



Grange School Emotional Health and Wellbeing Policy 2020

Our Mission Statement At Grange we 'SHINE'

Succeeding, **H**ardworking, **I**nspiring, **N**urturing, **E**nriching

National Institute for Health and Care Excellence States:

"A healthy school ensures that when pupils are unhappy, anxious, disturbed or depressed there are open channels for them to seek or be offered support, without stigma and with appropriate confidentiality. A healthy school actively seeks to promote emotional health and well being and helps pupils to understand their feelings".

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

Statutory Framework for the Early Years Foundation Stage, Department of Education, 2017

At Grange School we work towards positive Emotional Health and Wellbeing in the whole of our school community for adults as well as children.

Links to other policies

This policy describes the school's approach to promoting positive mental health and wellbeing.

This policy should be read in conjunction with our policies on Safeguarding, anti bullying, SEND, PSHE, SMSC, SRE and our E-safety policy. Links with the School's Building Positive Relationships Policy are especially important because behaviour, whether it is disruptive, withdrawn, anxious or otherwise, may be related to an unmet mental health need.

Definition of mental health and wellbeing

We use the World Health Organisation's definition of mental health and wellbeing: "Mental health is a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community."

CONTEXT AND RATIONALE

Emotional health and wellbeing promotes school success and improvement by:

- contributing positively to priorities such as enhancing teaching and learning, raising standards, promoting social inclusion and improving behaviour and attendance
- involving pupils more fully in the operation of the school helping pupils and staff to feel happier, more confident and more motivated
- helping to meet legal, ethical and curricular obligations Emotional health and wellbeing is central to Grange School ethos.

AIMS

General

- Happier and more motivated pupils and staff who get more out of life, teaching and learning
- Pupils who are more engaged in the learning process
- Pupils who can concentrate and learn better
- Pupils who are able to express a range of emotions appropriately
- Pupils who can make appropriate relationships with others
- Pupils who can cope with the stresses of everyday life
- Improved standards in all subjects, including English and Maths
- Improved attainment
- More effective teaching
- Parents and carers more involved in school life and learning
- Improved behaviour and attendance
- To increase self esteem and confidence
- Pupils who have a say in what happens at school
- Fewer disaffected pupils, disengaged from learning
- Less bullying

Staff Confidence and Development

- Improved morale
- Lower absenteeism
- Better recruitment level
- Positive and effective relationships with pupils

VEHICLES FOR EMOTIONAL HEALTH AND WELLBEING

The school promotes and provides a range of services to pupils:

- Breakfast club is offered in line with government guidance and following the school risk assessment. If it is safe and practical to offer breakfast club we will. If it is not possible to offer breakfast club all pupil premium children and other children that have been identified by our family support worker will have access to a breakfast bar and milk in the classroom. This will ensure that they have all had the opportunity to have breakfast.
- Hygienic toilets which ensure privacy and safety
- Pupil Voice representatives to give all children a voice
- Staff qualified in first aid
- Staff who are available for children to talk to
- Staff trained in wellbeing and trained staff who can deliver the HOPE project
- A full time family support worker

- Regular PSHE sessions and circle times
- Co-ordinated support from a range of external organisations
- Welcome days and transition events

The school promotes an anti bullying culture through:

- A strong school ethos which empowers tolerance and respect, including respect for difference and diversity
- High profile of anti bullying procedures and policy through PSHE lessons, assemblies and events such as national anti bullying week
- Active listeners, including assistants and adults other than school staff to whom a pupil may turn to

The school promotes and strengthens the pupil voice through:

- A democratic process for the election of school council representatives
- Regular meetings for members of the school council
- Involving pupils in interviews for new members of staff
- Consulting pupils about change and policy development

The school promotes the involvement of parents and carers in the life and learning of the school through:

- Parent questionnaires
- Regular consultation about change and development through questionnaires and special meetings
- Subject Focus days, theme Weeks and production/Music Events
- Involvement in school trips and following the government guidance and school risk assessments involvement in extracurricular activities
- Regular communication and involvement over pupil progress, behaviour and pastoral issues

The school facilitates a context for learning through:

- Enhancing school and classroom layout; facilities and resources
- Recognising the background of individual pupils and their physical, social and emotional needs
- Establishing clear rules, routines and expectations about behaviour for learning and social cohesion.
- Encouraging positive, caring and constructive relationships

The school enhances pupil motivation and learning through:

- Consistent support for vulnerable children and those with SEND from trained teams of pastoral, learning support, teaching assistants and other agencies where appropriate.
- A range of challenging opportunities for gifted and talented pupils
- An exciting and varied range of extra curricular events
- A balanced curriculum with opportunities for intellectual, physical and expressive development
- Recognising a range of learning styles
- Encouraging independence in learning
- Using a range of teaching styles such as Circle Time appropriate to pupils' age, ability and level of maturity
- Using the PSHE materials to raise self esteem and confidence levels. The school enhances pupil self esteem and personal development through:
-Personal Development which includes RSE and PSHE

- An emphasis on praise and reward following our school behaviour values
- Opportunities for reflection and spiritual development through art, literature and the RE curriculum

The school enhances staff motivation, learning and professional development through:

- Curricular planning time within the school week
- Whole school training events, including Safeguarding
- Access to appropriate external training
- Involving all staff in decision making and proposed change e.g. timing of the school day, frequency of reporting to parents etc
- Access to the wellbeing station in the staff room
- Consultation on training and support needs through regular review of Roles and Responsibilities
- The promotion of Emotional Health and Social Well Being and raising the achievement of all pupils is the responsibility of the whole school staff and governors.

The school is a member of the 'Every Teacher Matters' project. This supports teachers with their personal and professional growth. The project enables teachers to take control of their wellbeing, look after their mental health and be truly effective in the classroom as well as happier in their personal lives.

We believe that all staff have a responsibility to promote positive mental health, and to understand about protective and risk factors for mental health. Some children will require additional help and all staff should have the skills to look out for any early warning signs of mental health problems and ensure that children with mental health needs get early intervention and the support that they need.

All staff understand about possible risk factors that might make some children more likely to experience problems, such as: physical long-term illness, having a parent who has a mental health problem, death and loss, including loss of friendships, family breakdown and bullying. They should also understand the factors that protect children from adversity, such as self-esteem, communication and problem-solving skills, a sense of worth and belonging.

Any member of staff who is concerned about the mental health or wellbeing of a pupil should speak to the family support worker (Sharon Middleton) in the first instance. If there is a fear that the pupil is in danger of immediate harm, then the normal safeguarding procedures should be followed with an immediate referral to a Designated Safeguarding Lead.

We recognise that many behaviours and emotional problems can be supported within the school environment, or with advice from external professionals. Some children will need more intensive support at times, and there are a range of mental health professionals and organisations that provide support to children with mental health needs and their families.

The Headteacher and Senior Leadership Team – Will demonstrate through their personal leadership the importance of this policy, ensure all staff are aware of it and understand their role and responsibility in relation to it.

Governors – The Governing body has agreed this policy and will monitor its impact.

Staff – Staff will be expected to know what their responsibilities are in ensuring the policy is implemented. They will be aware of the implications of it for their planning, teaching and learning strategies, management of activities, as well as behavioural issues.

Pupils – Pupils will be made aware of how the Emotional and Social Well Being policy applies to them as part of the school aims, values and in the curriculum.

Parents/Carers – Parents and carers will be encouraged to participate fully in implementing it in partnership with the school.

Monitoring/Review

The Governors are committed to reviewing the impact of the Emotional Health and Wellbeing policy as part of the rolling programme, taking into account the following aspects:-

- Motivation, Self esteem, Behaviour, Anti-bullying, Anti-racism, Anti-hate, Anti-sexism, Anti-homophobia, Attendance, Attainment and Teaching.

SEN/Dyslexia

The Governing Body believes that all children, regardless of ability and behaviour, are valued equally at Grange School. SEND children are not viewed as a separate entity but are part of the whole school approach, and different children's needs are recognised and met through varied and flexible provision throughout the curriculum.

In order to meet the needs of all of our children we have achieved the 'Enhanced' Dyslexia Friendly Schools status. We believe that this will not only benefit children with dyslexic tendencies but will also have a significant impact on other pupils whose Literacy skills are not appropriate to their age, as strategies that are good for the dyslexic learner are good for everyone.

As we are part of the Co-operative Multi Academy Trust, we strive to promote the values of:

- **Openness** – we believe in being open and sharing information and ideas to raise the outcomes of children and young people and improve their life chances
- **Honesty** – we act in a professional and respectful manner in our dealings with everyone
- **Social responsibility** – we maximise our impact on those in our communities while minimising our footprint on the world
- **Caring for others** – we treat everyone as we wish to be treated ourselves, understanding that children and young people have one childhood.