

# Bournes Green Infant School

## Emotional Health and Wellbeing Policy

### Our Vision

At Bournes Green Infant School the governors, staff, children, parents and carers work together in an atmosphere of mutual respect and trust in a community that is strengthened and enriched by a diversity of background, culture and religion. Our priority is to foster the self-confidence, self-esteem and independence of *all* in a climate of growth and opportunity that will enable us to achieve the highest standards. We actively promote a healthy environment in which children enjoy learning and develop the skills needed to become responsible members of society. We aim to bring learning to life.

'**Strength Through Wisdom**' was the original mission statement for our school. Today we nurture our children to be confident and articulate with an enjoyment of learning in the belief that this will enable them to gain strength from their developing wisdom.

At Bournes Green Infant School we will promote high achievement and learning for life by ensuring all pupils:

- acquire skills in literacy, numeracy and scientific enquiry
- develop skills in the fields of information and design technology, humanities, R.E. and the expressive arts
- make progress commensurate with their ability
- have curious minds and a desire to learn
- enjoy a supportive atmosphere of security, happiness and care which encourages success
- experience an environment of clearly understood values and attitudes within which they are guided and encouraged to develop their own potential for the benefit of themselves and the rest of society
- develop morally, spiritually and culturally, so enabling them to develop an understanding of those
- concepts needed as a basis of a happy and caring society
- forge links with the local community, and begin to appreciate different cultures in the wider community, so that they have knowledge and understanding of other people and their surroundings
- leave our school, having achieved their academic potential and being self-motivated, considerate, responsible and enthusiastic

## **Rationale**

The emotional health and well-being of all members of Bournes Green Infant School is fundamental to our philosophy and aims. Our policies and practices are founded in the development and sustenance of a happy, healthy school, where all learning can flourish to enable children to become independent, responsible citizens. We believe that emotional health is closely linked to mental health and that as a school we can encourage positive development of mental health in childhood. We believe that children who are mentally healthy will be able to:

- Develop psychologically, emotionally, creatively, intellectually and spiritually
- Initiate, develop and sustain mutually satisfying personal relationships
- Use and enjoy solitude
- Become aware of others and empathise with them
- Play and learn
- Develop a sense of right and wrong
- Face challenges, resolve issues and setbacks and learn from them

## **Aim**

That children in our school will develop the self-esteem, awareness and self-confidence to play an active part in school life and be valued and valuable members of their communities, now and throughout their lives.

## **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 codes of conduct, developed from our 'Golden Rules'
- 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. A range of extra-curricular opportunities exist for children that enable them to extend interests and talents beyond the classroom. The delivery of personal, social and health education 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. Children are grouped in a variety of ways to promote the achievement of their best. In the classroom, there are opportunities for children to work in both friendship and ability groups. Regular review of setting arrangements helps to ensure that children gain maximum benefit. We see parental involvement as a vital part of emotional well-health. Regular opportunities exist to promote partnership with parents, including:

- An induction meeting in July for the parents of children joining us in the September
- Curriculum meetings in September- a chance to find out about the organisation, pastoral care and curriculum in each year group
- Parents' Evenings in the autumn and spring term
- Celebration Evening in the summer term
- Homework opportunities
- Parent workshops
- Open door policy
- Parental questionnaires, to help us build on what we do best and identify areas for improvement
- Involvement in individual education plans and reviews for children with special educational needs.

### **Pastoral organisation for pupils**

We pride ourselves on the great care that is given to all children 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

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

- Clear transition arrangements
- A School Council with elected membership from all year groups
- Reward systems
- A highly effective Positive Behaviour Management Policy

### **Pastoral organisation for staff**

Pastoral support for all members of the school community is fundamental to the aims and philosophy of Bournes Green Infant School. We believe that a well-supported, valued staff with a clear and shared purpose, are best placed to provide emotional well-being for children in their care. Our line management structure promotes in-house support, alongside the range of agencies that can be accessed.

This policy was written by staff and approved by the Governing Body in Spring 2017.

It will be reviewed in accordance with our Policy and Procedure Review Timetable.