

# **KEW WOODS PRIMARY SCHOOL**



## **Emotional Health and Wellbeing Policy**

At Kew Woods Primary School, we take pride in the teachings of our unique school values that underpin all learning. We promote the British fundamental values where British law, democracy and a mutual respect and tolerance for those of other faiths, cultures and beliefs is embedded through all areas of the curriculum. Through promoting positive Emotional Health and Wellbeing across the whole school, we are also actively promoting fundamental British values where pupils are encouraged to regard all people of all faiths, races and cultures with respect and tolerance. This policy should be read in line with the school's Behaviour, Anti-Bullying, Online Safety, Safeguarding, RE and PSHE policies. The school adopts all other Human Resource Policies provided by Sefton Council for all staff.

## **Purpose of Study**

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".*

We work towards positive Emotional Health and Wellbeing in the whole of our school community for adults as well as children. This is in line with the school values: to encourage and inspire every child to believe that all of their aspirations can be achieved through LEARNING, IMAGINATION and EFFORT. The clause words that we focus on are: connect, listen, appreciate, imagine, create, achieve, believe, hope, pride, forgive, laugh and share. The children are also taught to understand and follow our Code of Conduct:

**Always do my best,  
Be kind and respectful to others,  
Care for one another and our environment,  
Everyone's voice will be heard and valued,  
Working together to become responsible citizens.**

## **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

### 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 Maths
- 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
- Positive and effective relationships with pupils

## **Vehicles for Emotional and Health and Wellbeing**

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

- Hygienic toilets which ensure privacy and safety
- 'Pupil Voice' committees such as School Council and buddy systems (Reception and Year 6) allow children to act as mentors
- Co-ordinated support from a range of external organisations, such as a weekly councilor service from Achieve 360
- Welcome meetings and transition arrangements
- Sport leaders providing opportunities for pupils
- Sports Leaders supporting active lunchtimes
- Mindfulness lessons and Relaxed Kids sessions for KS2 pupils
- Learning mentor for identified pupils offering regular support

### **The school promotes an anti-bullying culture through:**

- A strong school ethos which empowers tolerance and respect, including respect for difference and diversity. These are in line with our Equality policy, Behaviour Policy and Anti-Bullying Policy
- High profile of anti-bullying procedures and policy through posters, assemblies and events such as Anti-Bullying Week with performances by Altru Drama group
- Anti bullying Ambassadors appointed and trained
- Clear anti-bullying policy written by key staff and anti bullying ambassadors

- Positive, professional relationships with staff, to whom the victim or bully may turn to

**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 committees with allocated staff member
- Pupil voice group members consult with their peers regarding proposed changes, initiatives or for ideas
- Pupil led assemblies ( Remembrance assembly, harvest, anti bullying week, Reception Welcome Assembly, Scjchool Council)
- The school's curriculum which promotes creative and critical thinking with thinking hats, no pen days, enterprise events etc

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

- Parent questionnaires
- Enterprise days
- Meet the Teaching Team Meetings
- Curriculum and Information Evenings
- Class blogs
- Twitter pages
- Weekly newsletter
- Charity events e.g, Race for Life, Queenscourt balloon launch
- Celebration Assembly invitation and weekly rewards such as class dojo
- Involvement in school trips
- Regular communication and involvement over pupil progress, behaviour and pastoral issues
- Stay and .... sessions in the Foundation Stage (read, number, play etc)
- Pre school play group every Friday

**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 high expectations about behaviour for learning and social cohesion
- Encouraging positive, caring and constructive relationship

**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 more able pupils
- An exciting and varied range of extra-curricular events and trips
- A balanced curriculum with opportunities for intellectual, physical and expressive development
- Recognising and providing for 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 PSHE materials from SEAL and 1Decision 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 various committees and school projects.
- An emphasis on praise and reward
- Opportunities for reflection and spiritual development through art, literature, mindfulness sessions and the RE curriculum
- Promoting a growth mindset and a real 'can do' attitude and sense of achievement
- Practicing mindfulness across the school (KS2)

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

- Whole school training events, including Safeguarding.
- Access to appropriate external training
- Involving all staff in decision making and proposed change e.g. changes to policies, arrangements for reporting to parents, INSET days and so on.
- Provision of non-contact time to allow for planning, delivery and evaluation of healthy school activities
- Consultation on training and support needs through regular review
- Performance Management and Appraisals

**Monitoring/Review**

This policy is reviewed annually in line with current developments and Government initiatives in emotional health and wellbeing by SLT and approved by the Governing Body

Revised and adopted by the Governing Body – Autumn Term 2017