

Rationale

The emotional health and well-being of everyone at Beckstone Primary 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.

We believe that emotional health is closely linked to mental health and that as a school we can encourage positive development of mental health in childhood. We believe that children who are mentally healthy will be able to:

- Develop psychologically, emotionally, creatively, intellectually and spiritually
- Initiate, develop and sustain mutually satisfying personal relationships
- Use and enjoy solitude
- 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

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.

Curriculum organisation

We welcome opportunities to promote emotional health and well-being through the 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:

- Class codes of conduct, developed from our school's Golden Rules
- 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 circle time and Family Groups 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

Our school actively plans for problem-solving, positive self-assessment, time for reflection, quality feedback and encouragement to participate in school and community events.

A range of extra-curricular opportunities exist for children that enable them to extend interests and talents beyond the classroom.

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.

Children are grouped in a variety of ways to promote the achievement of their best. In the classroom, there are opportunities for children to work in both friendship and ability groups, including setting arrangements for literacy and numeracy. Regular review of setting

arrangements helps to ensure that children gain maximum benefit. We see parental involvement as a vital part of emotional well-health. Regular opportunities exist to promote partnership with parents, including:

- Family meetings for the Reception children, in the Summer Term, prior to starting in September.
- Nursery and Reception open mornings/afternoons
- Meet your new teacher evening in September, for KS1 and KS2, a chance to find out about the organisation, pastoral care and curriculum in each year group
- Parents' Evenings in the Autumn and Spring Term
- Annual parental questionnaires, to help us build on what we do best and identify areas for improvement
- Involvement in individual education plans and reviews for children with special educational needs
- Parental "drop in" sessions via the Educational Support Manager

Inclusion

All curriculum policies make reference to inclusion which is a major feature of 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 and those who are more able.

Our Teaching and Learning Policy contains our expectations in planning, the learning environment and teaching strategies. 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 team approach that is integral to our way of working at Beckstone Primary. Our methods include:

- Recognising and responding positively to a child's emotional and/ or behavioural needs
- Communicating with parents positively and realistically to create a partnership approach to children's emotional health and well-being
- Liaising with appropriate agencies to enlist advice and/or support

Whole school approaches to pastoral care are contained in our Behaviour Policy. Clear policies for Child Protection, Anti-Bullying and Attendance are promoted in our school. Together, they provide the foundations for emotional health and well-being.

Alongside our policies are a range of practices to promote well health;

- Peer mentoring, with a Buddy system
- A School Council with elected membership from all year groups
- Good work assemblies
- A whole school system of rewards for individuals; Reward charts, stickers, praise pads, text messaging

Pastoral organisation for staff

Pastoral support for all members of the school community is fundamental to the aims and philosophy of Beckstone Primary. We believe that a well-supported, valued staff with clear and shared purpose are best placed to provide emotional well-being for children in their care. Our line management structure promotes in-house support. We follow county guidelines and policies for supporting personnel, including those for harassment, anti-bullying, race equality and managing staff absence. A clear system of line management exists to monitor and support staff needs. Our school has undertaken the Investors in People and Staff Emotional Health and Well-Being programmes to inform best management practice.

Monitoring and evaluation

Provision across the school is monitored by the Headteacher, PSHE Co-ordinator and the Education Support Manager. The Headteacher will provide support and advice to members of our school community about the provision and implementation of pastoral care in school. Senior Management team meetings and termly governor meetings provide regular opportunities for the quality of care to be evaluated and developed.

Policy Update: September 2016

Policy Review Date September 2017



Emotional Health

&

Wellbeing

Policy