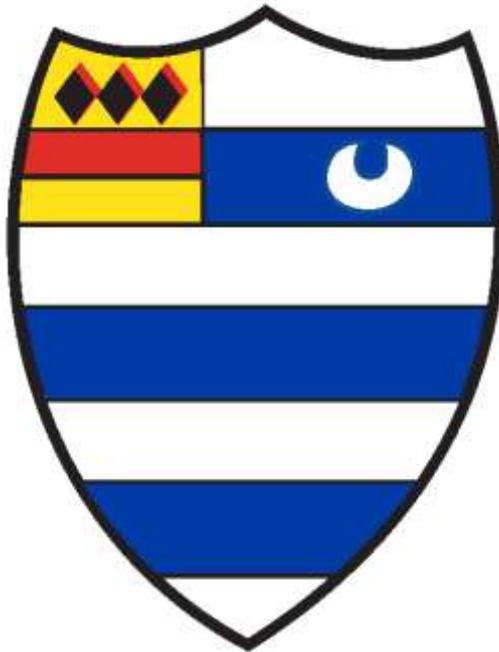


Stanford Junior and Infant School



PUPIL EMOTIONAL / MENTAL HEALTH AND WELL BEING POLICY

*“Living Together,
Learning Together”*

Adopted by governors:	May 2016
Last Review:	October 2019
Approved by Policy Committee:	October 2019
Date of next Review:	March 2022

The National Criteria states:

"A healthy school ensures that when pupils are unhappy, anxious, disturbed or depressed there are open channels for them to seek or be offered support, without stigma and with appropriate confidentiality. A healthy school actively seeks to promote emotional health and well-being and helps pupils to understand their feelings."

At Stanford Junior and Infant School we work towards positive Emotional Health and Wellbeing in the whole of our school community for adults as well as pupils.

Context and Rationale

At Stanford Junior and Infant School, we recognise the vital importance of procedures and practises which lead to a safe environment for every pupil in our care. We understand that there is a need to promote a culture where the safety and wellbeing of our pupils is a collective responsibility. We will provide a comprehensive programme to help develop children's social and emotional skills and wellbeing. This will include:

- A curriculum that integrates the development of social and emotional skills within all subject areas
- Training and development to ensure teachers and practitioners have the knowledge, understanding and skills to deliver this curriculum effectively. The training will include how to manage behaviours and how to build successful relationships
- Support which will help parents or carers develop their parenting skills. This may involve providing information or offering small group- based programmes run by School Nurse, YMM, Learning Mentors or other appropriately trained health or education practitioners. In addition, all parents will be given details of the school's policies on promoting social, emotional wellbeing and preventing mental health problems
- Integrated activities to support the development of social and emotional skills and wellbeing and to prevent bullying and violence in all areas of school life. Classroom-based teaching will be reinforced in assemblies, home learning, PSHE, SMSC lessons as well as during break and lunch times

Aims of this Policy:

Raising aspirations and positive attitudes are central to raising attainment and together they have a huge impact on the atmosphere in and the success of the school. Management decisions which take account of the attitudes and aspirations of the relevant stakeholders such as governors, parents, the community and the pupils, will have the most positive impact. Attitude and Aspiration can be monitored and are a key part of Pupil Voice work. By keeping our focus on health and well-being alongside our other policies, we aim to have:

General

- Happier and more motivated pupils and staff who get more out of life
- **Teaching and Learning**
- Pupils who are more engaged in the learning process
- Pupils who can concentrate and learn better
- More effective teaching and learning
- Parents and carers more involved in school life and learning
- Improved standards in all subjects, including literacy and numeracy

Behaviour and Attendance

- Pupils and staff with high self-esteem, self-confidence, resilience and positive relationships
- Pupil voice- having a say in what happens at school
- Improved achievement, with everyone meeting their full potential
- Positive behaviour choices and Improved attendance

Staff confidence and Development

- Improved morale
- Lower absenteeism
- Children who feel safe whilst at school, whether in class or at playtimes and promote safe practices for outside of school
- Safeguarding procedures that are followed by all adults in school
- Pupils alert to dangers outside the school day and know how to handle them with the minimum risk to themselves
- Safe hand-over arrangements to parents at the end of the school day
- Staff who know where pupils are during the course of the school day and ensure restricted entry to the school building
- An environment where strangers would not go un-noticed in school

Vehicles for Emotional/Mental Health and Well-Being

Pupil voice is promoted and strengthened by a school council which acts as the pupil voice in planning and decision making which is promoted by:

- Democratic election process
- Feedback and marking strategies that encourage dialogue between the teacher and pupil
- Pupil led assemblies
- Timetabled meeting for Pupil Voice members
- Involving pupils in interviews for staff members
- Consulting pupils about change and policy development

The school enhances pupil self-esteem and personal development through:

- Recognising the uniqueness of every individual and the value that individual brings
- The Personal Development Curriculum which includes Citizenship, SMSC and PSHE
- Information, advice and guidance on staying healthy, sex and relationships and drugs
- Sharing successes both in school and out of school in the Friday Celebration Assemblies
- Opportunities for pupil leadership through Pupil Voice, reading partners, play leaders, buddy and helping within school.
- An emphasis on praise and reward through the whole school behaviour system; polite points, team points etc
- Opportunities for reflection and spiritual development through art, literature and the RE curriculum
- A pastoral team staffed with non-teaching Learning Mentors and a qualified mental health first aider plus first aider

- Staff trained in Emotional Coaching and a school awareness of the impact of attachment on pupils
- Access to a key worker as required
- Co-ordinated support from a range of qualified external organisations
- Hook days and transition events
- Supportive care is provided by all staff as and when required.
- First Aid is provided with that extra bit of loving care.

A Context for pupil motivation and learning is facilitated through:

- Enhancing school and classroom layout, facilities and resources
- The development of a strong outdoor learning environment
- A rich learning environment, starting at the door which immerses children in the learning
- Recognises 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
- Consistent support for vulnerable children and those with DSEN from trained teams of pastoral, learning support assistants and other outside agencies where appropriate
- A broad and balanced curriculum with opportunities for intellectual, physical and expressive development
- Regular opportunities for the curriculum to be enhanced through visitors to school, curriculum trips, workshops and themed days
- Using a range of teaching styles
- Encouraging positive, caring and constructive relationships

The school promotes an anti-bullying culture through:

- A strong school ethos which empowers tolerance and respect, including respect for difference and diversity
- High profile of anti-bullying procedures and policy through posters, songs, acting, assemblies anti-bullying week, etc.. Use of SEAL materials
- Active listeners to whom the children may turn
- The involvement of the Learning Mentor team in cases of bullying or suspected bullying.
- Pupil Voice taking a lead in promoting anti-bullying support and information for pupils
- Playground Buddies supported by trained staff and pupils
- Playground leaders who are Y5 pupils, trained to organise group play for other year-groups on a rota basis. They often design their own games and teach them to the other pupils.

Time for a pupil to regulate, reason and repair is provided in each classroom if a particular pupil struggles to handle their own emotions. They are offered the area to use as calm down space when they need it. The pupil will self-regulate and take themselves to the space if they need to. This is usually offered as part of a structured Behaviour Policy. The Behaviour Policy supports positive behaviour with positive reinforcement in many forms, while setting out clear boundaries and sanctions. Pupil understand what will happen to them if they break

the school rules and what will happen if their teachers are pleased with them. A Classroom charter has been created with the pupils, setting out the expectations of them when they are both in the classroom and outside playing. They understand that these expectations are there to keep everyone safe. Pupil questionnaires are used regularly to gather pupil views about how safe they feel in school, so that appropriate steps can be taken if needed. Our code of conduct in both KS1 and KS2 is used and followed by all pupils.

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

- Parent Questionnaires
- Regular communication and involvement over pupil progress in specific meetings, behaviour and pastoral issues
- Regular Stanford Newsletters informing parents of learning focus, events and celebrating the work of the children
- Themed events and Assemblies/Events
- Involvement in school trips and extra-curricular activities

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

- Holding pupil progress meetings, PSP review meetings parental consultation afternoons/evenings
- Whole school training events, including Safeguarding/Prevent accessible for all staff
- Involving all staff in decision making and proposed changes
- Good staffroom facilities and a staff well-being policy
- Access to appropriate external training, including individual support for their own well being
- 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
- The use of mentoring/support to allow staff to learn and develop professionally together
- Professional Development meetings for all staff
- Well-being events for all staff

Supporting children's emotional needs

Our Nurture space 'The Pod' is a specific room used by the Learning Mentors and support staff. This room is a quiet zone that is used to support pupils with any problems they may identify. Pupils are referred to our Learning Mentors, and may need support on their self-confidence, self-esteem etc. Our Learning Mentors support pupils both in group activities but also during break and lunch times. Assessments are completed to show the positive impact they have had on each pupil.

Roles and Responsibilities

1. The promotion of Emotional/Mental Health and Social well-being and raising achievement of all pupils is the responsibility of the whole school staff and governors.
2. The Headteacher and Senior Leadership team will demonstrate through their personal leadership, the importance of this policy, ensure all staff are aware of it and understand their role and responsibility in relation to it.

3. Governors - The Governing Body has adopted this policy and will assess and monitor its impact bi-annually.
4. Staff - Staff will be expected to know that their responsibilities are in ensuring the Policy is implemented. They will be aware of the implications of it for their planning, teaching and learning strategies, management of activities as well as behavioural issues.
5. Pupils will be made aware of how the Emotional/Mental Health and Well-being Policy apply to them as part of the school aims, values and in the curriculum.
6. Parents/Carers will be encouraged to participate fully in implementing it in partnership with the school.

The Staff Handbook, Code of Conduct, Child Protection Policy and Safeguarding Procedure all set out clear expectations of staff and how they are expected to behave and that there is a culture where a breach of policy will be reported to senior staff.

Monitoring and Review

The Governors are committed to reviewing the impact of the Emotional/Mental Health and Well Being Policy as part of the rolling programme, taking into account the following policies and aspects:

- Motivation
- Resilience
- Behaviour Policy
- Anti-bullying Policy
- Attendance Policy
- Assessment Policy
- Teaching and Learning Policy

October 2019

Signed By



Chair of Governors:

Date: October 2019



Headteacher:

Date: October 2019

Review Date	Amendments	Approved Date
May 2016	Prepared & Reviewed Policy	May 2016
October 2019	Reviewed and Amended Policy	October 2019 by Email