

Oxford Gardens Primary School
Children's Mental and Emotional Well-being Policy



"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 Oxford Gardens we promote positive Mental Health and Wellbeing in the whole of our school community for adults as well as children. Mental health is how we feel, how we think and how we behave.

Context and Rationale

Emotional health and well-being promotes school success and improvement by:

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

Aims

Through raising awareness of pupils' emotional health and wellbeing we aim to have:

- Happy, motivated pupils who get more out of life
- Pupils with high self-esteem and confidence Teaching and Learning
- Pupils who are engaged and motivated by the learning process
- Pupils who concentrate on tasks and relationships and therefore become better equipped to learn
- Improved standards of progress and attainment across all subject areas
- More effective and reflective teaching
- Parents/carers involved and supportive of school life and learning

Behaviour and Attendance

- Pupils have a say in what happens at school
- Pupils who are concerned for the welfare of others
- High standard of behaviour and improved levels of attendance

Staff Confidence and Development

- Staff with high levels of self-esteem and confidence
- Low rates of absenteeism
- Pleasure and a pride in working at Oxford Gardens
- Positive and effective relationships with pupils

Vehicles for emotional health and wellbeing

Oxford Gardens promotes and provides a range of services for pupils and staff:

- Hygienic toilets which ensure privacy and safety
- Vigilance with respect of school hot meals and healthy lunchboxes
- School Council to respond to children's needs and suggestions
- Play Therapist and Place2Be counsellor available for the well-being of pupils and their families
- Art Therapy available to all children
- HR and Occupational Health advice and support for staff well-being
- Co-ordinated support from a range of external and internal organisations for pupils and staff including, Educational Psychologist, Early Help, Child and Adolescent Mental Health Service, Educational Mental Health Practitioner, School Nurse and Learning Mentors.
- Year 6 prefects and head boy/girl responsibility and care for younger children
- Welcome days and transition events
- Regular contact with the school health team for health checks
- Reward systems for pupils
- Buddy systems

Oxford Gardens promotes an anti-bullying culture through:

- A strong school ethos that promotes tolerance and respect, including respect for difference and diversity
- Highlighting anti-bullying procedures and policy through PSHE lessons
- Participation in National events such as Anti-Bullying Week, Children's Mental Health Week and Safer Internet Day
- Frequent reference to kindness towards others as a reason for achieving the Class Star of the Week
- Active listeners, including support staff and teachers to whom the victim may turn
- Staff induction processes focussing on the Behaviour Policy and rewards

Oxford Gardens promotes and strengthens pupil voice through:

- A democratic process for the election of School Council representatives
- Timetabled meeting time for members of the School Council with the Headteacher
- A democratic process for appointing Head Boy and Head Girl

- Consulting pupils about change and policy development
- Allocating a School Council budget
- Pupil led Class Assemblies

Oxford Gardens promotes the involvement of parents and carers in the life and learning of the school through:

- Regular consultation about change and development through questionnaires
- Regular web updates from the Headteacher
- Termly Parent Consultation Meetings
- Parent Forums to explain processes and procedures e.g. teaching phonics, hearing reading
- Productions to which parents/carers are invited
- Involvement in school trips and extracurricular activities
- Regular communication and involvement over pupil progress, behaviour and pastoral issues

The school facilitates a context for teaching and learning through:

- Enhancing school and classroom layout; facilities and resources
- Recognising and teaching to a range of learning styles
- Recognising the background of individual pupils and their physical, social and emotional needs
- Establishing clear rules, routines and expectations about behaviour, learning and social cohesion
- Encouraging positive, caring and constructive relationships

The school enhances pupil motivation and learning through:

- Consistent support for vulnerable children and those with SEND from trained teams of pastoral, learning support, teaching assistants and other agencies (when appropriate)
- A range of challenging opportunities for gifted and talented pupils
- An exciting and varied range of extra-curricular events and trips
- A balanced curriculum with opportunities for intellectual, physical and expressive development
- Encouraging independence in learning
- Using a range of teaching strategies to enhance well-being, such as drugs education and Circle Time, appropriate to pupils' age, ability and level of maturity
- Using resources and lesson plans to raise self-esteem and confidence levels

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

- Curriculum monitoring time within the school week
- Whole school training events, including Safeguarding
- Access to appropriate external training
- Involving all staff in decision making
- Provision of non-contact time to allow for planning and assessment (PPA)
- Consultation on training and support needs through regular review

Roles and Responsibility

- The promotion of Emotional Health and Wellbeing 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 emotional health and well-being. They will ensure all staff are aware and understand their roles and responsibilities in relation to it.
- Staff will be aware of the implications of emotional wellbeing when planning and teaching lessons, as well as knowing how to employ different learning strategies, manage activities, and approaches to behavioural issues
- 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 within the curriculum
- Parents and carers will be made aware of the policy

Monitoring/Review

- The Governors are committed to reviewing the impact of the Emotional Health and Wellbeing Policy, through considering the following aspects of school life:
- Motivation and self-esteem of children and staff
- Adherence to the Behaviour Policy, Anti-Bullying Policy and system for rewards
- Attendance and punctuality
- Progress and attainment
- Quality of teaching and implementation of school policies and procedures

This policy is reviewed bi-annually by the Pastoral Deputy Headteacher, in consultation with the Head Teacher.

It was adopted/ratified by our school's Governing Body on the _____

Signature of the Chair of Governors (Ms Christine Belwett): _____

Signature of the Head Teacher (Ms Sarah Cooper): _____

Review Date: Autumn 2021

Next Review Date: Spring 2022