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# EMOTIONAL HEALTH AND WELLBEING POLICY

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[Document subtitle]



## Emotional Health & Wellbeing of Children & Young People

We believe that emotional health and well-being (EHWB) is best defined as ‘.....a holistic, subjective state which is present when a range of feelings, among them energy, confidence, openness, enjoyment, happiness, calm and caring, are combined and balanced.’ (Thinking Positively: Emotional Health and Wellbeing in Schools and Early Years Settings (WAG 2009)

By promoting EHWB it helps to ensure ‘happier and more motivated pupils and staff who get more out of school life.’ (National Health School Standard Promoting Emotional Health and Wellbeing)

We believe EHWB makes a direct contribution to school improvement in three main areas:

### Teaching and Learning

- Pupils who are more engaged in the learning process
- Pupils who can concentrate and learn more effectively
- Improved levels of literacy and numeracy
- Improved academic achievements
- Better teaching
- Parents/carers who are more engaged in school life

### Behaviour and Attendance

- Pupils who are more involved in school life and have a say in what happens
- Pupils with higher self-esteem and confidence
- Fewer pupils disengaged from learning and school
- Better behaviour in the classroom and improved attendance
- Less bullying
- Lower rates of truancy, offending and substance misuse
- Lower rates of non-attendance/school phobia

### Staff Recruitment and Retention

- Improved morale
- Lower absenteeism
- Better staff recruitment levels
- Better staff retention levels

(WAG 2009)

We want all our children to say that the things which have had the biggest impact on their emotional wellbeing are:

- having people to talk to;
- personal achievement;
- being praised;

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- generally feeling positive about themselves

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

### **Aims**

- To promote emotional health and well-being in order to ensure happier and more motivated pupils and staff who get more out of school life.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

### **Responsibility for the Policy and Procedure**

#### **Role of the Governing Body**

The Governing Body has:

- appointed a member of staff to be responsible for emotional health and wellbeing;
- delegated powers and responsibilities to the Headteacher to promote emotional health and well-being and to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- make effective use of relevant research and information to improve this policy;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- nominated a link governor to visit the school regularly, to liaise with the Headteacher and the coordinator and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy.

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### Role of the Headteacher

The Headteacher will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
  - work closely with the link governor and coordinator;
  - provide leadership and vision in respect of equality;
  - make effective use of relevant research and information to improve this policy;
  - provide guidance, support and training to all staff;
  - develop, over a period of time, an emotionally healthy school by a whole school approach encompassing eleven criteria namely:
1. Appropriate Policies & Strategies in place:
    - Anti Bullying Policy and Strategy
    - Positive Behaviour Management Policy
    - Appropriate strategies to address; multi-cultural, gender, sexual orientation, sexual exploitation, special needs and health issues which avoid stereotyping and discrimination.
  2. Commitment to whole staff training on mental and emotional health and well-being related issues.
  3. Engagement with, and response to, specific local/national initiatives and environment and social issues.
  4. Mental and emotional and well-being covered by the Foundation Phase, National Curriculum and Personal and Social Education.
  5. Out of school hours learning incorporate activities which are inclusive and promote increased self-esteem and well-being.
  6. Pupil participation.
  7. Staff participation.
  8. School environment, ethos and the informal curriculum.
  9. Involvement of families and community.
  10. Involvement and collaboration with outside statutory and voluntary agencies and individuals.
  11. The development of a health promoting workplace which recognises the importance of support for mental and emotional health and well-being.

(Thinking Positively: Emotional Health and Wellbeing in Schools and Early Years Settings (WAG 2009))

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- undertake an audit of EHWP that looks at:
  - Leadership, management and managing change
  - Policy development
  - Curriculum planning and resourcing
  - Teaching and learning
  - School culture and environment
  - Giving pupils a voice
  - Provision of support for pupils
  - Staff professional development, health and welfare
  - Partnerships with parents/carers and local communities
  - Assessing, recording and reporting pupil achievement

### **Role of the Coordinator**

The coordinator will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher and the nominated governor;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy.

### **Role of the Nominated Governor**

The Nominated Governor will:

- work closely with the Headteacher and the coordinator;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- attend training related to this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy.

### **Role of the Senior Leadership Team**

The Senior Leadership Team will:

- consider EHWP being a priority of the school's development plan;
- provide resources to support this policy;
- monitor the performance of pupils by analysing data and by discussion with class teachers;
- monitor the progress and development of this policy;
- assess the impact of this policy

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### **Role of School Personnel**

School personnel will:

- comply with all aspects of this policy
- undertake appropriate training;
- implement the school's equalities policy and schemes;
- be aware of all other linked policies;
- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
- work in partnership parents and carers keeping them up to date with their child's progress and behaviour at school;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

### **Role of Pupils**

Pupils will:

- be aware of and comply with this policy;
- learn to take pride in their work;
- produce work of a high standard;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- participate fully in all lessons;
- participate in discussions concerning progress and attainment;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- talk to others without shouting and will use language which is neither abusive nor offensive;
- hand in homework properly completed and on time;
- wear correct uniform;
- liaise with the school council;
- take part in questionnaires and surveys.

### **Role of the School Council**

The School Council will be involved in:

- determining this policy with the Governing Body;
- discussing improvements to this policy during the school year;
- organising surveys to gauge the thoughts of all pupils;
- reviewing the effectiveness of this policy with the Governing Body

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### **Role of Parents/Carers**

Parents/carers will:

- be aware of and comply with this policy;
- be encouraged to take an active role in the life of the school by attending:
  - parents and open evenings
  - parent-teacher consultations
  - class assemblies
  - school concerts
  - fundraising and social events
- be encouraged to work in school as volunteers;
- be encouraged to organise after school clubs or groups;
- be asked to take part periodic surveys conducted by the school;
- ensure regular and punctual attendance;
- notify school on the first day of pupil absence;
- have holidays in term time and authorised by school;
- encourage effort and achievement;
- encourage completion of homework and return it to school;
- provide the right conditions for homework to take place;
- hand in homework on time;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school;
- ensure correct school uniform is worn

### **Raising Awareness of this Policy**

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body
- information displays in the main school entrance

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### Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training on induction which specifically covers:
  - All aspects of this policy
  - Curriculum
  - Teaching and Learning
  - Social and Emotional Aspects of Learning
  - Pupil Behaviour and Discipline
  - Anti-Bullying
  - Pastoral Care
  - Equal opportunities
  - Inclusion
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.

### Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

### Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement. (See Policy Evaluation)



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### Linked Policies

▪ Anti-Bullying	▪ Assessment
▪ Curriculum	▪ Equality
▪ Mental Health	▪ Pastoral Care
▪ Pupil Behaviour and Discipline	▪ School Environment
▪ Social and Emotional Aspects of Learning	▪ Teaching and Learning

We believe this policy relates to the following legislation:

- Children Act 1989
- School Standards and Framework Act 1998
- Education Act 2002
- Children Act 2004
- Education and Inspections Act 2006
- Safeguarding Vulnerable Groups Act 2006
- Children and Young Persons Act 2008
- Equality Act 2010
- Education Act 2011
- Children and Families Act 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015

The following documentation is also related to this policy:

- Equality Act 2010: Advice for Schools (DfE)
- Every Child Matters
- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE)
- Primary Social and Emotional Aspects of Learning (DCSF)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)

Date	Review Date	Coordinator	Nominated Governor

<b>Headteacher:</b>		<b>Date:</b>	
<b>Chair of Governing Body:</b>		<b>Date:</b>	

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**Initial Equality Impact Assessment**

Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
			✓	

This policy affects or is likely to affect the following members of the school community (✓)	Pupils	School Personnel	Parents/carers	Governors	School Volunteers	School Visitors	Wider School Community

Question	Equality Groups															Conclusion													
	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Yes	No			
Does or could this policy have a negative impact on any of the following?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS					
		✓			✓			✓			✓			✓			✓			✓			✓			✓			
Does or could this policy help promote equality for any of the following?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS		
	✓			✓			✓			✓			✓			✓			✓			✓			✓				✓
Does data collected from the equality groups have a positive impact on this policy?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS		
	✓			✓			✓			✓			✓			✓			✓			✓			✓				✓

<b>Conclusion</b>	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.
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<b>Preliminary EIA completed by</b>	<b>Date</b>	<b>Preliminary EIA approved by</b>	<b>Date</b>

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**Policy Evaluation**

<b>Points to be considered</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>	<b>Please supply evidence</b>
• Policy annually reviewed				
• Policy in line with current legislation				
• Coordinator in place				
• Nominated governor in place				
• Coordinator carries out role effectively				
• Headteacher, coordinator and nominated governor work closely				
• Policy endorsed by governing body				
• Policy regularly discussed at meetings of the governing body				
• School personnel aware of this policy				
• School personnel comply with this policy				
• Pupils aware of this policy				
• Parents aware of this policy				
• Visitors aware of this policy				
• Local community aware of this policy				
• Funding in place				
• Policy complies with the Equality Act				
• Equality Impact Assessment undertaken				
• Policy referred to the School Handbook				
• Policy available from the school office				
• Policy available from the school website				
• School Council involved with policy development				
• All stakeholders take part in questionnaires and surveys				
• All associated training in place				
• All outlined procedures complied with				
• Linked policies in place and up to date				
• Associated policies in place and up to date				
<b>A statement outlining the overall effectiveness of this policy</b>				

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**Policy Approval Form**

<b>Policy Title:</b>						<b>Date when written:</b>			
<b>Policy written by:</b>						<b>New Policy</b> (✓ or x)	<input type="checkbox"/>	<b>Revised Policy</b> (✓ or x)	<input type="checkbox"/>
<b>Stakeholders consulted in policy production:</b> (✓ or x)	<b>Governors</b>	<b>Senior Leadership Team</b>	<b>Teaching Personnel</b>	<b>Support Personnel</b>	<b>Administrative Personnel</b>	<b>Parents</b>	<b>Pupils</b>	<b>Local Community</b>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Date when approved by Governors:</b>			<b>Date when presented to stakeholders:</b>			<b>Date when implemented:</b>			
<b>Published on:</b> (✓ or x)	<b>School Website</b>			<b>School Prospectus</b>			<b>Staff Handbook</b>		
	<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>		