



## EMOTIONAL HEALTH & WELL BEING POLICY

### Statement of Intent

When staff and pupils feel good about themselves, they perform better. Personal feelings affect behaviour, motivation, relationships, health and social development.

As such the school aims to develop a curriculum that addresses all aspects of emotional health, both via direct teaching about emotions and feelings as well as by creating a culture that promotes good emotional health.

This policy aims to outline the procedures within our school that develop and promote emotional health and well being.

### Aims

To promote good emotional health and well being for all persons linked to the school, staff, children and parents in order to reduce barriers to engagement in education, learning and performance.

### Objectives

- To provide a curriculum as part of PSCHE which teaches social and emotional skills to children
- To raise staff and parental awareness of the social and emotional aspects of learning (SEAL)
- To promote all aspects of health, both physical and mental, utilising the 5 outcomes of the 'Every Child Matters' agenda
- To develop a cross curricular approach to social and emotional learning
- To provide additional support for those persons who are exhibiting barriers to engagement in education because of issues around emotional health and well being
- To provide a confidential pastoral system for all persons within the school to access at times when they need advice and support
- To work within a variety of agencies to promote emotional health and well being within the school

### Key Personnel – Roles and Responsibilities

- Promoting emotional health and well being is the responsibility of all staff within the school
- The Senior Leadership Team within the school, particularly the Inclusion Manager/SENCO leads it
- The PSCHE Co-ordinator is also responsible for monitoring the social and emotional well being of pupils through SRE, Citizenship and Drugs education
- The Designated Safeguarding Lead/Deputy – attendance, behaviour, pupil progress, SEND and ECM meetings
- Inclusion Manager – 4 areas of the revised code of practice, including emotional regulation and mental health.

### Organisation and Procedures

## Entitlement and Curriculum Organisation

- The teaching of Social, Emotional Aspects of Learning to promote emotional health and well being forms part of the PSCHE
- It is taught as both a discrete subject and with cross curricular links.
- In addition, many other initiatives are used to promote emotional and physical health on an ongoing basis and it forms a key part of the values, culture and ethos of our school
- Children who exhibit barriers to their learning due to poor social and emotional skills and strategies may be referred for additional work with relevant staff using various programmes such as the SEAL Small Group materials. Children may also be referred to other agencies for additional support with this work such as educational psychology, CAMHS and MAST.
- Interventions in school – Friends Facilitator, aspects of nurture and Theraplay, social skills groups, Lego Therapy.

## Staff Emotional Health and Well Being

An emotional healthy school is characterised by an ethos where all staff are aware and feel that they are supported by their Senior Leadership Team.

The leadership team aims to:

- Recognise and celebrate achievements
- Talk to staff about how they feel
- Offer appropriate levels of support including peer support
- Promote work life balance
- Provide opportunities for staff to express opinions and concerns
- Involve colleagues in decision making
- Establish effective systems of communication, lines of accountability and clear expectation of roles and responsibilities

## Teaching and Learning

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities and promoting emotional and health and well-being. Through these opportunities children are able to achieve and meet the objectives outlined earlier, they come from a range of areas including:

- Timetabled SEAL and PSCHE lessons
- Half termly meetings of the School Council and Curriculum Council (Emotional Well-being/Safeguarding Pupil Council)
- All national curriculum subjects
- Assemblies, both teacher led and those prepared and presented by pupils and outside visitors
- Extra- curricular activities and clubs, including Change For Life club, trips and residential visits
- Links with parents and carers
- Links with the community – opportunities for children to meet visitors from the local area and to support the local area and groups
- Visitors to school

- Focus/theme weeks
- Playtimes and lunch breaks
- Green Team
- Playground Leaders
- Peer Mediators
- The Behaviour Policy within the school
- The use of displays

## **Planning**

There are two levels of curriculum planning: long and short term. A long term overview of PSCHE details what units are being taught by which year group and in which term.

Weekly plans show the objectives and how they are being fulfilled

## **Inclusion**

- Children who exhibit barriers to their learning in the form of negative behaviour and or attendance will be referred to relevant staff for additional intervention programmes to support and develop their emotional health and well being.
- The reasons for these behaviours may be wide and varied, anything from sudden changes in personal circumstances such as bereavement and parent separation to low self esteem, to issues around friendships and bullying.
- Programmes of intervention have been developed which are targeted at the needs of the children.
- The school recognises the key role that parents have in partnership with the school in addressing behaviour and attendance at school. Prior to an intervention programme beginning, parents/carers will be contacted and permission to work with the child will be sought. The school will endeavour to work with the parents/carers to share the work and aims of the programme as well as regularly review its impact.
- For all children referred for additional intervention, targets will form part of an Individual Behaviour Plan (IBP). For children who are at risk of exclusion these interventions will form part of a Pastoral Support Programme (PSP). Programmes will be reviewed on a half termly basis.
- Pupil's emotional and well-being status are discussed on a 2 x weekly basis at staff briefings, during termly SEN review meetings, Safeguarding meetings and Pupil Progress Meetings. Parents have the opportunity to discuss their child's emotional and well being status during formal parent evenings and termly SEN review meetings and at any time arranged between school and parents/carers.

## **Assessment, Recording, Reporting, Monitoring and Evaluation**

- Pupil's social and emotional skills are assessed every year using the Baseline SEAL Questionnaire. Any issues around an individual's assessments will be discussed with parents/carers using the school's confidentiality framework.

- Emotional scaling sheets are completed twice daily during registration. Results are collated and are used as appropriate to communicate with parents and outside agencies.
- Children may be assessed if they are referred on to outside support agencies, any results of these assessments will be discussed with parents/carers. Staff also access the TAMHs toolkit using observation and monitoring forms to identify strengths and areas of need, the school also uses the Boxall Profile to assess developmental needs.
- In addition, pupils and parents attitudes to self and school are assessed using questionnaires such as the School Questionnaire completed every two years in order for the school to analyse, on a whole school basis, any issues around emotional health and continue to strive to develop and improve provision.
- In addition pupils views are also sought using the School Council, Curriculum Council Group and questionnaires developed by subject leaders related to new initiatives and focus weeks in school.
- Results on whole school surveys are reported to parents/carers and pupils who are then given the opportunity to feedback.

### **Resource Management – Staff Development**

- Raising staff awareness is key to promoting emotional health and well-being at Nook Lane – use of PDMs
- The needs of individual members of staff – teaching and non-teaching, are identified as a result of the school's performance management programme.
- Staff training needs are audited and staff needs are catered for by training during staff meetings, outside agency support or support from the school's Inclusion Manager, PSCHE Co-ordinator or Senior Leadership Team.
- We aim to provide staff training around issues of emotional health on a regular basis and will keep staff up to date with any new initiatives introduced on a local and national level.

### **Learning Resources**

- Every classroom contains displays which promote emotional health and well being through SEAL work as well as celebrating the achievements of pupils in all aspects of the curriculum.
- Staff access a range of resources – posters, songs, stories and strategies for circle times and social skills groups to support individual, small group and whole class learning.

### **Health and Safety**

- Due to the nature of the work on emotional health and well being, children may at times disclose information that a teacher may need to report.
- Safe practice must be promoted at all times. At the start of any discussion or session children are reminded that there are ground rules for relating to protecting an individuals rights, for example, not discussing personal circumstances in a whole class setting but that there are 1:1 listening opportunities if they wish to discuss something outside of the group'
- Any disclosures by children of a sensitive nature must be reported to the school's Designated Safeguarding Lead/Deputy and these procedures followed as well as referring to the school's confidentiality policy.

### **Related documents:**

- Safeguarding Flowchart
- Intervention Programmes
- Example of SEAL Baseline Questionnaire
- Example of an emotional scaling sheet
- Attendance flowchart
- How to be happy at Nook Lane poster

Policy reviewed - Autumn term 2019

