

Stanley Crook Primary School

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OUR MISSION: TO TRY OUR BEST, TO TELL THE TRUTH, TO LOOK AFTER EACH OTHER AND THE COMMUNITY

"Pupils' personal development, behaviour and welfare is OUTSTANDING" (Ofsted, 2019)

Pupil Wellbeing Policy

Completed by: Mr D Christie/ Mrs A Kyle

Approved by: Mrs C Lawes

Date Implemented: October 2020

Stanley Crook Primary School is committed to improving outcomes for all pupils



Pupil Health and Wellbeing Policy

'The school's work to promote pupils' personal development and welfare is outstanding.

Pupils are proud and vocal about each other's achievements as well as their own. They are extremely sociable and friendly, delighting in each other's successes. Unbidden, pupils help, encourage and support each other, inside and outdoors. Such altruistic, good manners demonstrate pupils' strong personal, social and moral development. Thoughtful, caring and responsible citizens indeed.

Good emotional health and well-being are actively promoted by staff. Many small acts of kindness are ever-present. Staff and pupils hold doors open for each other. Warm, polite and good-natured interactions brim with mutual respect. Consequently, pupils believe in themselves. They are gracious, confident and well aware of their own role in sustaining the positive ethos that abounds.' (Ofsted, 2019)

Pupil Health and Wellbeing Statement

Stanley Crook Primary School offers a happy, safe and caring environment. We have a unique family atmosphere where each child is valued as an individual. We encourage a love of learning and promote a child's natural curiosity through varying challenges, experiences and opportunities.

At Stanley Crook Primary school, careful analysis and discussion about our pupils' backgrounds, life experiences and culture has helped us to design a curriculum with three key priorities underpinning every subject area. We believe that by focusing on the following key priorities our children will be ready to successfully meet the challenges of the next stage of their education and their lives.

Rationale

The emotional health and wellbeing of all members of our school is fundamental to our philosophy and aims. Our policies and practices are founded in the development and sustenance of a happy, healthy school, where all learning can flourish. 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.

Our curriculum priorities are:

Aspirations – we aim to provide experiences which show children the wide range of possibilities available for their future.

Initiative - we aim to offer experiences which help them to become independent and resourceful learners.

Environment – we aim to provide experiences which help our pupils value their environment and understand their responsibilities towards sustaining their local and global environment.

We have designed and planned our curriculum to offer a range of experiences which contribute to every child receiving a full and rich curriculum. The range of experiences we offer support and champion our culture and ensures that our children benefit from a full range of academic, spiritual, moral, social and cultural activities. These activities enrich their lives and those of our whole school community and make them proud of their British values and diverse society to which belong and play an active part. We are proud that our curriculum gives our children the skills, confidence and self-belief to lead a happy and fulfilled life by encouraging them to aim high and work towards their goals and dreams in life.

At Stanley Crook Primary school, it is our underlying belief that every child should feel valued and experience the feeling of success in a wide range of curriculum areas.

At Stanley Crook Primary school, we place high priority on ensuring children's physical and mental wellbeing are met. We understand that children will not be successful learners unless they are emotionally secure, therefore we carefully design our curriculum and adopt a flexible approach to timetabling to ensure that we can meet and respond to any issues which may arise. Children's physical

and mental wellbeing are as valued and important as academic development.

We carefully monitor children's progress with their personal development and our well planned and thoughtful approach to SMSC helps to ensure that every child is well cared for and supported.

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.

Why is emotional health and wellbeing a priority in our school?

'Children and young people feeling good, feeling that their life is going well and feeling able to get on with their daily lives'

'Emotional health and wellbeing is 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 of others. Emotional health and wellbeing is embedded in social relations built upon social skills that are developed from birth.' (Elizabeth Hartley-Brewer, 2001)

It is important for everyone in our school to have 'good' emotional health and wellbeing, this includes having the skills and ability to:

- recognise, acknowledge and manage their feelings
- develop caring and concern for others
- nurture meaningful, positive and long lasting relationships
- take responsibility for themselves and make practical decisions

We want our children to have the skills and resilience to:

- Be effective and successful learners
- Make and sustain friendships
- Deal with, and resolve conflict effectively and fairly
- Solve problems with others, for themselves
- Manage strong feelings such as frustration, anger and anxiety
- Be able to promote calm, optimistic states that support the achievement of goals
- 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, respecting the rights of others to have beliefs and values different from their own

Core Principles

Through a comprehensive package of support programmes, focused on **our** aims, a whole school framework sets out key actions that can be taken to embed the whole school approach to emotional health and mental wellbeing.

There are 9 core principles:

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

If the 9 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 physical 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

Curriculum organisation

Emotional health and well-being cover a spectrum of activities in school and we have a 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 wellbeing through the formal and informal curriculum.

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

- School Charter
- Class codes of conduct
- Placing pupil voice at the centre of wellbeing planning and provision

- Clearly identified rewards and sanctions, understood by all
- Rewarding positive behaviour and achievement through our house point system
- Positive Growth Mindset (Zippy's and Apple's Friends)
- Setting appropriately challenging tasks.
- Providing a forum for listening and talking (Therapeutic Story Writing, Time 2 Talk)
- Encouraging co-operation and collaboration (Getting Along and Forest Schools)
- Developing social competence (PWA)
- Encouraging and developing coping strategies and resilience (Relax Kids)

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 also promote emotional health and wellbeing through our school values which are embedded into all our learning: respect, responsibility, compassion, creativity, friendship, courage, trust, perseverance, resilience and truthfulness..

Children are grouped in a variety of ways to promote the achievement of their best self. In the classroom, there are opportunities for children to work in both friendship and ability groups. Regular review of seating arrangements helps to ensure that children gain maximum benefit.

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

- Welcome meeting in September – a chance to meet the staff, find out about the organisation and routines and curriculum in each class.
- Termly Parents' meetings in the Autumn, Spring and Summer Terms (1 per term).
- Parental workshops- phonics, reading, maths calculations.
- Annual parental questionnaires, to help us build on what we do best and identify areas for improvement.
- Involvement in pupil support plans and reviews for children with special educational needs.
- Invite parents to assemblies and showcase events to celebrate pupils' achievements assembly.
- Inviting parents to Christmas Nativities, Carol Services, Easter Service and End of Year Services.
- Regular updates on Class Dojo accounts and Tapestry in Reception.

Inclusion

All curriculum policies make reference to inclusion key to our school ethos. 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 Equal Opportunities and Race Equality Policies. These needs include specific policies for SEN children. Differentiation and awareness of a variety of teaching and learning styles are used to provide appropriate curriculum approaches for different children's needs.

Pastoral organisation for pupils

We pride ourselves on the whole school, T.E.A.M. (Together Everyone Achieves More) approach that is integral to our way of working at Stanley Crook 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 wellbeing'
- Liaising with appropriate agencies to enlist advice and/or support.
- Weekly targeted sessions to support pupils in school

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

- A School Council with elected membership from Y1-Y6 (including SEND pupil representation)
- 2 School Health and Wellbeing Champions
- 'random acts of kindness'
- Achievement assemblies
- A whole school system of rewards for individuals: Headteacher Star of the Week, Worker and Writer of the Week, Dojo points and Attendance Awards

Where appropriate, our SENCO may become involved to support a child experiencing emotional, mental health and / or behavioural difficulties. If appropriate, the child will be given time to work with our Social, Emotional and Mental Health and Wellbeing (SEMH) lead, Mrs Kyle. We recognise the effectiveness of our early intervention approach and our commitment to pastoral care for all pupils.

Pastoral organisation for staff

Pastoral support for all members of the school community is fundamental to the aims and philosophy of Stanley Crook 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 L.A. guidelines and policies for supporting personnel, including those for harassment, anti-bullying, race equality and managing staff absence.

We have a named Governor for health and wellbeing (Mrs Hunter) and a sub-committee (Personnel Committee) which meets to implement and monitor the procedures for supporting emotional wellbeing within our school.

Details and information relating to each programme is provided below.




Monitoring and evaluation

Provision across the school is monitored by the Head teacher, Lead Governor, SENCo and SEMH Lead.

The Headteacher together with Governors and staff will provide support and advice to members of our school community about the provision and implementation of pastoral care in school. Regular staff meetings and termly full governor meetings provide regular opportunities for the quality of care to be evaluated and developed.

This policy will be reviewed every year or in light of new legislation regarding child welfare.

Updated October 2020

	Name	Signature	Date
Head teacher/ Pupil Wellbeing Lead	Mr. David Christie/ Mrs. Kyle	 	October 2020
Chair of Governors	Mrs Catherine Lawes		October 2020



SCHOOL MEMBER

