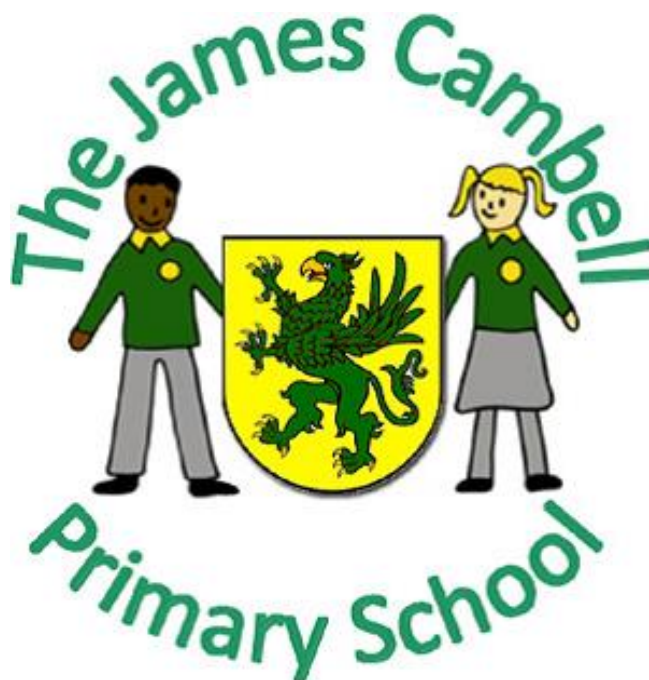


Pupil Emotional Health & Wellbeing Policy



Approved by:	Mr Wilson	Date: 02.2025
Last reviewed on:	February 2025	
Next review due by:	February 2028	

1. Introduction

The Department for Education (DfE) recognises that: “in order to help their pupils succeed; schools have a role to play in supporting them to be resilient and mentally healthy”.

There is good evidence to support this assertion and Ofsted has highlighted that children and young people themselves say that they want to learn more about how to keep themselves emotionally healthy, moreover schools have a duty to promote the wellbeing of students.

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”.

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

Eight principles

The following diagram presents eight principles to promote emotional health and wellbeing in schools and colleges. Each of these principles will be outlined in the following chapters along with a key question and examples of local practice relating to each principle.



2. 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
- Improved standards in all subjects, including literacy and numeracy.
- Improved attainment
- More effective teaching
- Parents and carers more involved in school life and learning

Behaviour and Attendance

- Pupils with high self-esteem and confidence
- Pupils who have a say in what happens at school
- Fewer disaffected pupils, disengaged from learning
- Improved behaviour and attendance
- Less bullying
- Lower rates of absence

Staff Confidence and Development

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

3. Ethos & Environment

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

- Hygienic toilets which ensure privacy and safety
- School council to act as mentors
- Co-ordinated support from a range of external organisations
- Welcome days and transition events
- Safeguarding routines
- Worry boxes in each classroom

The school promotes an anti-bullying culture through:

- A strong school ethos which empowers tolerance and respect, including respect for difference and diversity
- Active listeners, including assistants and adults other than school staff to whom the victim may turn

4. Curriculum Teaching & Learning

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.

- A range of appropriate challenge for all pupils
- 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
- 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 Nurture UK materials to raise self esteem and confidence levels.

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

- The Personal Development Curriculum which includes Citizenship and PSHE
- Information, advice and guidance on sex and relationships and drugs
- Careers advice
- Opportunities for pupil leadership through school council and house captain roles
- An emphasis on praise and reward
- Opportunities for reflection and spiritual development through art, literature and the RE curriculum

5. Pupil Voice

The school promotes and strengthens the pupil voice through:

- A democratic process for the election of school council representatives
- Timetabled meeting time for members of the school council
- Involving pupils in interviews for members of staff
- Pupil led assemblies
- Timetabled votes for schools initiative

6. Identifying and Monitoring Impact

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

7. Working with Parents/Carers

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 evenings, Sports and Theme Weeks and Concerts/Music Events
- Involvement in school trips and 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

8. Targeted Support

Where targeted support is necessary, the school will:

- provide specific help for those children most at risk (or already showing signs) of social, emotional and behavioural problems
- identify and assess in line with the common assessment framework¹ children who are showing early signs of anxiety, emotional distress or behavioural problems
- discuss options for tackling these problems with the child and their parents/carers. Agree an action plan as the first stage of a 'stepped care' approach
- provide a range of interventions that have been proven to be effective, according to the child's needs

9. Monitoring arrangements

This policy will be reviewed every 3 years.

10. Other policies you might want to consider viewing

This policy:

- Behaviour Policy
- SMSC Policy