



Emotional Health & Well-being Policy

Approved by Governors on 29 June 2022

Review Committee: Resources

Review: Biannually



Emotional Health & Well-being Policy

Mission Statement

“Love one another as I have loved you” (John, 15)

We believe that Jesus Christ and his Gospel Call – to love God and all people – are at the heart of what we do.

He inspires us, as children of God, to uphold the dignity of each individual.

We strive to develop a community in Christ which fully supports all in achieving their potential – spiritually, academically and personally.

Christ the King's Emotional Health and Well-being Policy helps the students to:

- Develop healthier and safer life styles
- Develop good relationships and respect for others
- Develop confidence and be responsible
- Work to achieve their potential and recognise their talents
- Be prepared to play an active and responsible role in society
- Be prepared to make informed decisions regarding future careers and further education

This policy has been written in consultation with members of the school community. The Emotional Health & Well-being of students is of paramount importance as this directly affects their potential to succeed academically and socially.

What makes a mentally healthy school?

- The school ethos and management style accord value and respect to all members of the school community.
- The school has effective policies on Behaviour, Anti-Bullying, Child Protection, Health & Safety and Equal Opportunities that are consistently implemented.
- A senior staff member has responsibility for co-ordinating/overseeing social inclusion and emotional health
- Students have opportunities to participate in decision making through the Student Council.
- The physical environment is safe, clean, well cared for and attractive
- The school is involved in the local community and members of the local community are involved in the school.
- All students have the opportunity to participate in activities, which encourage a sense of belonging e.g. religious celebrations, assemblies, clubs, teams, charity work, etc.
- The school has good relationships with other professionals and outside agencies.
- Students have opportunities to take responsibility
- All staff have the opportunity for C.P.D.
- There are opportunities for academic and non-academic involvement within the school.
- A staff member undertakes the role of Mental Health Champion and promotes the profile and importance of Mental Health across the school.

What are the attributes of emotionally healthy students?

- Develop physically, emotionally, creatively, intellectually and spiritually
- Develop a sense of right and wrong
- Good self esteem
- Resilience
- The ability to make positive personal relationships
- The ability to face setbacks, cope and learn from them
- The ability to develop appropriate conflict resolution skills
- The desire to learn and reach their full potential
- Physical, emotional, social, personal and spiritual growth
- Become aware of others and empathise with them
- A belief in their ability to cope
- A range of problem solving approaches
- A sense of belonging and wish to be involved in their school
- A sense of being valued as a member of the school community
- Use and enjoy solitude

Aims/Purpose

We seek to provide for spiritual, emotional, moral and physical development, growth and well-being of all students.

In conjunction with the above our aims are:

- To develop the whole person and provide skills to encourage learning for life.
- To address and develop emotional well-being for the whole school community.
- To teach skills and explore attitudes to enable members of the school community to become self aware, manage their feelings and motivation, empathise with others and handle relationships in a positive manner.
- To assist students to be responsible members of the school and wider community.
- To encourage our students to develop self-discipline.
- To develop the potential of each student to the full.
- To be aware of the differing needs of all students.
- To provide an environment where all members of the school community feel valued, welcome and able to contribute
- To create an environment where students can develop in a happy supportive yet hardworking and purposeful atmosphere.

Central to all our aims and implicit throughout our ethos is the belief and purpose that we ensure the students feel safe, happy and valued so that they may all achieve their full potential.

We also promote the Health and Well-being of all our staff.

Curriculum Organisation

Supporting and promoting students' Emotional Health and Well-being is implicit throughout our ethos and aims at Christ the King Catholic High School.

Planned teaching and learning with regard to Emotional Health & Well-being issues takes place as part of the PSHE/Citizenship programme.

Guidelines

- Use opportunities in tutor time, assembly, whole class, small group and use visitors (in line with School Visitor Policy) to deliver the aims.
- Provide students with a variety of learning styles, the opportunity to explore, express and develop those learning styles in conjunction with their preferred style.
- Provide the opportunity to develop an emotionally literate vocabulary in all subjects.
- Develop the Student Council to maintain the opportunity for the 'student voice' to be expressed and considered.
- Inform students of sources of help including confidential help and support from health services.
- Staff follow the Child Protection Policy if a student discloses information including child protection issues.
- All members of the school community should have access to support and be given the opportunity to express and voice concerns.
- Provide opportunities for personal reflection and extra curricular activities.
- Following referral from the school's Pastoral Assistant Headteacher, students have access to a School Counsellor.

School Nurse Pastoral Organisation for students

Christ the King's caring ethos values the pastoral needs of students very highly. All students are placed in a House group under the supervision of their first point of contact, the House Tutor. A Pastoral Assistant Headteacher presides over each House, and a member of the senior leadership team has overall responsibility for the pastoral system. If a particular issue arises regarding the emotional health and well-being of a student, an appropriate member of the pastoral team will deal with it.

Assessments of the students needs are undertaken and a course of action is decided upon and appropriate support given. If issues requiring expertise are required, referrals are made by the Achievement Co-ordinators, Attendance Office/Student Welfare Officer or SENCO to appropriate outside agencies for support or advice. General issues relating to the pastoral needs of students are dealt with through the House Tutors. The Chaplaincy also offers the students the opportunity to come and discuss any issues they may have that affects them both emotionally and spiritually.

Pastoral Organisation for Staff

Christ the King is keen to support staff to reach their potential in their career. Professional development is encouraged and supported with Appraisal meetings. In addition, staff are able to see a member of the SLT for advice, support and encouragement whenever the need arises.

Christ the King is particularly supportive of staff and their personal needs with every effort being made to accommodate for unforeseen circumstances. Staff are supportive of each other and this is implicit throughout our ethos. The Chaplaincy also gives staff the opportunity to discuss issues in an informal way if required as well as to grow spiritually through staff reflection, morning prayer, weekly Chapel time and Mass.

Staff Well-being is a high priority and features in the School Improvement Plan. The process is revised annually, which includes the staff questionnaires being completed.

The school has a member of staff dedicated to the support of student well-being. The Student Council will be proactive in raising awareness about well-being and issues related to mental health.

Use of Visitors and Outside Agencies

- The expertise of outside agencies will be used to support Emotional Health & Well-being as appropriate. These include:
- Social Services
- Special Needs Services
- School Nurse
- School Counsellor

Where appropriate / required, parental involvement and consent will be sought.

Child Protection

The school Child Protection Policy provides clear guidance to staff regarding expected codes of behaviour in dealing with child protection issues. All adults working with or on behalf of young people have a responsibility to protect them.

SEND Provision

All students are entitled to access the whole curriculum at Christ the King Catholic High School. Students with Special Educational Needs are given support to access the curriculum effectively and to develop their full potential. Students with emotional issues are also supported to enable them to cope with the curriculum. Pastoral Support programmes are set up and used when necessary/ appropriate. For further details see SEND Policy.

Roles and Responsibilities

The pastoral care of students is a whole school responsibility.
Staff Well-being and support is a whole school responsibility.

Monitoring and Evaluation

The Emotional Health & Well-being Policy will be reviewed on change by the Governing Body and amended if necessary in order to update it.

The planned teaching and learning of Emotional Health & Well-being issues will be reviewed in consultation with staff and students.

The Headteacher will monitor use of outside agencies.

Students are able to share in the monitoring and evaluation process through the Student Council.

Parents/Carers are able to evaluate and comment on their child's success and happiness at school through parental questionnaires, meetings and Parents Consultation Days.