**Pupil Emotional Health and Pupil Wellbeing Policy**

West Heath Primary School offers a happy, safe and caring environment. Each child is valued as an individual. We encourage a love of learning and promote a child’s natural curiosity through challenges, experiences and opportunities.

We aim to ensure that children in our school will develop the self-esteem, awareness and self-confidence to play an active part in school life and become valuable members of their communities.

**Definitions of wellbeing**

‘Emotional health and wellbeing are the emotional resilience that enables us to enjoy life and to survive pain, suffering and disappointment. It is a positive sense of wellbeing and an underlying belief in our own worth and that of others. Emotional health and wellbeing is embedded in social relations built upon social skills that are developed from birth.’ (Elizabeth Hartley-Brewer, 2001)

**What is ‘good’ emotional health and wellbeing in our school?**

* The ability to recognise, acknowledge and manage feelings
* The ability to develop caring and concern for others
* The ability to develop meaningful, positive and long-lasting relationships
* The ability to take responsibility for themselves and others.

**We want our children to:**

* Be effective and successful learners.
* Make and sustain friendships.
* Deal with and resolve conflict effectively and fairly.
* Solve problems with others and for themselves.
* Manage strong feelings such as frustration, anger and anxiety.
* Recover from setbacks and persist in the face of the difficulties.
* Work and play cooperatively.
* Compete fairly and win and lose with dignity and respect for other competitors.
* Recognise and stand up for their rights and the rights of others.
* Understand and value the differences and commonalities between people.
* Respect the rights of others to have beliefs and values different from their own.

**Rationale**

The emotional health and well-being of all members of our school is fundamental to our philosophy and aims. We believe that when a school promotes positive emotional health and wellbeing, pupils can better understand and express their feelings. This builds their confidence and emotional resilience and therefore their capacity to learn.

There are 8 core principles which reflect our school approach to supporting children with their health and wellbeing:

* Management and leadership
* The school ethos and environment
* Curriculum, teaching and learning
* Pupil 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.
* Staff wellbeing, reduced stress, sickness and absence, improved teaching ability and performance.
* Pupil wellbeing including happiness, a sense of purpose, understanding 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, bullying, exclusions and absence.
* Reducing risky behaviour, such as impulsiveness, uncontrolled anger, violence, bullying and crime.

**Curriculum organisation**

Emotional health and well-being are embedded in our school curriculum. Our school is proactive in its approach and welcomes opportunities to promote emotional health and well-being through the formal and informal curriculum. We use a range of educational and health/ welfare agencies who support our children.

Staff use a variety of methods for ensuring sound emotional health and well-being for children. These complement and reflect the overall aims and philosophy of the school. Our approach includes:

* Acknowledging children for showing our school values.
* Clearly identified rewards and sanctions, understood by all.
* Rewarding positive behaviour and achievement through our Passport to Success.
* Developing positive growth mindset.
* Setting appropriately challenging tasks.
* Providing a forum for listening and talking, e.g. circle time, School Council.
* Encouraging co-operation, and collaboration.
* Developing resilience and empathy.
* Developing the Head, Heart, Hands approach to understanding and self-worth.

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 promote emotional health and well-being through our school values which are embedded in all of our learning. Our school values are  respect, responsibility, collaboration, resilience, empathy, honesty , determination.

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

* Parent consultations in the autumn term and spring term.
* Parent workshops.
* Annual parental questionnaires to help us build on what we do best and identify areas for improvement.
* Involvement in pupil profile plans and reviews for children with special educational needs.
* Inviting parents to special events and performances in school.
* Regular updates on class twitter accounts and Tapestry in Reception.

**Inclusion**

Curriculum provision is based on an understanding that we may need to cater differently for individuals in order to provide equality of opportunity. This approach to equal opportunities is extended to all members of our school community and included in our Equality Policies.

**Pastoral organisation for pupils**

We pride ourselves on the whole school, team approach that is integral to our way of working at West Heath Primary School. Our methods include:

* Recognising and responding positively to a child’s emotional, mental health and/ or behavioural needs.
* Communicating with parents positively and realistically to create a partnership approach to children’s emotional, mental health and well-being.
* Liaising with appropriate agencies to enlist advice and/or support.
* Nurture sessions with the Learning Mentor.

Clear policies for Behaviour, Child Protection, Anti-Bullying and Attendance are promoted in school. Together, they provide the foundations for emotional, mental health and well-being. Alongside our policies are a range of practices to promote positive mental health;

* School Council with elected membership from Y1-Y6
* Attendance awards
* Values Champions nominated by peers
* Passport parties at the end of each half term.

Where appropriate, our SENCO may become involved in supporting a child experiencing emotional, mental health and / or behavioural difficulties. The Learning Mentor will also offer pastoral intervention to children who need emotional health and wellbeing support. Our Family Support Worker will work with parents and outside agencies to ensure that children’s basic needs are met and that safeguarding concerns are addressed.

We recognise the effectiveness of our early intervention approach and our commitment to pastoral care for all children.

**Pastoral organisation for staff**

Pastoral support for all members of the school community is fundamental to the aims and philosophy of West Heath Primary school. We believe that a well-supported, valued staff with a clear and shared purpose are best placed to provide emotional well-being for children in their care.  We follow Local Authority guidelines and policies for supporting personnel, including those for harassment, anti-bullying, race equality and managing staff absence.

**Monitoring and evaluation**

Provision across the school is monitored by the Senior Leadership Team and the PHSE coordinator.

Regular staff meetings, governor visits and termly full governor meetings provide regular opportunities for the quality of care to be evaluated and developed.