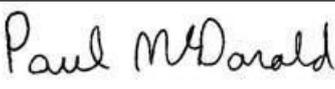




**St Stephen's CofE Primary School
Health & Wellbeing Policy 2018**

DATE APPROVED BY ST STEPHEN'S COFE PRIMARY SCHOOL	18 December 2018		
REVIEW DATE Biennial	December 2020		
SIGNED HEAD TEACHER		DATE	18.2.18
SIGNED CHAIR OF GOVERNORS		DATE	18.12.18



Health & Wellbeing Policy

Our Mission Statement

At St. Stephen's School we believe that every child should have the opportunity to reach their full potential within a happy, stimulating and secure environment. A place where care and respect for each other, their school family and the wider community are paramount.

We believe that every child should be encouraged to achieve the highest standards possible, in an atmosphere where all success, great or small, is properly celebrated. We believe that every child should be taught to accept and understand people with different beliefs, needs and circumstances to their own; enabled to develop morally and spiritually, gaining a growing knowledge of the Christian faith; given confidence to grow in responsibility and independence, equipping them for the challenges that lie ahead.

Our mission - as staff, governors, parents and members of the wider school community - is to make this vision a reality, constantly building each other up in love and learning.

In order to fulfil our vision, the school aims to:

- provide a caring, friendly, disciplined and relaxed atmosphere where the children are happy and attain the highest academic levels possible.
- impart Christian values and maintain a Christian atmosphere, throughout all our school activities.
- develop in the children a sense of self-confidence, self-respect and self-discipline. To help them to recognise the needs of others and to be able to work with others in a spirit of cooperation.
- help children develop an enquiring mind and the ability to make reasoned judgements and choices.
- help them listen with concentration and understanding.
- recognise children's different talents and different needs and to provide appropriate individual learning experiences, within which children will achieve success and gain confidence.
- deliver a broad curriculum, accessible to all children.
- work closely with parents and all others involved with the school in order to achieve these aims.

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.

Rationale

The emotional health and well-being 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. Our Mission Statement 'Building Each Other Up In Love and Learning' is a foundation stone to all our policies. 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.

Definitions:



'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)

What is 'good' emotional health and wellbeing in our school?

- The ability to recognise, acknowledge and manage their feelings
- The ability to understand that there are people who they can talk to when they are in need
- The ability to develop caring and concerns for others
- The ability to develop meaningful, positive and long lasting relationships
- The ability to take responsibility for themselves and make practical decisions for all in our school
- The ability to be resilient in the face of adversity

We want our children to:

- Be happy
- Understand and value the differences and commonalities between people, respecting the rights of others to have beliefs and values different from their own.
- 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.

Supporting Young Minds

By working on wellbeing and emotional health we aim to:

- Support the cognitive development of children, their learning, motivation and sense of commitment and connectedness with learning and with school.
- Increase staff wellbeing, reduced stress, sickness and absence, improved teaching ability and performance.
- Improve pupil wellbeing including happiness, a sense of purpose, connectedness and meaning.
- Support the development of social and emotional skills and attitudes that promote learning, success, wellbeing and mental health, in school and throughout life.
- Prevent and reduce mental ill health such as depression, anxiety and stress.
- Improve school behaviour, including reduction in low-level disruption, incidents of bullying, hate language.



- Reduce risky behaviour, such as impulsiveness, uncontrolled anger, violence, bullying and crime.

Curriculum organisation

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

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.

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:

- A celebration of diversity
- Linking our behaviour to our school values and British values
- Clearly identified rewards and sanctions, understood by all.
- Rewarding positive behaviour and achievement through our Behaviour Policy.
- Teaching children how to keep themselves safe in a variety of situations e.g. online
- Supporting children to understand their place in the world and how to make a good citizen
- Setting appropriately challenging tasks.
- Providing a forum for listening and talking, e.g. circle time or 'Come & Chat with a member of staff'
- Encouraging co-operation and collaboration.
- Developing social competence.
- Encouraging and developing self- regulation, coping strategies and resilience.

The school places emphasis on problem-solving, positive self-assessment, time for reflection, quality feedback and encouragement to participate in school and community events.

Pastoral support for our children

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

- Recognising and responding positively to a child's emotional, mental health and/ or behavioural needs.
- Providing a named adult with whom children can talk. We may put this in place when a child may be experiencing a range of difficult situations – family break downs, bereavement, anxiety, friendship issues, conflict or abuse. We also offer this when the local authority safeguarding team are involved.
- Liaising with appropriate agencies to enlist advice and/or support.
- Providing a programme of mindfulness-based thinking skills is to help children at St Stephen's develop thinking habits and strategies which will enable them to be more relaxed, confident and resilient, both in the short and long term.



- Providing visitors who have expertise in health and well-being to talk to children about keeping themselves safe and what to do when they feel they are at risk.
- A School Council with elected membership from Reception-Y6.
- Anti-bullying Ambassadors
- Other leadership role e.g. sport/ house captains, eco committee
- Achievement assemblies.
- A whole school system of rewards for individuals: house points, merit assemblies
- An annual wellbeing week to support children and staff to recognise stress, anxiety and understand strategies to cope.

Where appropriate, our SENCO or Designated Safeguarding Leads may become involved to support a child experiencing emotional, mental health and / or behavioural difficulties. We recognise the effectiveness of our early intervention approach and our commitment to pastoral care for all.

Pastoral support for staff

Pastoral support for all members of the school community is fundamental to the aims and philosophy of St. Stephen's 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 and the Pay and Personnel committee which meets to implement and monitor the procedures for supporting emotional wellbeing.

Parental Involvement

Parental involvement is a vital part of emotional well-health. 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.
- 10 minute Parents' meetings and an open evening
- Parental workshops
- Annual parental questionnaire to help us build on what we do best and identify areas for improvement.
- Involvement in pupil reviews for children with special educational needs. Opportunities to meet with SENCO.
- Well-being service – a weekly CAHMS visit to support parents with children who have anxiety or challenging behaviour.
- Inviting parents to Christmas Nativities, Class Assemblies, Carol Service, Easter Service and End of Year Service.
- Regular updates on the website, twitter accounts, weekly newsletter and half termly newsletters.
- Signposting to different organisations that will support with mental health and well-being for children.
- Workshops for parents with different health and well-being themes

Inclusion



All curriculum policies make reference to inclusion which is 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.

Monitoring and evaluation

Provision across the school is monitored by the Head teacher and the Pay and Personnel and Ethos committee.

The Head teacher together with members of the committees 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 December 2018