



Lyme Community Primary School

Emotional Health and Wellbeing Policy



Article 3

The best interests of the child must be a top priority in all things that affect children.

Aims and Philosophy

Our school, Lyme Community Primary School, 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. 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 Lyme Community 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

Article 29

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Rationale

The emotional health and well-being of all members of Lyme Community 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.

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.

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

Equality Act 2010

This policy reflects the school's general and specific duties, as detailed in:

- Code of Practice on the Duty to Promote Race Equality 2001, issued by the Commission for Racial Equality (CRE);
- Preparing a Race Equality Policy for Schools (CRE 2002).

It also refers to the Equality Act 2010 which has replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It has consolidated this legislation and also provides some changes that schools need to be aware of:

Race

- The definition of race includes colour, nationality and ethnic or national origins
- Schools need to make sure that pupils of all races are not singled out for different and less favourable treatment from that given to other pupils
- Segregating pupils by race or ethnicity
- Segregation of pupils by race is always direct discrimination. It would thus be unlawful for a school to put children into sets, or into different sports in PE classes, according to their ethnicity

Schools previously had a statutory duty which required them to take proactive steps to tackle racial discrimination, and promote equality of opportunity and good race relations. Under the Equality Act, this has been replaced by the general equality duty and the specific duties.

Religion or belief

The Equality Act defines “religion” as being any religion, and “belief” as any religious or philosophical belief. A lack of religion or a lack of belief are also protected characteristics.

The Equality Act makes it clear that unlawful religious discrimination can include discrimination against another person of the same religion or belief as the discriminator.

- Copies of this policy will be available to meet the needs of people, particularly parents and carers, with different communication needs, such as translation into specific different languages, British Sign Language, Braille, etc.)

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 complement and reflect the overall aims and philosophy of the school. Our approach includes:

- Class charters linked to the UN Convention on the Rights of the Child.
- Clearly identified rewards and sanctions, understood by all.
- 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.

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.

We also promote emotional health and wellbeing through our Values curriculum which aims to develop community values, such as friendship, courage, peace, trust, thankfulness.

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. Regular review of seating arrangements helps to ensure that children gain maximum benefit. We see parental involvement as a vital part of emotional well-health. Regular opportunities exist to promote partnership with parents, including:

- Parents' Evenings in the Autumn and Spring Term.
- Parental workshops- such as SHARE or Family Learning.
- Annual parental questionnaires, to help us build on what we do best and identify areas for improvement.
- F.S. Parental "drop in" sessions each term.
- Involvement in pupil profile plans and reviews for children with special educational needs.
- Inviting parents into school to watch class assemblies/look at their children's work.
- Meetings / Drop In sessions with our Learning Mentor (Mrs Lammond) who is here to support our students' pastoral 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 SEN children and those who are more able.

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 Lyme Community Primary School. Our methods include:

- 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

Whole school approaches to pastoral care are contained in our Behaviour Code. Clear policies for Child Protection, Anti-Bullying and Attendance are promoted in school. Together, they provide the foundations for emotional, mental health and well-being.

Alongside our policies are a range of practices to promote positive mental health;

- Peer mentoring, with 'Peer Listeners'
- A Student Council with elected membership from Y2-Y6.

- Achievement assemblies.
- A whole school system of rewards for individuals: achiever of the week, superstar learner of the week, star number fact student of the week and team points.
- The school has been proud to achieve National Healthy School status and were one of the first schools in St Helens to do so.

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 Learning Mentor. 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 Lyme Community 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.

Monitoring and evaluation

Provision across the school is monitored by the headteacher. The headteacher will provide support and advice to members of our school community about the provision and implementation of pastoral care in school. Regular staff meetings, SLT meetings, Regular Meetings with the SENCo and Learning Mentor, T.A., Dinner duty staff meetings 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.

Policy reviewed: November 2017

Policy to be reviewed: November 2019