

 Charlton Horethorne CE Primary School	At Charlton Horethorne we learn TOGETHER in friendship and faith to serve our caring Christian community. We will be: Loving, Truthful, Fair, Forgiving, Persevering, Kind and Respectful
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HEALTH AND WELLBEING POLICY

Written: February 2020 Update Due: Spring Term 2023 or as appropriate

Our Mission Statement

The Governors, together with the teaching and support staff of Charlton Horethorne CE Primary School, are committed to educate each pupil to his or her full potential within a happy, secure school environment. High standards of achievement and behaviour are sought from a broad and balanced curriculum taught in an atmosphere which fosters a caring attitude of tolerance and respect between children and their peers, adults and the community.

Aim

At Charlton Horethorne we learn TOGETHER in friendship and faith to serve our caring Christian community.

We will be: Loving, Truthful, Fair, Forgiving, Persevering, Kind and Respectful

Definitions:

‘Children and young people feeling good, feeling that their life is going well and feeling able to get on with their daily lives’

‘Emotional health and wellbeing is the emotional resilience that enables us to enjoy life and to survive pain, suffering and disappointment. It is a positive sense of wellbeing and an underlying belief in our own worth and of others. Emotional health and wellbeing is embedded in social relations built upon social skills that are developed from birth.’ (Elizabeth Hartley-Brewer, 2001)

What is ‘good’ emotional health and wellbeing in our school?

- The ability to recognise, acknowledge and manage their feelings
- The ability to develop caring and concerns for others
- The ability to develop meaningful, positive and long lasting relationships
- The ability to take responsibility for themselves and make practical decisions

- For all in our school

We want our children to:

- Be effective and successful learners.
- Make and sustain friendships.
- Deal with and resolve conflict effectively and fairly.
- Solve problems with others for themselves.
- Manage strong feelings such as frustration, anger and anxiety.
- Be able to promote calm, optimistic states that support the achievement of goals.
- Recover from setbacks and persist in the face of the difficulties.
- Work and play cooperatively.
- Compete fairly and win and lose with dignity and respect for other competitors.
- Recognise and stand up for their rights and the rights of others.
- Understand and value the differences and commonalities between people, respecting the rights of others to have beliefs and values different from their own.

Rationale

The emotional health and well-being of all members of our 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. When a school promotes positive emotional health and wellbeing pupils can better understand and express their feelings. This builds their confidence and emotional resilience and therefore their capacity to learn.

‘Supporting Young Minds through Tough Times’

‘Supporting Young Minds through Tough Times’ is the approach to emotional health and mental wellbeing. . This framework sets out key actions that schools can take to embed the whole school approach to emotional health and mental wellbeing. There are 8 core principles:

- Management and leadership
- The school ethos and environment
- Curriculum, teaching and learning
- Student voice
- Staff development, health and wellbeing
- Identifying need and monitoring impact
- Working with parents and carers
- Coordinated support

If the 8 principles are consistently and comprehensively applied across the whole school setting they can have a positive impact on:

- The cognitive development of children, their learning, motivation and sense of commitment and connectedness with learning and with school.

- Staff wellbeing, reduced stress, sickness and absence, improved teaching ability and performance.
- Pupil wellbeing including happiness, a sense of purpose, connectedness and meaning.
- Development of social and emotional skills and attitudes that promote learning, success, wellbeing and mental health, in school and throughout life.
- The prevention and reduction of mental ill health such as depression, anxiety and stress.
- Improving school behaviour, including reduction in low-level disruption, incidents, fights, bullying, exclusions and absence.
- Reducing risky behaviour, such as impulsiveness, uncontrolled anger, violence, bullying and crime

Curriculum Organisation:

Emotional health and well-being cover the spectrum of activities in school and the range of educational and health/ welfare agencies who support our children. Our school is proactive in its approach and welcomes 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:

- School Vision / Aims / Motto
- Class Charters
- Clearly identified rewards and sanctions, understood by all.
- Rewarding positive behaviour and achievement through our Team Point / Dojo system
- Positive Growth Mindset
- Setting appropriately challenging tasks.
- Providing a forum for listening and talking, e.g. ELSA, Jigsaw, PSA, circle time or additional counsellors or professionals
- 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.

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.

We also promote emotional health and wellbeing through our Christian Values which are embedded into all our learning:

Truthful

‘Tell the truth to each other’ (Zechariah 8.16)

‘God wants us to grow up, to know the whole truth and tell it in love—like Christ in everything. We take our lead from Christ, who is the source of everything we do’ (Ephesians 4.15)

Trust is essential to human life and lies at the heart of all relationships. Trust entails vulnerability, putting yourself in others’ hands. Truthfulness is central to civilised society, to living together in harmony, so it is to be valued and honoured

Loving

Love the Lord your God with all your heart and with all your soul and with all your strength and with all your mind and, Love your neighbour as yourself. (Luke 10. 27)

‘Compassion’ and ‘sympathy’ have much in common and both are stronger in meaning than simply ‘feeling sorry for’ someone. The words have their roots in the idea of ‘suffering with’ someone, putting yourself in someone else’s shoes and experiencing what they experience. This leads to a desire to act, to do something. It is not about ‘doing good’ from a position of strength or ‘remembering those less fortunate than ourselves’. Compassion requires an act of imagination and humility to share in the lives of others.

Fair

‘What does the Lord require of you? To act justly and to love mercy and to walk humbly with your God’ (Micah 6.8)

Justice is not about a culture which encourages everyone to insist on their own rights at the expense of others. It is about a community that knows that everyone’s well-being is bound up with that of everyone else.

A commitment to justice leads to fierce opposition to injustice in whatever form it may be found. Justice means giving all people – particularly the poor and oppressed – what it is right and fair for them to have: life, health, freedom and dignity. It is about acting out of a concern for what is right and seeing right prevail. It is about social justice, especially for those who suffer most and are least able to protect themselves.

Forgiving

‘Forgive us our sins, as we also forgive everyone who sins against us.’ (Luke 11.4)

Forgiveness is fundamental to the character of God. Throughout the Bible, God is described as slow to anger, abounding in love and forgiving sin (Numbers 14:18). Forgiveness cannot be given or received unless it is asked for, and the asking must be genuine and from the heart. Too often ‘sorry’ is said very easily, implying: ‘All I need to do is say I’m sorry and everything will be OK’. Real repentance demands that we take what we have done wrong with the utmost seriousness and have a deep desire not to do it again.

Persevering

I call do all things through Him who strengthens me’ (Philippians 4.13)

Emphasis upon endurance is common in the New Testament where it is linked with patience and suffering. St Paul is certain that endurance is honed by suffering, is character building and is characterised by love (Romans 5:3-4; I Corinthians 4:12 – 13). It is linked with self-control, godliness (2 Peter 1:6) and steadfastness.

At its root, endurance is recognition that life is sometimes difficult and painful, and that it is important not to give up in the face of adversity. Endurance and perseverance are only possible where there is hope and that hope is based on the enduring nature of God’s love and faithfulness. Even Jesus, for all his strength and ability to endure, looked to his disciples to help and sustain him by watching and praying with him (Matthew 26).

Kind and Respectful

'Do to others as you would have them do to you' (Matthew 7.12)

Respect is

Readiness to listen/Everyone being valued/Showing appreciation/Praying for people/Expressing opinions sensitively/Caring for our environment/ Treating property carefully

Christians believe that each person is unique and everyone is special to God. It is important to respect and value difference. When St Peter was writing a letter to his friends who were going through difficult times he said 'Show proper respect to everyone' (1 Peter 2.17)

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. Regular review of seating 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:

- A welcome induction meetings before entry into school within EYFS – a chance to meet staff, find out about the organisation and routines and curriculum in school & a dedicated session linked to School Readiness'
- Either a Parents / Carer meeting or a dedicated SEN meeting Structured Conversation' in the Autumn & Spring Term (*including a Report Card*)
- End of Year - Formal Report
- Parental workshops & Curriculum celebrations (*we call these 'Inspire Mornings'* - e.g. phonics, reading, maths, curriculum & children's work. These also include a 'Parental Forum'
- Bi- Annual Parental Questionnaire (& alternate years Bi-Annual Reception Parental Questionnaire), to help us build on what we do best and identify areas for improvement
- Years 3 & 6 - Parental Information Session - linked to expectations & content of Yr 6 (final year at SPS) & transition into KS2 (Year 3)
- Involvement in pupil support plans and reviews for children with special educational needs.
- Inviting parents to a dedicated Parental Assembly every Friday for them to join the collective worship, Pupil & Role Model of the Week and other achievements (*this includes celebrating achievements from home e.g certificates from hobbies & outside interests / activities*)
- Inviting parents to Christmas Nativities, Carol Services, plays, performances and End of Year Service
- Regular updates on class Dojo accounts, 'Jigsaw' Topic Information and Tapestry in Reception
- Monthly newsletters (*including dates of exciting & inspiring activities*)
- Senior Leader greeting parents & carers both at the start & end of every school day
- A dedicated Parental Support Advisor (PSA) who supports parents & carers in a multitude of ways, including linking with other services & home visits

Inclusion:

All curriculum policies make reference to inclusion key to 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. 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 Charlton Horethorne Primary School. Our methods include:

- Recognising and responding positively to a child's emotional, mental health and/ or behavioural needs.
- Communicating with parents & carers positively and realistically to create a partnership approach to children's emotional, mental health and well-being'.
- Liaising with appropriate agencies to enlist advice and/or support.
- Weekly nurture sessions utilising PSA, ELSA's or other counsellors / professionals

Clear policies for Behaviour, Child Protection, Anti-Bullying and Attendance are promoted in school. Together, they provide the foundations for emotional, mental health and well-being. Alongside our policies are a range of practices to promote positive mental health;

- A School Council with elected membership from Reception-Y6
- A similar Eco Committee
- Year 6 Senior Pupil Programme (*including a Head Boy & Girls voted democratically termly*). These also support the school in many nurturing & role modelling ways
- An 'Intergenerational' programme across Sherborne & the local community
- Numerous 'Random Acts of Kindness' within school & the local community & beyond
- Achievement assemblies.
- A whole school system of rewards for individuals: Pupil of the Week, Role Model of the Week, Team / Dojo points, Houseopoly (*pupils working together within their teams utilising the Team / Dojo points system*)

Where appropriate, our SENCO / ELSA Team / PSA or additional counsellors or other professionals, may become involved to support a child experiencing emotional, mental health and / or behavioural difficulties. If appropriate, the child will be given time to work with our Pastoral Support. We recognise the effectiveness of our early intervention approach and our commitment to pastoral care for all.

Pastoral organisation for staff:

Pastoral support for all members of the school community is fundamental to the aims and philosophy of Charlton Horethorne Primary School. 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. We follow SAST (Sherborne Area Schools Trust) guidelines and policies for supporting personnel, including those for harassment, anti-bullying, race equality and managing staff absence.

We have a named link Governor for health and well-being (called 'Well-being Champion') and within our LGB regularly discuss and monitor procedures for supporting emotional well-being within our school. This includes our members of our LGB interviewing staff annually linked to staff views & well-being.

The staff contains a 'Well-being Champion' who meet at least each termly with the Headteacher

Other ways that Charlton Horethorne Primary School prioritises & supports staff well-being:

- Golden ticket days - allowing staff to enjoy a day off of their choice
- Allowing staff to attend family occasions, events & supporting their families
- Providing a dedicated counselling service (via absent insurance scheme)
- Working as a team to discuss & support our well-being

Monitoring and evaluation:

Provision across the school is monitored by the Head teacher, SLT, SENCO and LGB

The Headteacher teacher together with staff teams above will provide support and advice to members of our school community about the provision and implementation of pastoral care in school. Regular staff meetings and termly full local governor meetings provide regular opportunities for the quality of care to be evaluated and developed.