

Barnfield Primary School

Emotional Health and Wellbeing Policy



**‘Be the best you can be’
DREAM. BELIEVE. ACHIEVE.**

Emotional Health & Wellbeing Policy			
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Review Frequency	Every 2 years	Review Date	Summer 2023
Ratified by Governors	Summer 2021	Website	Yes

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 Barnfield Primary School, the emotional health and wellbeing of our pupils and staff is heart of everything we do.

Our ethos is a caring one, which develops respect, self- esteem and gives a voice for all; we are committed to providing a nurturing and supportive environment for all. We promote a supportive and inclusive ethos, which values parental/carers involvement and contribution.

This policy outlines the ways in which we, as a school care for and nurture the emotional wellbeing of our pupils and staff.

We aim to be a school, which:

- Creates an enthusiastic and engaged learning community; encouraging all to achieve their full potential and always be the best they can.
- Develops the whole child.
- Aspires to be at the heart of our community.

Our holistic approach to learning is underpinned by our core values that aim to unlock every child's intellectual, emotional, social, physical, artistic, creative and spiritual potential. We recognise the importance of developing these attributes in helping to ensure our young people flourish within a broad and balanced setting. Our core values are:

1. Creative me
2. Curious me
3. Healthy me
4. Empathetic me
5. Ambitious me

We aim to be a school where:

- Teaching and Learning is personalised, creative, challenging and fun.
- A sense of mutual respect, care and responsibility is shown for everyone in school through our rules 'ready to learn, respectful and responsible'.
- Everyone in school feels safe, supported, valued and happy.
- All staff are supported through existing policies, procedures, initiatives and through individual pastoral care and advice.

RATIONALE

The emotional health and wellbeing of everyone in the care of Barnfield Primary School is fundamental to our vision and our daily running. We believe it promotes school improvement and success in a multitude of ways:

- Pupils are more engaged with their learning
- Improved standards in all subjects
- More effective teaching
- Parents and carers more involved in school life and learning
- Pupils with high self-esteem and confidence
- Improved behaviour and attendance
- Fewer disengaged pupils
- Lower rates of persistent absence
- Positive and effective relationships between staff and with pupils
- Positive impact on recruitment

We believe that positive emotional health and wellbeing creates happier, motivated staff and pupils who strive to get the most out of life.

PROMOTING EMOTIONAL HEALTH AND WELLBEING

The school promotes and strengthens pupil voice through:

- Year 6 children being elected as cabinet members with the responsibility of leading school council with members of the Leadership Team.
- A democratic process for the election of School Council representatives across the school.
- Regular School Council meetings – minutes taken by children and shared.
- Regular discussions with children through the monitoring cycle.
- Consulting pupils about change and policy development.
- From September 2020, regular interactions with the School Governing Body.
- Allocating a School Council budget from April 2021
- Weekly certificates given to pupils chosen, where appropriate, by their peers.

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

- Parent meetings in the Autumn and Spring Terms
- Having an 'open door policy'
- Parent questionnaires
- Consultation about change and development through questionnaires and special meetings
- Subject Focus Meetings
- Sports and Theme Days
- Involvement in school trips and extracurricular activities
- Regular communication and involvement regarding pupil progress, behaviour and pastoral issues
- Parental workshops, for example, Safer Internet use, developments in the curriculum
- Involvement in School Focused Plan and reviews for children with special educational needs

The school facilitates an enhanced environment for learning through:

- From September 2020, a clear planning cycle to improve the school and classroom environment, 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
- Encouraging positive, caring and constructive relationships.

The school enhances pupil motivation and learning through:

- Consistent support for vulnerable children and those with SEND from learning support, teaching assistants and other agencies where appropriate
- Celebrating successes and achievements in the classroom through consistent use of the recognition board and certificates
- 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 appropriate to pupils' age, ability and level of maturity.

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

- The Personal Development Curriculum which includes Citizenship and PSHE
- Information, advice and guidance on health and development
- A focus on Growth Mindsets alongside developing our core values
- Opportunities for pupil leadership through School council, Eco council, Digital Leaders, Sport Leaders, Playground Buddy, Peer Mediators and School Cabinet
- An emphasis on praise and reward for effort
- Opportunities for reflection and spiritual development through art, literature, RE and Mindfulness

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

- Focus on creating a coaching cultural
- Whole school training events
- Pupil progress meetings held during the school day
- Access to appropriate external training and visits to specialists
- Research based approach to help inform discussions before policy changes
- Consultation in training and support needs through regular review
- Induction training and information for new staff
- Provide additional support at times of particular stress, change and/or difficulty
- Have a responsive and listening culture, reacting quickly to problems
- Maintain contact with staff when they are absent
- Provide opportunities for staff to socialise for all staff to relax and socialise together
- Opportunities to discuss with the Headteacher any issues of worry/concern
- Commitment to continue to implement measures to improve staff wellbeing and enhance staff motivation.

The Headteacher will:

- Ensure the provision of a healthy working environment
- Take responsibility for her work life balance and be aware of the role model they are setting for others
- In collaboration with senior leaders, set positive role models
- Provide pastoral/welfare support for individual staff as required
- Ensure that all staff are treated in a fair, sensitive and confidential manner
- When issues arise, discuss options appropriate to the circumstances
- Support as far as possible any initiatives and recommendations in relation to staff welfare as advised by unions

MONITORING/REVIEW

The Governors and Headteacher are committed to reviewing the impact of the Emotional Health and Wellbeing policy as part of the SIP.

This policy should be used in conjunction with other policies, including, but not restricted to:

- Safeguarding and Child Protection
- Behaviour and Discipline
- Code of Conduct for Staff
- Relationship and Behaviour policy
- Health and Safety
- Intimate Care Policy
- Healthy Eating
- Whistle Blowing Policy