

Health & Wellbeing Policy

Aims

Be happy, confident and independent learners who want to achieve their full potential

Be open minded, with understanding and tolerance for others, embracing their own individuality and beliefs whilst respecting all faiths and cultures

Be caring, responsible and moral members of society

Be equipped with the skills needed for life, motivating them and nurturing their aspirations and dreams

Feel safe as we work with parents and carers to ensure the wellbeing of our children

Definitions:

'Children and young people feeling good, feeling that life is going well and feeling able to get on with their daily lives'

'Emotional health and wellbeing is the emotional resilience that enables us to enjoy life and to survive pain, suffering and disappointment. It is a positive sense of wellbeing and an underlying belief in our own worth and of others. Emotional health and wellbeing is embedded in social relations built upon social skills that are developed from birth.' (Elizabeth Hartley-Brewer, 2001)

What is 'good' emotional health and wellbeing in our school?

- The ability to recognise, acknowledge and manage their feelings
- The ability to develop caring and concerns for others
- The ability to develop meaningful, positive and long lasting relationships
- The ability to take responsibility for themselves and make practical decisions

For all in our school

We want our children to:

- Be effective and successful learners.
- Make and sustain friendships.
- Deal with and resolve conflict effectively and fairly.
- Solve problems with others for themselves.
- Manage strong feelings such as frustration, anger and anxiety.
- Be able to promote calm, optimistic states that support the achievement of goals.
- Recover from setbacks and persist in the face of the difficulties.
- Work and play cooperatively.
- Compete fairly and win and lose with dignity and respect for other competitors.
- Recognise and stand up for their rights and the rights of others.
- Understand and value the differences and commonalities between people, respecting the rights of others to have beliefs and values different from their own.

Rationale

The emotional health and well-being of all members of our 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. When a school promotes positive emotional health and wellbeing pupils can better understand and express their feelings. This builds their confidence and emotional resilience and therefore their capacity to learn.

'Supporting Young Minds through Tough Times'

'Supporting Young Minds through Tough Times' is the approach to emotional health and mental wellbeing in Oldham. The framework sets out key actions that schools can take to embed the whole school approach to emotional health and mental wellbeing. There are 8 core principles:

- Management and leadership
- The school ethos and environment
- Curriculum, teaching and learning, student voice
- Student voice
- Staff development, health and wellbeing
- Identifying need and monitoring impact
- Working with parents and carers
- Coordinated support

If the 8 principles are consistently and comprehensively applied across the whole school setting they can have a positive impact on:

- The cognitive development of children, their learning, motivation and sense of commitment and connectedness with learning and with school.
- Staff wellbeing, reduced stress, sickness and absence, improved teaching ability and performance.
- Pupil wellbeing including happiness, a sense of purpose, connectedness and meaning.
- Development of social and emotional skills and attitudes that promote learning, success, wellbeing and mental health, in school and throughout life.
- The prevention and reduction of mental ill health such as depression, anxiety and stress.
- Improving school behaviour, including reduction in low-level disruption, incidents, fights, bullying, exclusions and absence.
- Reducing risky behaviour, such as impulsiveness, uncontrolled anger, violence, bullying and crime.

(Supporting young minds through tough times)

School has completed an audit against these 8 principles and created an action plan to ensure that it is offering the best possible provision.

Graduated response –

School will respond to support in mental health using a graduated response, as advocated in the Oldham Framework:

Stage 1: Universal Support. This is what school offers all children to promote positive mental health. Support is embedded in all classrooms and is part of the whole school approach. Eg. Mindfulness, Daily mile, Worry monsters, PSHE curriculum

Stage 2: Selected support. This is where we put specific interventions into place. These are delivered in school by school staff. Sometimes in consultation with other agencies. Eg. Self esteem groups, 1:1 counselling by specific LSA.

Stage 3: Targeted support. This is where specific interventions are delivered in school by external agencies. School remain involved. Eg. MIND charity, Healthy Young minds.

Children may move around within the different stages depending on their need/improvement.

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:

- Zippy and Apple – mental health program to develop children’s resilience and coping strategies
- Jigsaw – a mindful approach to PSHE
- St Luke’s Golden Rules
- Class codes of conduct
- Clearly identified rewards and sanctions, understood by all.
- Rewarding positive behaviour and achievement through our smiley system
- Positive Growth Mindset
- Setting appropriately challenging tasks.
- Providing a forum for listening and talking,
- Encouraging co-operation and collaboration.
- Developing social competence.
- Encouraging and developing coping strategies and resilience.

The school places emphasis on problem-solving, positive self-assessment, time for reflection, quality feedback and encouragement to participate in school and community events.

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.

We also promote emotional health and wellbeing through our Christian Values which are embedded into all our learning: respect, responsibility, compassion, creativity, forgiveness, generosity, hope, humility, friendship, justice, courage, peace, trust, perseverance, service, truthfulness, wisdom and thankfulness.

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

- Welcome meeting in September – a chance to meet the staff, find out about the organisation and routines and curriculum in each class.
- Either a 15 minute 'Pupil/Parent meetings' in the Autumn or Spring Term (2 per year).
- Parental workshops- phonics, reading, maths, digital safety,
- Annual parental questionnaires sent out by Parent Governors, to help us build on what we do best and identify areas for improvement.
- Involvement in pupil profile plans and reviews for children with special educational needs.
- Inviting parents to school every Friday for smileys of the week and achievements assembly.
- Inviting parents to Christmas Nativities, Carol Service, Harvest and Easter services
- Inviting parents to all social events at school, Christmas Fair, Easter Bingo and end of year shows
- Regular updates on class twitter accounts and 2simple in Reception.

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 SEN children. 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 St Luke's Primary School. Our methods include:

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

Clear policies for Behaviour, Child Protection, Anti-Bullying and Attendance are promoted in school. Together, they provide the foundations for emotional, mental health and wellbeing. Alongside our policies are a range of practices to promote positive mental health;

- A School Council with elected membership from Year 3 –Year 6.
- Head Boy and Girls and Deputy Head Boy and Girl in Year 6
- 2 School Health Champions
- 'random acts of kindness'
- Achievement assemblies.
- A whole school system of rewards for individuals: star writer, star mathematician, class smileys
- Sports Leaders

Where appropriate, our SENCo may become involved to support a child experiencing emotional, mental health and / or behavioural difficulties. If appropriate, the child will be given time to work with our Pastoral Support. 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 St Luke's Primary school. We believe that a well-supported, valued staff with a clear and shared purpose are best placed to provide emotional well-being for children in their care. We follow L.A. guidelines and policies for supporting personnel, including those for harassment, anti-bullying, race equality and managing staff absence.

We have named Governors for mental health and wellbeing (Claire Clark and Margaret Hughes) and a sub-committee which meets to implement and monitor the procedures for supporting emotional wellbeing within our school.

Monitoring and evaluation

Provision across the school is monitored by the Head teacher and the health and well-being committee.

The Head teacher together with members of the health and well-being committee will provide support and advice to members of our school community about the provision and implementation of pastoral care in school. Regular staff meetings and termly full 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.

Designated Mental Health Officer – Emma Dickinson

Health and Well-being Governors –Claire Clark, Margaret Hughes

Pastoral and Safeguarding Lead – Linda O'Hara

Mental Health and Well-being committee – Siobhan Metcalfe, Linda O'Hara, Emma Dickinson

SENCo – Kimberley Connell

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