

# HOBBS HILL WOOD PRIMARY SCHOOL

## Emotional Health and Wellbeing (Pupils) Policy

<b>Committee</b>	School Improvement
<b>Author</b>	Hobbs Hill Wood Primary School
<b>Approved By Governing Body</b>	3 July 2024
<b>Frequency of Review</b>	4 years
<b>Next review Date</b>	Summer 2028

### Our Vision

Aiming for excellence; creating equal opportunities for each individual to develop academic and life skills so they can make a positive contribution to their community and become lifelong learners.

### Our Mission

Inspiring confident and independent learners

### Our Values

We believe that children should be able to enjoy the rights and uphold the responsibilities of the school charter.

### School Charter

We have the right to:	We have a responsibility to:
Be safe in school and online	Behave in a safe way
Learn	Listen and try our best
Be supported with our learning	Support and help each other
Be happy, play and have fun	Share, be kind, polite and considerate towards others
Be respected and treated fairly	Be helpful and responsible
A clean and purposeful environment	Recycle and keep the class and school environment tidy
Speak and be heard	Listen and respect each other's opinion

Government guidance 2018 states: Schools have an important role to play in supporting the mental health and wellbeing of their pupils, by developing approaches tailored to the needs of their pupils. All schools are under a statutory duty to promote the welfare of their pupils, which includes preventing impairment of children's health or development, and taking action to enable all children to have the best outcomes.

Hobbs Hill Wood Primary School actively seeks to promote emotional health and wellbeing alongside physical health and helps children to understand their feelings.

### **Definition of Mental Health and Wellbeing**

The World Health Organisation's definition of mental health and wellbeing:

*... a state of wellbeing in which every individual realises their own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to contribute to their community.*

### **Context and Rationale**

Emotional health and wellbeing promote school success and improvement by:

- helping children feel happier, more confident and more motivated; and
- contributing positively to teaching and learning, raising standards, improving attendance and behaviour and involving pupils fully in the operation of the school.

### **Aims of the Policy:**

- happier and more motivated pupils and staff get the most out of teaching and learning
- pupils are more engaged in their learning process
- pupils concentrate and learn better
- more effective teaching and learning
- parents and carers more involved in school life
- pupils and staff with higher self-esteem, self-confidence and resilience
- improved standards in all subjects

### **The school promotes and provides a range of services for pupils:**

- school council to act as pupil voice in decision making
- a caring team of staff and qualified first aiders
- staff trained in emotional wellbeing and identification of low self-esteem or anxiety
- access to a named adult for identified pupils
- planned social, emotional and mental health intervention by a trained professional
- access to a Pupil Support Worker
- access to Mental Health Support Team for both pupils and parents
- counselling sessions
- coordinated transition days for pupils
- welcome sessions and curriculum mornings for parents and carers
- coordinated events to celebrate pupil achievements for pupils, parents and carers
- regular and quality teaching and learning of online safety

### **The school promotes pupil voice through:**

- consistent support for vulnerable children and those with SEND from trained staff
- an exciting and varied range of extra-curricular activities, events and school trips
- a balanced curriculum with opportunities for intellectual, physical and expressive development
- recognition of a range of learning styles by providing varied strategies for learning
- use of Jigsaw materials to raise self-esteem, resilience and confidence levels

### **The school promotes pupil self-esteem and personal development through:**

- recognising that each child is unique and the value each individual brings
- the Jigsaw curriculum that delivers quality learning on staying healthy, sex and relationships and drugs
- opportunities for pupil leadership through team captains, sports leaders, school council and peer activities
- an emphasis on praise through a well-established reward system

- a whole school therapeutic approach to behaviour
- opportunities for reflection in RE and PSHE lessons regularly
- visual positive mind set cues referred to during learning

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

- regular parent and carer mornings
- home school record book
- curriculum mornings
- parent questionnaires
- parent and teacher consultation evenings
- regular communication with parents and identified pupils regarding pastoral issues
- weekly newsletters informing parents of achievements.
- weekly email from class teachers informing parents of learning
- theme weeks
- involvement in school trips
- extracurricular events
- access to learning updates via the website

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

- holding pupil progress meetings
- INSET days for report writing
- whole school training events including safeguarding accessible for all staff
- a comfortable and spacious staffroom
- access to external support regarding their own wellbeing
- staff led social committee
- emails sent only within working hours, and this is modelled by senior leaders
- provision of non-contact time with year group partners allowing for planning, assessment and evaluation
- professional development meetings for all staff
- mentors identified to provide support for all newly qualified teachers
- regular staff forum meetings focussed on specific areas and feedback given to all staff following this
- questionnaires to identify areas to develop wellbeing for staff

**Roles and Responsibility:**

- the promotion of wellbeing and mental health is the responsibility of all staff and school governors
- the senior leadership staff will demonstrate through leadership the importance of this
- the governing body will meet with PSHE leader to regularly monitor the impact of this
- staff will be expected to promote the school ethos through teaching, feedback and behaviour management
- pupils will be made aware of positive strategies through all teaching and the value of their involvement
- parents and carers will be encouraged to take an active role in school life
- a designated member of staff will lead in implementing this scheme

**Monitoring and Reviewing:**

The school will be committed to reviewing the impact of Emotional Health taking into account:

- self-esteem
- behaviour
- attendance
- anti bullying
- attainment
- teaching and learning

**Responsibilities**

- It is the responsibility of all staff to ensure that this policy is followed.

**Equal Opportunities**

- This policy applies to all children regardless of ability, race, gender, religion, social background, culture or disability

**Policy Review**

- This policy will be reviewed by the Head and staff in 2024.