



# Emotional Health and Wellbeing Policy

**Revised Autumn 2015- R Fielding**

## St Paul's C of E Primary School Emotional Health and Wellbeing Policy

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### Mission Statement

*The family of St Paul's CE Primary School work together to create a caring, stimulating and happy school environment, in which each individual can develop to his/her fullest potential within the context of Christian values.*

### Introduction

At St Paul's we believe teaching Emotional Health and Wellbeing is a necessary and important part of both pupils' education and staff's welfare. The provision for Emotional Health and Wellbeing should be accessible to every pupil.

We recognise the need for a planned, whole school approach to the teaching of Emotional Health and Wellbeing and this will be addressed through a combination of timetabled teaching time for PSHCE and work covered in a cross curricular way (eg through PE, RE and Science). Cross curricular approaches include opportunities to deliver topics that address Emotional Health and Wellbeing directly, eg Anti-Bullying, along with the underlying element in most other topics including: substance misuse; healthy eating; career aspirations; healthy relationships; and physical activity. We follow a combination of the Lancashire Scheme of Work (Live Well, Learn Well) document and PSHE Association to enhance our teaching.

The PSHE programme will be led by R. Fielding and taught by class teachers or HLTA cover for PPA time. The school will support members of staff delivering PSHE to access appropriate CPD by providing relevant training where necessary.

### What is Emotional Health and Wellbeing education?

PSHCE encompasses all areas designed to promote children's personal, social and health development. It gives children the knowledge, skills and understanding that they need to stay healthy and safe, understand risks and equip them with the necessary skills to make informed decisions. To develop worthwhile relationships, respect differences, develop independence and responsibility, make the most of their own abilities and those of others. The school takes into consideration and addresses staff health and wellbeing by taking on board the Sollihull approach with the intention of giving staff the skills to support each other consistently and effectively in their personal development and professional practice. This provides us with a generic approach and language to support each other and understand how to seek support.

## Aims and Objectives

At St Paul's our Emotional Health and Wellbeing programme aims to assist children and young people to prepare for adult life by supporting them through their physical, emotional and moral development, and helping them to understand themselves, respect others and form and sustain healthy relationships.

Our values include enabling the children:

- To recognise their own worth;
- To work well with others;
- To develop positive relationships and respect for others;
- To understand our common humanity, diversity and differences;
- To know and understand what constitutes a healthy lifestyle;
- To develop safety awareness;
- To be positive and active members of a democratic society;
- To develop self-confidence and self-esteem, and make informed choices regarding personal and social choices;
- To form good relationships with other members of the school and the wider community.

We want our children to: -

- value the achievements they make, and the achievements of others
- make informed choices about dealing with risks and meeting challenges now and in the future.
- decide on values by which they want to live their lives.

## Planning, teaching and learning.

While promoting the values above, we will ensure that pupils are offered a balanced programme by providing a range of teaching and learning styles, including activities such as discussions, role play, games, investigations and problem-solving activities.

St Paul's seeks to provide a safe, secure learning environment for PSHCE/Emotional Health and Wellbeing education that enables children and young people to gain accurate knowledge, develop their own values and attitudes, and develop skills to grow into happy, confident successful adults. In the course of PSHCE/Emotional Health and Wellbeing education lessons, pupils may indicate that they are vulnerable or 'at risk'. All staff have access to the school's safeguarding/child protection policy and have

received training (Autumn term 2015). Staff know to report any relevant information to the designated safeguarding lead in school.

School has appointed Mrs Horrocks to the role of child and family support advisor and Mrs Fortune as Family Support Outreach worker for 47 weeks of the year. This acknowledges the LCC continuum of need in the development and delivery of coordinated, tailor made support packages.

- Our PSHCE scheme of work combines the Lancashire 'Live well, learn well' and the PSHE Association Programme and is taught in discrete lessons.
- We also teach PSHCE through whole school activities and events (such as theme weeks, school trips/visitors into school, Student Leadership groups and residential trips by building confidence, self esteem and resilience which promotes behaviour for learning.
- Attitudes and expectations of behaviour promoted by adults in the school.

A copy of the unit of work for Emotional Health and wellbeing will be provided in the appendix to this policy.

### **How will we assess?**

It is important to recognise that assessment in PSHCE education is not about 'passing or failing', or about behavioural outcomes. Teachers and pupils both need to know that what has been taught has been learned, and that learning is progressing.

In supporting pupils with additional needs, individual assessment tools may be used such as the Boxall Assessment/pupil attitude questionnaires. Behaviour is monitored using an 'ABC' chart as a tool for analysis which informs planning. Other assessments are completed as required on the request of services such as CAMHS, Child counselling services and community paediatrics.

### **Asking and answering of questions**

At St Paul's we believe it is important that children feel able to ask any questions that they wish and that their questions are valued. However, we also understand the need to consider the children's prior learning and readiness of the answers.

If necessary, teachers should be encouraged to feel able to ask the child to wait for an answer to give them time to consult with the school's leadership team (SLT) eg: 'that is a really interesting question and I need a little time to think because I want to give you a really good answer. Staff therefore are able to work with colleagues and SLT to construct an appropriate answer. We also believe it is good practice to have an anonymous question box (ask it basket) where pupils who are not comfortable raising questions in an open setting may ask questions to be responded to at a later date.

## **Foundation Stage**

We teach PSHCE/Emotional health and wellbeing in the Foundation Stage as an integral part of the topic work covered during the year and through day to day key worker time and circle time. We relate the PSHE and Citizenship aspects of the children's work to the areas of learning set out in the Foundation Stage guidance to develop a child's personal, emotional and social development. We also support Citizenship Education in the Foundation stage through other areas of learning such as Knowledge and Understanding and Communication, Language and Literacy. Every child in Reception is allocated a key worker. They meet with their key worker groups to help develop social and emotional skills.

## **SEND, inclusion, equality and diversity**

At St Paul's C of E Primary School, we promote the needs and interests of all pupils, irrespective of gender, culture, ability or aptitude. Our teaching will take into account the ability, age, readiness, and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access PSHCE/Emotional Health and Wellbeing education provision.

We promote social learning and expect our pupils to show a high regard for the needs of others by planning for group activities where appropriate and rewarding children who work well as a team.

We will use PSHE education as a vehicle to address diversity issues and to ensure equality for all by using appropriate resources that celebrate diversity where appropriate and ensuring lessons are inclusive.

## **BRITISH VALUES**

The DfE have recently reinforced the need *“to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”*

The government set out its definition of British values in the 2011 Prevent Strategy. At St Paul's these values are reinforced regularly in many aspects of school life. British values are promoted in the following ways in PSHCE:

### **British values Individual Liberty**

Through their enquiries, children are given the opportunity to explore, gain knowledge and to reach an understanding that people are at liberty to make their own choices. PSHCE promotes the idea that individuals have freedom to choose.

### **Democracy**

Teachers have opportunity to model democracy within the classroom, allowing all children the opportunity to speak, use class voting systems and debates.

### **The rule of law**

The importance of laws, whether they be those that govern the class, the school, or the country and consistently reinforced throughout regular school days, as well as when dealing with behaviour and in worship. This is also regularly incorporated into PSHCE lessons.

### **Mutual respect and tolerance**

This is achieved through enhancing pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Worship and discussions involving prejudices and prejudicebased bullying have been followed and supported by learning in PSHCE.

School initiatives to promote PSHCE/Emotional Health and wellbeing include;

- Start Right at Key Stage 1 (Road safety)
- Free fruit for Key Stage 1 children
- Life Education Van (Drug Awareness- whole school)
- Cycling Proficiency (Year 6)
- Puberty / Sex Education Talks (Year 6 - school nurse)
- BIP programme (Behaviour Improvement Plan)

Pupil involvement includes;

- School council
- Eco Team
- TABs team (The Anti-Bullying School)
- Prefects
- Salad bar helpers
- Play leaders
- School gardening club
- Lead learners
- Involvement in school productions/ class assemblies

### **Working with the wider community**

Appropriate visitors are invited into school to support the teaching of PSHCE/Emotional Health and Wellbeing. The school nurse is available for guidance, advice and support for staff and parents at a point of need. The Life Education Bus is provided to all year groups which covers elements of drug and health education. Members of Rossendale Civic Pride visit school to teach sessions and whole school assemblies. Strong links with St Paul's church support staff, parents and children as needed in times of emotional difficulties. The Rev Julie Barratt is available to offer sensitive support.

### **Confidentiality**

We will ensure confidentiality by adhering to the confidentiality policy [\(please see confidentiality policy\)](#)

This policy supports the following policies: anti bullying, Child protection/safeguarding, drug education, confidentiality, SRE policy, emotional health and well being, online safety and our healthy eating policy.

The policy was agreed by the Governing body in October 2015 and will be reviewed in October 2016