



### *Our School Vision Statement*

#### *BRINGING LEARNING to LIFE*

*We are a school dedicated to creating an environment where children are able to grow into happy, well-rounded individuals with a love of learning through which they can achieve to the best of their abilities.*

*We want our pupils to enter the wider world as*

- o Happy, positive individuals*
- o Responsible citizens who make a positive contribution*
- o Confident, resilient, healthy & life-long learners.*

Government guidance, Mental Health and Behaviour in Schools, published in March 2015 informs us that one in ten children and young people aged 5 to 16 have a clinically diagnosed mental health disorder and around one in seven has less severe problems. This national criteria states: **"In order to help their pupils succeed, schools have a role to play in supporting them to be resilient and mentally healthy."**

A healthy school actively seeks to promote emotional health and well-being alongside physical health, and helps pupils to understand their feelings".

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

### **CONTEXT AND RATIONALE**

Emotional health and wellbeing promotes school success and improvement by:

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

### **AIMS OF THIS POLICY**

By keeping our focus on health and well-being alongside our other policies we aim to have:

- o Happier and more motivated pupils and staff who get more out of life
- o Pupils who are more engaged in the learning process
- o Pupils who can concentrate and learn better
- o More effective teaching and learning
- o Parents and carers more involved in school life and learning
- o Pupils and staff with high self-esteem, self-confidence and resilience
- o Improved achievement, with everyone meeting their full potential
- o Improved standards in all subjects, including literacy and numeracy
- o Improved morale

- Lower absenteeism
- Good recruitment and retention levels
- Positive and effective relationships for pupils, staff and parents/carers

## **VEHICLES FOR EMOTIONAL HEALTH AND WELLBEING**

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

- School council to act as the pupil voice in planning & decision making
- A pastoral team staffed with non-teaching pastoral assistants and a qualified first aider
- Whole staff trained in Emotion Coaching and a school awareness of the impact of Attachment on pupils
- Access to a key worker as required
- Co-ordinated support from a range of external organisations including the services of a qualified play therapist
- Welcome days and transition events

### **The school promotes and strengthens the pupil voice through:**

- A democratic process for the election of school council representatives
- The use of Philosophy for Children (P4C) strategies
- Feedback and marking strategies that encourage dialogue between the teacher and pupil. This includes regular pupil: teacher conferencing
- Weekly 'talking assembly' for Key Stage 2 children
- Timetabled meeting time for members of the school council
- Regular pupil voice sessions held by members of SLT and subject leaders
- Involving pupils in interviews for members of staff
- Consulting pupils about change and policy development
- Allocating a school council budget
- Pupil led assemblies

### **The school enhances pupil motivation and learning through:**

- Consistent support for vulnerable children and those with SEN from trained teams of pastoral, learning support, teaching assistants and other agencies where appropriate
- An exciting and varied range of extra-curricular events and trips
- A balanced curriculum with opportunities for intellectual, physical and expressive development
- Recognising a range of learning styles and a strong focus on the use of 'Active Teaching Strategies'
- Regular opportunities for the curriculum to be enhanced through visitors to school, curriculum trips, workshops and themed days
- The use of 'Success Plans' for vulnerable pupils (CLA, Pupil Premium) who would not have needs appropriately met through the SEN systems
- Encouraging independence in learning through the use of the 5B's, P4C and the use of children having choice of challenge through *super, mega, ultra*
- Using a range of teaching styles, including P4C appropriate to pupils' age, ability and level of maturity
- Using the SEAL materials to raise self-esteem and confidence levels.

### **The school enhances pupil self-esteem and personal development through:**

- Recognising the uniqueness of every individual and the value that individual brings
- The Personal Development Curriculum which includes Citizenship and PSHE
- Information, advice and guidance on staying healthy, sex & relationships and drugs

- Sharing of successes both in school and out of school in the weekly 'Celebration Assembly'
- Opportunities for pupil leadership through school council, reading partners, play leading, Buddy Groups and student receptionist.
- An emphasis on praise and reward through the whole school behavior system
- Opportunities for pupils to be members of the Children's University through school links via West Herts College
- Opportunities for reflection and spiritual development through art, literature and the RE Curriculum as well as P4C sessions

**The school facilitates a context for learning through:**

- Enhancing school and classroom layout; facilities and resources
- The development of a strong outdoor learning environment
- A rich learning environment, starting at the door with themed doorways, that immerses children in the learning.
- 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 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 corporate posters, assemblies and events such as national anti-bullying week and using SEAL materials
- Active listeners, including assistants and adults other than school staff to whom the victim may turn
- Involvement of the pastoral team in cases of bullying or suspected bullying
- School Council taking a lead in promoting anti-bullying support and information for pupils

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

- Parent questionnaires
- Regular communication and involvement over pupil progress, behaviour and pastoral issues
- Weekly newsletter informing parents of learning focus for the coming week
- Regular feedback and consultation about change and development through questionnaires and parent information meetings
- Theme Weeks and Concerts/ Events
- Involvement in school trips and extracurricular activities

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

- Holding pupil progress meetings, IEP review meetings and at least one parents consultation afternoon within the school day
- Whole school training events, including Safeguarding accessible for all staff
- Involving all staff in decision making and proposed change e.g. timing of the school day
- A comfortable and newly refurbished staffroom with a staff well-being wall
- Access to appropriate external training, including support for their own well being

- Provision of non-contact time with their year group partners to allow for planning, delivery and evaluation of healthy school activities
- Consultation on training and support needs through regular review
- The use of coaching trios to allow staff to learn and develop together, and mentoring to support professional development
- Professional development meetings for all staff

### **Roles and Responsibility**

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

*Governors* – The Governing body has adopted this scheme and will assess and monitor its impact bi-annually.

*Staff* – Staff will be expected to know what their responsibilities are in ensuring the scheme 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
- Teaching