



## **Health and Well-being policy**

### **Rationale**

The emotional health and wellbeing of everyone in the care of Greenmount Primary is fundamental to our vision and our daily running. We believe it promotes school improvement and success in a multitude of ways.

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.

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
- Relationships, Sexual Health and Parenthood.
- PSHE

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 school aims to enable our children, staff, parents 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 well being, now and in the future.

We aim to:

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



## **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
- Providing a forum for listening and talking, e.g. PSHE, circle time, school council 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. We see parental involvement as a vital part of emotional and well-being.

Regular opportunities exist to promote partnership with parents, including:

- Parents' Evenings twice a year where parental questionnaires are completed
- Staff availability on the school playground each morning and after school for parent queries
- Weekly homework opportunities
- Regular parent workshops and coffee mornings
- Annual parental questionnaires, to help us build on what we do best and identify areas for improvement.
- Opportunities to attend class/school productions
- Subject focus meetings
- Parental workshops, for example, Healthy Eating, Growth mindset, E-safety
- Sports and Theme Days



### **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 a skilled and committed Inclusion support worker and Special Needs Teaching Assistant work together to support individuals and groups throughout the school. Our Inclusion Lead and trained teaching assistants lead interventions and nurture groups in close consultation with class teachers and the SENco.

Whole school approaches to pastoral care are contained in our Behaviour Policy. Clear policies for Child Protections, 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
- Rewards System
- A highly effective behaviour policy
- Our Inclusion Lead supports children through a whole school referral system  
Including:
- Weekly 1-1 time
- Pastoral groups on specific issues

We actively promote the support that can be provided by a range of agencies. Where appropriate, our behaviour 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*.

### **Pastoral organisation for staff**

Pastoral support for all members of the school community is fundamental to the aims and philosophy of Greenmount Primary 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. We follow supporting personnel, including race equality and managing staff absences

L.A. guidelines and policies for those for harassment, anti-bullying,

Our approach includes:

- Curricular planning time within the school week
- Whole school training events
- Pupil progress meetings held during the school day
- Access to appropriate external training and visits to specialists
- Involving all staff in decision making and proposed change, for example our new curriculum
  - Consultation in training and support needs through regular review
  - Induction training and information for new staff
  - Have a responsive and listening culture, reacting quickly to problems
  - Maintain contact with staff when they are absent
  - Provide opportunities for staff to socialise for all staff to relax and socialise together
  - Opportunities to discuss with the Headteacher any issues of worry/concern
  - Provide pastoral/welfare support for individual staff as required
  - Ensure that all staff are treated in a fair, sensitive and confidential manner
  - When issues arise, discuss options appropriate to the circumstances
  - Support as far as possible any initiatives and recommendations in relation to staff welfare as advised by unions

### **Healthy Eating**

The school will actively encourage a healthy approach to eating. Staff will observe and encourage healthy eating at snack times and encourage children to try new food in the dinner hall. When cooking and baking in school a balance must be struck between sweet and savoury dishes.

Pupils are encouraged, when on packed lunches, to bring a combination of healthy foods.

### **Monitoring and Review**

The Governors and Headteacher are committed to reviewing the impact of the Emotional and Wellbeing policy as part of the SSIP.

The policy should be in conjunction with other policies, including, not restricted to:

- Safeguarding and Child Protection
- Behaviour and Discipline
- Code of Conduct for Staff



- Anti-Bullying
- Health and Safety
- Intimate care Policy