



EMOTIONAL HEALTH AND WELLBEING POLICY



Landhead Primary School

Emotional Health and Wellbeing Policy.

INTRODUCTION:

The Department of Education for Northern Ireland states,

“Emotional wellbeing is critical in developing a healthy successful school community, including developing a pupil's social, emotional and behavioural skills.”

<http://www.deni.gov.uk/index/support-and-development-2/pupils-emotional-health-and-wellbeing.htm>

At Landhead Primary School, we take the emotional health and wellbeing of our pupils and staff very seriously. Our ethos is a caring one which develops respect, self esteem and gives a voice for all. We recognise that our staff is a very valuable resource and the school is committed to producing a caring and supportive environment which is conducive to the welfare of all staff and which enables them to develop and contribute to their full potential. We promote a supportive and inclusive ethos, which values parental/carer involvement and their contributions.

This policy will outline the ways in which we, as a school, care for and nurture the emotional wellbeing of those in our care.

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;
- A sense of mutual respect, care and responsibility is shown for everyone and everything in school;
- Everyone in school feels safe, supported, valued and happy;
- Staff are supported through existing policies and procedures and through individual pastoral care and advice;
- Parents and carers are supported through existing policies and procedures and the school's network of support;

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- We promote a two way relationship with parents and carers, based on mutual trust, respect and a commitment to improving learning outcomes.

RATIONALE:

The emotional health and wellbeing of everyone in the care of Landhead Primary School is fundamental to our ethos, policies and daily running. We believe emotional health and wellbeing promotes school success and improvement in a multitude of ways, namely:

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 literacy and numeracy.
- 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.
- Better recruitment level.
- Positive and effective relationships with pupils.

We believe emotional health and wellbeing creates happier, more motivated staff and pupils who aim to get more out of life.

PROMOTING EMOTIONAL HEALTH AND WELLBEING

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 School Council;
- Consulting pupils about change and policy development;
- Allocating a School Council budget.
- Dedicated space for pupils' achievements on 'Celebration Board'.
- Research, discussion and participation in the Rights Respecting Schools Programme.

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

- Parents' Teacher Meetings in the Autumn and Spring Term (optional);
- Open door policy --- where teachers are available after school to discuss any aspect of pastoral or curriculum development;
- Parent questionnaires;
- Regular consultation about change and development through questionnaires and special meetings;
- Subject Focus evenings, Sports and Theme Weeks and Concerts/Music Events
- Involvement in school trips and extracurricular activities;
- Regular communication and involvement over pupil progress, behaviour and pastoral issues;
- Parental workshops, for example, ICT (iPads), First Aid, Numeracy (developments in the curriculum and modeling of current practice), Literacy;
- Involvement in Individual Education Plans and reviews for children with special educational needs.

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 expectations about behaviour for learning and social cohesion;
- Encouraging positive, caring and constructive relationships.

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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;
- Celebrating successes and achievements during assemblies and Celebration Board
- A range of challenging opportunities for gifted and talented pupils, such as, independent study, research projects, practical and interactive lessons, peer mentoring;
- 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 such as Circle Time 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, PDMU and PSHE;
- Information, advice and guidance on health and development;
- Opportunities for pupil leadership through school council;
- An emphasis on praise and reward; 'Pupils of the Week', 'Class of the Week', celebration board, classroom prize box, stickers, positive comments etc;
- Buddy bench;
- Opportunities for reflection and spiritual development through art, literature, RE and Take Ten.

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

- Curricular planning time within the school week;
- Whole school training events, including Safeguarding;
- Access to appropriate external training;
- Involving all staff in decision making and proposed change e.g. timing of the school day, frequency of reporting to parents and so on;

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- 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;
- Induction training and information for new staff;
- PRSD/ EPD/ BT systems in place as required to aid in the delivery of their work and managing the expectations of the job;
- Provide additional support at times of particular stress, change and/or difficulty;
- Provide information about and access to supportive services;
- Have an open door listening management system that responds quickly to problems;
- Maintain contact with staff when they are absent for long periods and on returning to school avoiding the situation of payback time and extra workload;
- Provide opportunities for staff to socialise for all staff to socialise and relax together;
- Opportunities to discuss with the Emotional Health and Wellbeing Coordinator/ Principal any issues of concern/worry.

The Principal will:

- Ensure the provision of a healthy working environment;
- Take responsibility for her own work life balance and be aware of the role model they are setting for others to the work life;
- In collaboration with senior staff, 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;
- Liaise, support and direct the Emotional Health and Wellbeing Coordinator;
- When issues arise, discuss options as appropriate to the circumstances; and,
- Support as far as possible any initiatives and recommendations in relation to staff welfare as advised by staff unions, DENI or NEELB as and when appropriate.

MONITORING/REVIEW

The Governors, Principal and Emotional Health and Wellbeing Coordinator are committed to reviewing the impact of the Emotional Health and Wellbeing policy as part of the School Development Plan, taking into account the following aspects:-

- o Motivation
- o Self esteem

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- o Behaviour
- o Anti-bullying
- o Attendance
- o Attainment
- o Teaching

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

- Behaviour & Discipline
- Code of Conduct for Staff
- Health and Well Being Policy
- Safeguarding & Child Protection
- Anti-Bullying
- Health & Safety
- Intimate Care Policy
- Healthy Eating
- Whistle Blowing Policy

