

LANCASTER LANE CP SCHOOL



EMOTIONAL HEALTH AND WELLBEING POLICY

(Based on information from 'Creating a PSHE education policy' from the PSHE Association)

School: Lancaster Lane CP School				
Consultation has taken place	The school workforce	Governors	Children & young people	Families
	date:	date:	date:	date:
Date formally approved by Governors:				
Date policy became effective:			Review date:	
Person(s) responsible for implementation & monitoring	Mrs Joanne Geldard			
Links to other relevant policies	SMSC	Safeguarding	SRE	Drug Ed
	Confidentiality	Anti bullying	SEND inclusion	Equalities
	Visitor	Online safety	Behaviour	Food & Drink



Basic information

This policy covers Lancaster Lane School's approach to emotional health and wellbeing. It was produced by Joanne Geldard (Head Teacher) through consultation with staff and governors. Parents and carers will be informed about the policy through the school's website and the school's newsletter.

The policy will be available to parents and carers through the website and the school office.

The policy applies to all staff, parents and visitors including supply teachers, trainee teachers and work experience students.

Overall school aims and objectives

Our school's overarching aims and objectives for our pupils are:

- For children to achieve to the best of their potential in all areas;
- For children to develop a genuine pride in achievements through an emphasis on quality first teaching and upon access to quality learning opportunities and outcomes;
- To inspire all children to develop a lifelong love of learning by offering an engaging, challenging, creative, imaginative and purposeful curriculum;
- For children to develop a sense of place within their community and within the wider world;
- For children to respect themselves, each other and their environment.

What values will we promote?

Our whole school approach to emotional health and wellbeing promotes the values of ensuring the best interests of children and young people will be maintained.

Lancaster Lane School will encourage children and young people to talk to their parents and carers as well as trusted adults within the school's community.

How will we ensure the curriculum is balanced?

While promoting the values above, we will ensure that pupils are offered a balanced PSHE programme including emotional health and wellbeing by providing creative and positive ways in which the child's voice can be heard (e.g through class circle time or via the School Council) to meet the needs of individuals as well as data to identify the wider needs of the cohort as a whole. Lancaster Lane School follows the Lancashire PSHE SoW and also uses SEAL resources.

Creating a safe and supportive learning environment

We will create a safe, secure and supportive learning environment that enables children to gain accurate knowledge, develop their own values and attitudes and develop the skills to grow into happy, confident and successful adults.

We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support by ensuring that members of staff are role models for positive interpersonal relationships and that group agreements are negotiated with classes on an individual basis.

SEND, inclusion, equality and diversity

We promote the needs and interests of all pupils, irrespective of gender, culture, ability or aptitude by assessing and tracking pupils through a broad and balanced curriculum.

Teaching will take into account the ability, age, readiness, and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access provision to develop their emotional health and wellbeing.

We promote social learning and expect our pupils to show a high regard for the needs of others by maintaining a culture of openness, diversity and tolerance.

We will use PSHE education as a vehicle to address diversity issues and to ensure equality for all.

How will we ensure that our equalities obligations are fulfilled?

We will ensure equality by teaching a broad and balanced curriculum and by implementing our Single Equities Policy.

The school's curriculum and policies are monitored by the SLT and governors.

How will we ensure inclusion and differentiate learning?

We will identify pupils' different starting points in terms of their emotional health and wellbeing by knowing our pupils well and through our open and inclusive ethos.

We will respect pupils' unique starting points by providing learning that is appropriate for the needs of the children in our groups, classes and school.

We will ensure that pupils with special educational needs receive access to emotional health and wellbeing provision through small group sessions and adult led tasks.

What are the aims and objectives of our programme?

Our programme aims to assist children and young people to prepare for adult life by supporting them through their emotional development, helping them to understand themselves, respect others, to form and sustain healthy relationships. To learn the skills and be confident enough; to access confidential services when necessary to support their emotional needs.

What are our intended outcomes?

The learning outcomes of our emotional health and wellbeing programme will be that pupils will:

- Know and understand how to manage their emotions;
- Be able to be a good friend by working, playing and learning collaboratively;
- Understand they have a right to be a happy, calm, caring and confident person;
- Understand they have a responsibility to treat others with respect;
- Be empowered to recognise and stand up for their rights whilst recognising their responsibilities.

Timetabling of PSHE education including emotional health and wellbeing

Sessions will be taught discretely, through assemblies and as part of the wider curriculum.

Who will be responsible for the overarching emotional health and wellbeing strategy?**Who will be responsible for teaching any programmes addressing emotional health and wellbeing?**

The programme will be led by Mrs Joanne Geldard.

It will be taught by class teachers and TAs.

It will be supported by the SLT.

The school will support members of staff delivering work addressing emotional health and wellbeing needs of the pupils, to access appropriate CPD by following a clear monitoring and evaluation programme.

Governors will be involved by receiving reports at appropriate committee meetings.

The use of visitors to the classroom

We will ensure external contributors' input is part of a planned programme which it enhances by following long term and medium term planning. Adults in school will be present during visitor sessions. Staff will be asked to give feedback to the SLT following a visit.

Key Principles and Teaching Methodology

The programme will be taught through a range of teaching methods, including using pupils' starting points.

We will ensure learning 'starts from where pupils are' knowing our pupils well and liaising with previous teachers.

We will ensure that sessions, including those on risky behaviours, remain positive in tone by setting group or class group rules or by implementing group agreements.

We will ensure individuals who have additional needs will be supported through small group and/or one to one interventions.

What topics will be covered and (broadly) when?

TBC

During EYFS pupils will:

Develop an awareness of how they are feeling and to learn strategies to cope with negative Emotions;

Learn to share, take turns and be a good friend;

Learn to solve simple problems on their own;

Learn to become a successful learner.

During Key Stage 1, pupils will:

Learn to recognise and manage strong feelings (excitement, frustration, anger);

Learn to work, play and solve problems collaboratively;

Learn to compete fairly and win and lose with dignity;

Continue to develop strategies to become an effective and successful learner.

During Key Stage 2, pupils will:

Develop their collaborative skills in work, play and problem solving;

Continue to compete fairly and win and lose with dignity;

Recognise and stand up for their rights and the rights of others;

Understand and value the differences between people and respect the right of others to have beliefs and values which are different from their own.

How will we assess this learning?

We will assess pupils' learning through Assessment for Learning Strategies including questioning, observations and recorded work.

How will we involve and consult pupils?

We will involve pupils through discussions in circle time and as part of the School Council.

Pupils' views will be sought through class surveys and pupil interviews.

How will pupils' questions be answered?

Pupils' questions will be answered by planned circle time activities.

We will allow pupils to raise anonymous questions by having *Ask-It* Baskets.



What is our policy on confidentiality?

The school has clear protocols in place for how to deal with information which maybe sensitive and/or confidential.

There is a Confidentiality Policy in place.

How will parents and carers be involved?

We are committed to working with parents and carers. We will offer support by signposting key messages from the school policy in the school's newsletter and by publishing this policy on the school's website.

Staff wellbeing

The school takes into consideration and addresses staff health and wellbeing through clear line management systems.

The school signposts information and services to support staff wellbeing within and beyond the school in the **staff handbook** or through discussion with the SLT.