



Emotional health and well-being policy

We work together to create a safe base from which children and adults can develop and flourish. We believe relationships are at the heart of developing that sense of wellbeing and have a culture of mutual respect, empathy and caring for each other.

The emotional health and well-being of all members of Coleridge Primary School is fundamental to our philosophy and aims. We believe that emotional health is closely linked to mental health and that as a school we can encourage resilience and positive development of mental health in childhood. Emotional wellbeing is a key factor in enabling children to achieve their full educational potential and to become responsible individuals, well prepared for life beyond school.

We believe that children who are mentally healthy will be able to:

- Develop psychologically, emotionally, socially, creatively, intellectually and spiritually
- Initiate, develop and sustain mutually satisfying personal relationships
- Become aware of others and empathise with them
- Play and learn
- Develop a sense of right and wrong
- Face challenges, resolve issues and setbacks and learn from them

Parental/Carer involvement

We see parental/carers involvement as a vital part of emotional well-being. We aim to create a partnership approach to children's emotional health and well-being, communicating with parents/carers positively and realistically. We place importance on sharing relevant information with school about the child's home life that may impact on them, and vice versa.

Regular opportunities exist to promote partnership with parents/carers, including:

- Parents' Evenings three times each year
- Staff availability on the school playground each morning for parent queries
- Home/school learning opportunities
- Regular parent curriculum evenings/workshops and coffee mornings
- Parental questionnaires, to help us build on what we do best and identify areas for improvement
- Pastoral organisation for pupils and parents/carers – a school counselling service run by Child psychotherapists - who provide a service for parents, children and staff
- Regular parent surgery appointments with headteacher and/or deputy head teachers

Curriculum

Emotional health and well-being of children is relevant in all activities and lessons at school. Our school is proactive in its approach and welcomes opportunities to promote emotional health and well-being through formal and informal curriculum.

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:

- Nurturing groups, such as Positive Play, Friendship groups, story writing groups
- Class teaching and reinforcement of our school values
- Clearly identified rewards and sanctions, understood by all
- Rewarding positive behaviour and achievement
- Setting appropriately challenging tasks
- Providing a forum for listening and talking, e.g. using either whole class, small group time as a tool for personal, social and health education and citizenship
- Encouraging co-operation and collaboration
- Developing social competence
- Encouraging and developing 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.
- Philosophy for Children (P4C) lessons take place in all year groups and assemblies cover current and relevant topics.
- Outdoor learning and Forest School activities (fostering team work)
- Excellent quality physical exercise lessons
- Promotion of healthy eating and drinking of water
- School assemblies focusing on core values
- Peer support – Bus Stop Buddies, Young Leaders and buddy reading scheme

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.

Additional support

Great care is given to all pupils in our school and all school staff have received training about supporting and nurturing children's emotional well-being. There has also been recent training about attachment theory and working with vulnerable children. Staff are trained to recognise and respond positively to a child's emotional and/or behavioural needs

We liaise with appropriate agencies to enlist advice and/or support, such as CAMHS, Educational Psychologists, school counsellors, Young Minds charity, MindEd and NSPCC.

Whole school approaches to pastoral care are contained in our Behaviours Policy. Clear policies for Child Protection, Anti-Bullying and Attendance are promoted in school. E-safety policy, Sex and Relationships, Personal, Social and Health Education policies are currently being finalised.

Pastoral support for all members of the school community is fundamental to the aims and philosophy of Coleridge 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.

May 2017