



# Higher Failsworth Primary School

## Emotional Health and Wellbeing Policy 2019-2020

**'Working together for an Education for Life.'**

Date Adopted:	November 2019
Date of Review:	November 2021
Staff Member:	Joanne Jervis
Chair of Governors:	Clare Duff

Higher Failsworth Primary School provides a caring, supportive environment in which each individual is valued and respected. We have high expectations for all and aspire to achieve excellence. We feel that all children and young people need the foundation of positive mental health to benefit fully from all of the opportunities available to them.

Everyone experiences life challenges that can make them vulnerable. At times, anyone may need additional support to maintain or develop good mental health.

The mental health of children and young people, adults in schools, parents and carers and the wider whole school community will impact on all areas of development, learning, achievement and experiences.

All children and young people have the right to be educated in an environment that supports and promotes positive mental health for everybody. All adults have the right to work in an environment that supports and promotes positive mental health for everybody.

All schools should offer a learning environment that promotes and enhances positive mental health. A consistent approach means that the school environment and school ethos all promote the mental health of the whole school community.

Healthy relationships underpin positive mental health and have a significant impact.

### **Supporting Young Minds through Tough Times'**

'Supporting Young Minds through Tough Times' is the approach to emotional health and mental wellbeing in Oldham. The framework sets out key actions that schools can take to embed the whole school approach to emotional health and mental wellbeing. There are 8 core principles:

- Management and leadership
- The school ethos and environment
- Curriculum, teaching and learning, student voice
- Student voice
- Staff development, health and wellbeing
- Identifying need and monitoring impact
- Working with parents and carers
- Coordinated support

If the 8 principles are consistently and comprehensively applied across the whole school setting they can have a positive impact on:

- The cognitive development of children, their learning, motivation and sense of commitment and connectedness with learning and with school.
- Staff wellbeing, reduced stress, sickness and absence, improved teaching ability and performance.
- Pupil wellbeing including happiness, a sense of purpose, connectedness and meaning.
- Development of social and emotional skills and attitudes that promote learning, success, wellbeing and mental health, in school and throughout life.
- The prevention and reduction of mental ill health such as depression, anxiety and stress.
- Improving school behaviour, including reduction in low-level disruption, incidents, fights, bullying, exclusions and absence.
- Reducing risky behaviour, such as impulsiveness, uncontrolled anger, violence, bullying and crime.

Named lead for mental health promotion with the expectation that there is support and involvement and an ethos that 'mental health is everyone's business'. The joint leads at Higher Failsworth Primary School are Mrs Forster and Mrs Jervis.

### **Graduated response**

School will respond to support in mental health using a graduated response, as advocated in the Oldham

Framework:

**Stage 1:** Universal Support. This is what school offers all children to promote positive mental health. Support is embedded in all classrooms and is part of the whole school approach. Eg. Breakfast Club, and active club before school, posters and displays around school. Designated areas in school for children to feel safe and at ease, Mindfulness, Daily mile, teacher meet and greet, PSHE curriculum, learning journey through school which recognises the importance of opportunities for all children, Place2Talk, signs and slips all around school for any child to access, lunch time clubs.

**Stage 2:** Selected support. This is where we put specific interventions into place. These are delivered in school by school staff. Sometimes in consultation with other agencies. Self-esteem groups, Sensory club, Place2Be - 1:1 counselling, parent

counselling journey of hope group work, targeted meet and greets, emotional literacy, supportive relationship building, lego therapy.

**Stage 3:** Targeted support. This is where specific interventions are delivered in school by external agencies.

School remain involved. Eg. MIND charity, Healthy Young minds, and Positive Steps.

Children may move around within the different stages depending on their need/improvement.

## **Aims**

### **General**

Happy and motivated pupils and staff who get a lot out of life

### **Teaching and Learning**

Pupils who are engaged in the learning process

Pupils who can concentrate and learn well

Pupils with good standards in all subjects, including English and maths

Good attainment

Effective teaching

Parents and carers 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

Pupils with good behaviour for learning

### **Staff Confidence and Development**

High morale

Low absenteeism

Positive collaborative work between staff

Positive and effective relationships with pupils

## **VEHICLES FOR EMOTIONAL HEALTH AND WELLBEING**

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

- Hygienic toilets which ensure privacy and safety
- Leadership team (Head boy/ girl etc) and School council to represent our children's voice.
- Healthy School Champions.
- Co-ordinated support from a range of external organisations
- Place2 Be drop in sessions, group work, workshops and 1:1 sessions, parent counselling.

**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, displays, assemblies and events
- Active listeners, including assistants and adults other than school staff e.g. governors and volunteers
- Rights Respect Charter.

**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 and leadership team.
- Involving pupils in the interviewing process of new staff members.
- Consulting pupils about change and policy development
- Pupil led assemblies

**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

**The school enhances pupil motivation and learning through:**

- Consistent support for vulnerable children and those with SEND from trained teaching assistants and other agencies where appropriate.
- A range of challenging opportunities for gifted and talented pupils
- 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:**

- Information, advice and guidance on sex and relationships and drugs
- Opportunities for pupil leadership through school council, Year 6 prefects and monitors.
- An emphasis on praise and reward
- Opportunities for reflection and spiritual development through art, literature, PSHME and the RE curriculum
- Forest School activities
- A wide range of extra-curricular activities

**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
- Consultation on training and support needs through regular review

**Roles and Responsibility**

- The promotion of Emotional Health and Mental Well-Being and raising the achievement of all pupils is the responsibility of the whole school staff and governors
- The Headteacher and Senior Leadership Team will demonstrate through their personal leadership the importance of mental health and well-being, ensure all staff are aware of it and understand their role and responsibility in relation to it
- Governors – The Governing body has adopted a whole school approach for mental health and well-being and will assess and monitor its impact
- Staff – Staff will be expected to know what their responsibilities are in ensuring we implement a whole school approach. They will be aware of the implications of it for their planning, teaching and learning strategies, management of activities, as well as behavioural issues
- Pupils – Pupils will be made aware of how the Emotional and Mental Wellbeing applies to them as part of the school aims, values and in the curriculum.
- Parents/Carers – Parents and carers will be encouraged to participate fully in implementing it in partnership with the school

**Monitoring/Review**

The Governors are committed to reviewing the impact of the Emotional Health and Wellbeing policy as part of the rolling programme, taking into account the following aspects:-

- Motivation
- Self-esteem
- Behaviour
- Anti-bullying
- Anti-racism
- Anti-hate
- Anti-sexism
- Anti-homophobia
- Attendance
- Attainment
- Teaching