# Prestbury St Mary's C of E Federation

# Emotional Health and Wellbeing Policy

As a Christian school, our Vision is rooted in the scripture Ecclesiastes 4:9, which advocates that we are better together than we are on our own – "Two are better than one," and we are guided by John 10:10, "I have come that you might have life; life in all its fullness."

We are a happy school

We are TEAM PRESTBURY

"Working Together for Fullness of Life."

At Prestbury St Mary's Federation you will find children growing in mind, body and spirit as they form positive relationships and discover a faith which will sustain them for the future. We want all children within our school to flourish in all areas and relish the experience that we can offer.

At Prestbury St. Mary's Federation, we work towards positive emotional health and well-being in the **widest sense**, for our pupils, staff, parents, governors and our local community.

**Teaching and Learning**

- Pupils who are more engaged in the learning process, as we strive to develop the Prestbury Curriculum and the Prestbury Learner
- Pupils who can concentrate and learn better as we develop their resilience and growth mindset
- Improved standards in all subjects, including literacy and numeracy
- Improved attainment within and at the end of each Key Stage
- More effective teaching, through focused projects and a knowledge based approach
- Parents and carers more involved in school life and learning, through effective communication and a development of the partnership between home and school

**Behaviour and Attendance**

- Pupils with high self-esteem and confidence, an ability to 'bounce back' and learn from mistakes, celebrate their own and each other's success
- Pupils who have a say in what happens at school – pupil voice that leads to real change and action
- Fewer disaffected pupils, disengaged from learning – striving to tailor the curriculum to meet the needs of all learners, with an emphasis on the 'whole curriculum'
- Improved behaviour and attendance, leading to a positive atmosphere and raised standards
- Fewer incidents of bullying – children who feel safe to express themselves and grow without fear

**Staff Wellbeing and Development**

- Improved morale – staff who enjoy being in school
- Positive and effective relationships with pupils
- Positive retention of staff
- Creating an atmosphere where staff can flourish and develop their careers in a safe and inclusive environment

Through our aims, we offer a learning environment that promotes and enhances positive mental health. This consistent approach across the Federation, means that the school environment and school ethos all promote the mental health of the whole school community.

**Prestbury St Mary's Federation promotes a positive environment by:**

- Having a clear and agreed Christian ethos and culture that promotes value and respect to all
- Promoting TEAM PRESTBURY as an inclusive and flourishing environment
- Being actively responsive to children and young people's needs
- Ensuring clear guidelines for internal and external referrals for pupils and parents
- Having links with external agencies to provide access to support and information
- Having a named lead for mental health promotion (the Deputy Head) with the expectation that there is support and involvement and an ethos that 'mental health is everyone's responsibility

**At Prestbury St Mary's Federation, we strive to offer a mentally healthy environment where our children:**

- Have opportunities to participate in activities that encourage belonging and a sense of TEAM
- Have opportunities to participate in decision making through bespoke curriculum projects and learn about and become better at, working together in teams through the Prestbury Learner
- Have opportunities to celebrate academic and non-academic achievements through our Good Work House points, Value House Points and the opportunities to celebrate achievements by presenting to parents (Art and Film Shows), governors (Class Services about Respect) and the local community (invitations to Christmas Productions)
- Have their unique talents and abilities identified and developed through the bespoke Prestbury Curriculum and the opportunities to perform and achieve as part of TEAM Prestbury

- Have opportunities to develop a sense of worth through taking responsibility for themselves and others – our PSHE/JIGSAW curriculum supports this, as well as through the teaching of our six core Christian Values
- Have opportunities to reflect in our class Reflection Areas
- Have access to appropriate support that meets their needs through a carefully planned and bespoke curriculum and targeted interventions
- Have a right to be in an environment that is safe, clean, attractive and well cared for – our extensive building programme is well under way!
- Are surrounded by adults who model positive and appropriate behaviours, interactions and ways of relating at all times. We pride ourselves in our collective positive ethos. We are friends as well as colleagues, who share a passion for offering the best we can for our children and families across the Federation.

**We promote a mentally healthy environment where staff:**

- Have their individual needs recognised and responded to in a holistic way. We value our staff – they are integral to TEAM PRESTBURY
- Have a range of strategies that support their mental health, eg a named person to speak to, signposting via a Mental Health display in the Staffroom, a regular Mindfulness session, held each week in the Junior School
- Have recognition of their work-life balance – we ensure staff have opportunities to enjoy their family life as well as their work life. Staff will ALWAYS be given time to attend their own children's events as well as act sensitively when family difficulties mean time off work
- Have the mental health and well-being of the staff reviewed regularly, through regular meetings (formal and impromptu, and our Performance Management programme)
- Feel valued and have opportunities to contribute to decision making processes through regular meetings and feedback
- Celebrate and recognise success – often via evening events and get togethers!
- Are able to carry out roles and responsibilities effectively, through a clear and measured approach
- Are provided with opportunities for CPD both personally and professionally. We are constantly striving to ensure all staff have opportunities for development. For example, at the moment we have three Lunch Time Supervisors who are training to be Teaching Assistants and we are supporting their programme
- Have their unique talents and skills recognised and opportunities are provided for development and reflection
- Can access proactive strategies and systems to support them at times of emotional needs in both the short term and the long term. Staff know they will be listened to and we will do all we can to meet their needs. We have a climate of value, self-worth and support where open and honest dialogue is paramount to the success of TEAM PRESTBURY

**We promote a mentally healthy environment where parents/carers:**

- Are recognised as partners with the school in promoting and developing their child's mental health
- Are welcomed, included and work in partnership with schools and agencies
- Are provided with opportunities where they can ask for help when needed
- Are signposted to appropriate agencies for support
- Are clear about their roles and expectations of their responsibilities in working in partnership with schools
- Are asked for their opinions and ideas which can help the school to develop and improve further – see our latest Parent/carer Questionnaire

**A mentally healthy environment is a place where the Governors:**

- Are involved in promoting positive mental health
- Monitor the School as it develops its role in promoting positive mental health
- Contribute towards the ethos of the school by attending meetings, offering support and advice to staff (particularly the SLT) and attending key school events throughout the year

**We promote Health and Wellbeing for our children by providing:**

- A clean and safe school where children feel cared for – in our most recent Parent Questionnaire 100% of parents agreed or strongly agreed with the question – My Child Feels Safe At School
- School council have a voice which can genuinely change and affect school plans and developments. They meet regularly with their classmates so that all children have a voice
- A pastoral ELSA trained member of staff who has dedicated time throughout the week, to work with children who need support
- Seven qualified first aiders in school
- Co-ordinated support from a range of external organisations
- Welcome days and transition events. We ensure information about every child is passed on to the next teaching team and there is no break in their mental health support (the child and the family)

**We promote an anti-bullying culture through:**

- A strong school ethos which empowers respect, honesty, perseverance, forgiveness, love and responsibility
- A high profile of anti-bullying procedures and policy through posters, assemblies and events such as national anti-bullying week and using appropriate materials
- Implementing our Peer on Peer Abuse policy – agreed and followed by all stakeholders
- Active listeners, including assistants and adults other than school staff to whom the child may turn
- A Restorative Practices approach led by the Executive Headteacher, where every voice is heard and listening to others and empathy is encouraged

**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 – including recruiting members of the SLT
- Consulting pupils about change and policy development
- Allocating a school council budget to be spent on projects agreed to in consultation with all children
- Pupil involvement in School Services

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

- Parent questionnaires – the most recent one (November 2019)
- 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 visits and extracurricular activities
- Regular communication and involvement over pupil progress, behaviour and pastoral issues

**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 challenging opportunities to support more able pupils
- An exciting and varied range of extra-curricular events and visits, including residential visits
- A balanced and innovative curriculum with opportunities for intellectual, physical and expressive development
- Recognising a range of learning styles and a focus on Quality First Teaching
- Encouraging independence in learning with a Growth Mindset approach
- Using a range of teaching styles appropriate to child's age, ability and level of maturity

**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 as part of TEAM PRESTBURY
- Encouraging positive, caring and constructive relationships
- Planning context driven community projects which promote independence, team work and learning for purpose

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

- The Prestbury Learner which includes personal development, team work training and an innovative PSHE programme (Jigsaw)
- Information, advice and guidance on sex and relationships and drugs, appropriate for the Key Stage
- Opportunities for pupil leadership through school council and leading Charity events
- An emphasis on praise and reward
- Opportunities for reflection and spiritual development particularly through the RE Curriculum but encompassing all other curriculum areas

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

- Dedicated Curricular planning time as part of our ongoing INSET training and weekly meetings
- Whole school training events, including Safeguarding and Wellbeing
- Access to appropriate external training
- Involving all staff in decision making and proposed change e.g. timing of the school day, frequency of reporting to parents, behaviour management systems etc.
- Provision of non-contact time where teachers can work in school or at home, according to need

**Roles and Responsibilities**

- The promotion of Emotional Health and Well Being and raising the achievement of all pupils is the responsibility of the whole school staff and governors.
- The Executive Headteacher and Senior Leadership Team will demonstrate through their personal leadership, the importance of this policy, ensuring all staff are aware of it and understand their role and responsibility in relation to it.
- The Governing body has agreed this policy and will assess and monitor its impact annually. There is a named Governor with responsibility for the Emotional Health and Well Being of the school.
- The allocation of funds (e.g. resourcing ELSA trained TA to support children as well as ensuring budget is allocated for relevant training for staff. There will also be budget set aside for external agency support (play therapists, Thrive support etc.)
- Staff know what their responsibilities are in ensuring the policy is implemented. They are aware of the implications of it for their planning, teaching and learning strategies, management of activities, as well as behavioural issues.
- Pupils are made aware of how the Emotional and Well Being policy applies to them as part of the school aims, values and in the curriculum.
- Parents and carers are encouraged to participate fully in implementing it in partnership with the school.

This policy will be reviewed annually and staff and Governors will evaluate its impact regularly throughout each academic year.