



# Coleridge Primary School

## Emotional Health and Well-being Policy

June 2023

Review date: June 2025

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 emotionally and 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 the feelings and viewpoints 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 literate 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 the Well-being team on a termly basis.

### **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
- Therapeutic support for pupils and parents/carers: our school Counselling Service staffed by Child Psychotherapists and a Music Therapist alongside trainees, provides a therapeutic service for parents, children and staff.
- Well-being reviews - Well-being lead practitioner 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 curricula.

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

Our approach includes:

- running Nurture groups
- class teaching and reinforcement of our school values
- clearly identified motivators, 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
- yoga Therapy Groups, Girls Groups and Music Therapy Groups to provide a space for children to learn skills to help self-regulate and connect with peers.
- an 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
- outdoor learning and Forest School activities (fostering team work)
- active Physical Education lessons
- promotion of healthy eating and drinking of water

- school assemblies focusing on the core values of democracy, rule of law, individual liberty, and respect and tolerance of those with different faiths and beliefs, as well as understanding and embracing diversity.
- peer support – Bus Stop Buddies, Year 6 lunchtime helpers, Young Leaders and buddy reading scheme

The delivery of Personal, Social and Health Education (PSHE) and citizenship is fundamental to our promotion of emotional health. Through the planned programmes, 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, trauma informed practice 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 – school has four trained ELSAs, who run 1:1 and small group interventions with the aim of supporting a child in addressing issues and building resilience in: self-esteem, anxiety, friendships, mindset, emotional regulation and social skills
- Our school’s Counselling Service was established over 20 years ago and was one of the first to offer psychotherapy sessions to primary school children and their families in London. It has been an important part of our evolution as a school that takes the wellbeing of its children, families and wider school community seriously. It offers one-to-one therapy for children, parenting sessions, Therapeutic Groups and consultation to staff and professional networks.

### **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 Child Protection and Safeguarding, Online Safety, Behaviour and Anti-Bullying, Attendance, are promoted in school. We follow Kapow for our PSHE scheme of work and Christopher Winters for our Relationships and Sex Education policy

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.