

## Well Being Policy

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### Rationale

Health and Wellbeing should encourage pupils to explore and clarify their beliefs, attitudes and values; develop personal and interpersonal skills and increase their knowledge and understanding of a range of health issues.

Health and Wellbeing is not the responsibility of any one teacher or subject, but is best addressed through contributions from a range of teachers in a number of curricular areas.

At Edmund Waller Primary School we are committed to supporting the emotional health and wellbeing of our pupils and staff. We know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the view that positive mental health is everybody's business and that we all have a role to play.

Health and Wellbeing is concerned with the development of life skills and life-long learning. Through these life skills pupils should learn to make formal choices taking account of the outcomes and experiences covered in the following areas:

- **Mental, Emotional, Social and Physical wellbeing**
- **Planning for Choices and Changes**
- **Physical Education, Physical Activity and Sport**
- **Food and Health**
- **Substance Misuse**
- **Relationships, Sexual Health and Parenthood**

This school is committed to the health and wellbeing of everyone here and we will work together with parents and the local community to enable pupils to make healthy informed choices.

### Aims

Our schools aims to enable our children, staff, parents, parish and everyone working in partnership with the school to develop the knowledge and understanding, skills, capabilities and attributes necessary for mental, emotional, social and physical wellbeing, now and in the future.

We aim to:

- Plan and deliver a coherent and curriculum based Health and Wellbeing Education programme in line with the new Learning Outcomes.
- Provide a supportive and encouraging atmosphere for children, staff and parents/carers.
- Develop our relationships with pupils, parents/carers and the wider community.
- Work closely with outside agencies to encourage a range of health related activities.
- Further, develop school policies and procedures to promote health.
- Ensure all members of staff are aware of their professional roles in health related issues and are involved in developments to promote healthy living.

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### At our school we:

- help children to understand their emotions and feelings better
- help children feel comfortable sharing any concerns or worries
- help children socially to form and maintain relationships
- promote self-esteem and ensure children know that they count
- encourage children to be confident and 'dare to be different'
- help children to develop emotional resilience and to manage setbacks

### We offer different levels of support:

**Universal Support-** To meet the needs of all our pupils through our overall ethos and our wider curriculum. For instance developing resilience for all.

**Additional support-** For those who may have short term needs and those who may have been made vulnerable by life experiences such as bereavement.

**Targeted support-** For pupils who need more differentiated support and resources or specific targeted interventions such as wellbeing groups

### Curriculum organisation

Emotional health and well-being cover the spectrum of activities in school and the range of educational and health/ welfare agencies who support our children. Our school is proactive in its approach and welcomes opportunities to promote emotional health and well-being through the formal and informal curriculum. Staff use a variety of methods for ensuring sound emotional health and well-being for children. These complement and reflect the overall aims and philosophy of the school. Our approach includes:

- Class teaching and reinforcement of our school values
- Clearly identified rewards and sanctions, understood by all
- Rewarding positive behaviour and achievement
- Setting appropriately challenging tasks
- Providing a forum for listening and talking, e.g. using circle time as a tool for personal, social and health education and citizenship
- Encouraging co-operation and collaboration
- Developing social competence
- Encouraging and developing coping strategies and resilience

The school places emphasis on problem-solving, positive self-assessment, time for reflection, quality feedback and encouragement to participate in school and community events.

The delivery of personal, social and health education and citizenship is fundamental to our promotion of emotional health. Through the planned programmes and informal curriculum, opportunities exist to explore issues appropriate to children's ages and stages of development. Staff deal sensitively with these issues and differentiate according to the varying needs of the children in their care.

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We see parental involvement as a vital part of emotional well-being. Regular opportunities exist to promote partnership with parents, including:

- Parents' Evenings twice a year
- Staff availability on the school playground each morning for parent queries
- Weekly homework opportunities

### Pastoral organisation for pupils

We pride ourselves on the great care that is given to all pupils in our school. Our methods include:

- Recognising and responding positively to a child's emotional and/ or behavioural needs
- Communicating with parents positively and realistically to create a partnership approach to children's emotional health and well-being
- Liaising with appropriate agencies to enlist advice and/or support
- Highly effective Teaching Assistant Support

Alongside the high quality in class pastoral support, we have skilled and committed specialist Teaching Assistants who work together to support individuals and groups throughout the school. These teaching assistants are led by our Assistant Head Teacher and interventions and nurture groups are lead in close consultation with class teachers and SENCo.

Whole school approaches to pastoral care are contained in our Behaviour Policy. Clear policies for Child Protection, Anti-Bullying and Attendance are promoted in school. Together, they provide the foundations for emotional health and well-being.

Alongside our policies are a range of practices to promote well health:

- Clear transition arrangements
- School Council with elected membership from all year groups
- Reward systems
- A highly effective behaviour policy
- Our SENCO supports children through a whole school referral system.

This provides a structure for the range of pastoral interventions available in school, including:

- Zones of Regulation
- Pastoral groups on specific issues
- Restorative Justice sessions
- Circle of friends

We actively promote the support that can be provided by a range of agencies. Where appropriate, our Inclusion team may become involved to support a child experiencing emotional and behavioural difficulties; we recognise the effectiveness of our early intervention approach and our commitment to pastoral care for *all*.

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At Edmund Waller Primary we are committed to supporting pupils at risk. This includes the exploitation of vulnerable young people, aiming to involve them in terrorism or to be active in supporting terrorism. Please see section 11.8 in the Safeguarding and CP policy, and follow the guidance there should you have any concerns about a pupil

### **Assessment and Recording**

Assessment is done on a regular basis using AFL strategies. We assess knowledge, understanding and skills on a regular basis, continually meeting the needs of the individual child. It is recognised that certain issues within the health curriculum will require to be approached with sensitivity, confidentiality and flexibility.

### **Healthy Eating**

The school will actively encourage a healthy approach to eating. Staff will observe and encourage healthy playtime snacks. Staff in the dining room will encourage pupils to try new foods and to eat a healthy lunch. When cooking or baking in school a balance is encouraged between sweet and savoury dishes.

Pupils wishing to give a treat to their classmates must give them out at the end of the day when parents can decide if they are eaten. Pupils are encouraged when on packed lunch to bring a combination of healthy foods. Chocolate, sweets, crisps are not allowed. Celebration food for religious or cultural events is allowed in moderation and with due diligence to allergies etc.