



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. As a school we encourage resilience and positive development of mental health in childhood and amongst the school community. Emotional well-being is a key factor in enabling children to achieve their full educational potential and to become responsible individuals, well prepared for life beyond school.

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

We strive to be a school of excellence for the emotional well-being of children and adults. In an ever-changing world it is vital that we ensure we have an emotionally friendly school, where staff have the skills to recognise when a child or adult is struggling and are able to offer appropriate support. The Well-being team meet regularly to discuss concerns, what is working well and decide on next steps for the school and individuals. We also have link governors who meet with members of the Well-being team.

Parental/Carer involvement

We see parental/carers involvement as a vital part of emotional well-being, aiming to build an inclusive community where all parents and carers feel valued. 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:

- Parent/teacher meetings three times each year (additional appointments available on request)
- Staff availability on the school playground each morning for parent queries
- SLT available for appointments to discuss any concerns
- home/school learning opportunities

- parent curriculum evenings/workshops and coffee mornings
- parental questionnaires, to help us build on what we do best and identify areas for improvement
- Well-being support for pupils and parents/carers – a school counselling service run by a child psychotherapist - who provides a service for parents, children and staff – also supervises some trainee psychotherapists at school.
- Well-being reviews - Well-being lead and class teacher (plus any other relevant staff member) offer a Well-being review with parents/carers of a child if adults have noticed the child may be finding an area of school life tricky; this may be if there has been some early trauma in a child's life, a change in a child's home/family situation, concerns about low self-esteem and friendships. The review provides an opportunity to come together and think about the child, discuss and decide how school and home can work together to further support the child.

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, Zones of regulation, Lego Club, Pepper the therapy dog, bee-keeping club and gardening
- 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.
- assemblies cover current and relevant topics and Philosophy for Children (P4C) lessons take place
- 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 training about attachment theory and working with vulnerable children. Staff have received training to recognise and respond positively to a child's emotional and/or behavioural needs, understanding triggers.

Emotional Literacy Support Assistants (ELSA) an intervention programme developed and supported by educational psychologists – four staff are trained ELSAs and they work with children from all year groups who may be struggling emotionally. ELSAs develop and deliver individualised support programmes to meet the emotional needs of children and meet with them for six sessions, or longer if deemed necessary.

External agencies

We liaise with appropriate agencies to enlist advice and/or support, such as CAMHS, social care, Educational Psychologists, Young Minds charity, MindEd and Anna Freud Centre, Grief Encounters, Winston's Wish, NSPCC, PAC-UK, Coram Adoption and Chance UK.

Whole school approaches to pastoral care are referenced in policies and schemes of work that support our ethos; policies for Safeguarding and Child Protection, Online Safety, Behaviour and Anti-Bullying, Attendance, are promoted in school. Our Personal, Social and Health Education scheme of work and Relationships and Sex Education policy have been written by Coleridge staff and are reviewed regularly to ensure coverage of current issues and DfE statutory guidance.

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. Pastoral support for all members of the school community is fundamental to the aims and philosophy of Coleridge Primary School; immediate internal and external support is offered if a member of staff is finding a situation difficult.

Date: May 2021

Review Date: May 2023