



Glenfall Community Primary School

Emotional Health and Well-Being Policy

This policy should be read in conjunction with:

- Safeguarding Policy
- Anti-bullying Policy
- Behaviour Policy
- Early Help Offer
- Disability Discrimination Act (Equal Opportunities)
- Pupil Premium Policy
- First Aid Policy

Policy review:

Staff reviewer	School Staff
Governor reviewer	Full Governing Body
Policy approval	March 2023
Date approved	2/3/23
Frequency of review	3 years
Date of next review	March 2026

Document history:

Version	Issue date	Summary of changes
1.0		Revised policy
1.1		
1.2		

The emotional health and well-being of all members of Glenfall Community Primary School is fundamental to our philosophy and aims. 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
- 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

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, now and throughout their lives.

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

- Class teaching and reinforcement of our school values
- Clearly identified rewards and sanctions, understood by all
- Rewarding positive behaviour and achievement
- Extra-curricular activities such as Sports, Music, Drama and Dance
- 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
- One to one and group work sessions with our pastoral worker
- Strong links to Philosophy for Children and Growth Mindset

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 see parental involvement as a vital part of emotional well-being. Regular opportunities exist to promote partnership with parents, including:

- Parents' Evenings twice each year
- Staff availability on the school playground each morning for parent queries
- Open door policy for parents to come in to school each morning
- Weekly homework opportunities
- Parental questionnaires, to help us build on what we do best and identify areas for improvement
- Structured conversations and review meetings

Pastoral organisation for pupils

We pride ourselves on the great care that is given to all pupils in our school. Our methods include:

- Recognising and responding positively to a child's emotional and/ or behavioural needs
- Communicating with parents positively and realistically to create a partnership approach to children's emotional health and well-being
- Liaising with appropriate agencies to enlist advice and/or support
- Highly effective Teaching Assistant Support
- Pastoral worker sessions

Alongside the high quality in class pastoral support, we have a skilled and committed Pastoral worker, who works to support individuals and groups throughout the school. Our Pastoral worker liaises closely with the SENCo.

Clear policies for Child Protection, Anti-Bullying and Attendance are promoted in school. Together, they provide the foundations for emotional health and well-being.

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

- Clear transition arrangements
- School Council with elected membership from all year groups
- Reward systems
- A highly effective behaviour policy
- One to one and small group sessions run by the Pastoral Worker
- Pupil voice questionnaire to identify vulnerable children
- Identification and sharing of vulnerable children at Staff Meetings
- Outside school Celebration board in Hall

We actively promote the support that can be provided by a range of agencies. Where appropriate, our SENCo may become involved to support a child experiencing emotional and behavioural difficulties. External agencies such as Trailblazers, CYPS and therapeutic play may be accessed for children