actively promote the support that can be provided by a range of agencies.

Pastoral organisation for staff

Pastoral support for all members of the school community is fundamental to the aims and philosophy of Benton Dene Primary. We believe that a well-supported, valued staff, with clear and shared purpose are best placed to provide emotional well-being for children in their care. Our management structure promotes in-house support, alongside the range of agencies that can be accessed, if necessary. 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 management exists to monitor and support staff needs.

Monitoring and evaluation

Provision across the school is monitored by the Deputy head teacher 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. 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 year or in light of new legislation regarding child welfare.

Signed:

Date: