



Our Lady of Lourdes Catholic Primary School

Emotional Wellbeing Policy

October 2020



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INTRODUCTION

As a Catholic Community, we take the emotional wellbeing of each other as a cornerstone of our everyday practice. We choose to show our love for each other through how we act, always aware that we never have a complete picture of what someone else might be going through. We choose to be kind. A healthy school also ensures that when pupils or staff 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 wellbeing and helps pupils and staff to understand their feelings.

At Our Lady of Lourdes, we therefore work towards positive Emotional Health and Wellbeing in the whole of our school community for adults as well as children.

CONTEXT AND RATIONALE

Emotional health and wellbeing 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

This policy has the following aims. These are our performance indicators when evaluating how effective this policy is in practice.

- Happier and more motivated pupils and staff who have a well-balanced work/home routine
- Greater percentage of lessons that transform the life chances of children.
- Pupils who are more engaged in the learning process
- Pupils who can concentrate and learn better
- Improved standards in all subjects, including literacy and numeracy.
- Improved attainment
- Parents and carers more involved in school life and learning
- High standards of behaviour and attendance
- Pupils with high self-esteem and confidence
- Pupils who are confident and emotionally intelligent
- Fewer disaffected pupils, disengaged from learning
- Less issues with friendship
- Lower rates of truancy
- Increases in staff confidence and an openness to continued development
- Improved staff morale
- Lower absenteeism for staff
- Positive staff who have effective relationships with pupils

Our Lady of Lourdes Catholic Primary School

Emotional Wellbeing Policy

VEHICLES FOR EMOTIONAL HEALTH AND WELLBEING

The school promotes and provides a range of services and strategies to pupils and staff:

- A child mental health counsellor
- A play therapist
- Mindfulness embedded across the school
- A rich prayer life across the school
- School council to act as mentors
- Co-ordinated support from a range of external organisations
- Welcome days and transition events
- Qualified first aiders
- Hygienic toilets which ensure privacy and safety

The school promotes an anti-bullying culture through:

- A strong school ethos which empowers tolerance and respect, including respect for difference and diversity
- High profile of anti-bullying procedures and policy through assemblies and events such as national anti-bullying week
- Active listeners, including assistants and adults other than school staff to whom the victim may turn

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 the recruitment for members of staff
- Opportunities in assemblies

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

- Parent questionnaires
- Parent Council
- 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 trips and extracurricular activities
- Regular communication and involvement over pupil progress, behaviour and pastoral issues
- Supporting parents' community fundraising causes

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

Our Lady of Lourdes Catholic Primary School

Emotional Wellbeing Policy

- Establishing clear rules, routines and expectations about behaviour for 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 SEN from trained teams of pastoral, learning support, teaching assistants and other agencies where appropriate.
- 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 styles such as Circle Time appropriate to pupils' age, ability and level of maturity
- Using the materials to raise self-esteem and confidence levels.

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

- PSHE
- Information, advice and guidance Health and Relationships Education
- Opportunities for pupil leadership through School Council, Eco Council.
- An emphasis on praise and reward
- Opportunities for reflection and spiritual development through art, literature and the RE curriculum

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

- Curricular planning time within the school week
- Whole school training events, including Safeguarding
- 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 and so on.
- Provision of non-contact time to allow for planning, delivery and evaluation of healthy school activities
- Consultation on training and support needs through regular review
- Ensuring Appraisals are a continual process
- Using peer lesson sampling for developmental purposes

MONITORING AND REVIEW

The Governors are committed to reviewing the impact of the Emotional Health and Wellbeing policy as part of their continual scrutiny of the school. In doing so, they will take into account the following aspects of children and adults at the school: motivation, resilience, self-esteem.

This policy links with Behaviour Policy, Anti-bullying Policy, Safeguarding Policies, Attendance Policy, Teaching and Learning Policy, Assessment Policy.