



Hope Community School
Sidcup

Emotional Health and Wellbeing Policy

Date approved:	19/11/2019
Approved by:	New Generation Trust Board
Review date:	October 2021

Emotional Health and Wellbeing Policy

The national criteria states:

"A healthy school ensures that when pupils 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 to understand their feelings".

Hope Community School aims to promote positive emotional health and wellbeing for the pupils and staff.

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

General

- Happier and more motivated pupils and staff who get more out of life

Teaching and Learning

- Pupils who are more engaged in the learning process
- Pupils who can concentrate and learn better
- Improved standard in all subjects, including literacy and numeracy.
- More effective teaching
- Parents and carers more involved in school life and learning

Behaviour and Attendance

- Pupils with high self-esteem and confidence
- Pupils who have a say in what happens at school
- Fewer disaffected pupils, disengaged from learning
- Improved behaviour and attendance
- Less bullying
- Lower rates of truancy

Staff Confidence and Development

- Improved morale
- Lower absenteeism
- Better recruitment level
- Positive and effective relationships with pupils

The school promotes Emotional Health and Wellbeing through:

- The Personal social and health education and citizenship programme, alongside the school's forty values, to develop greater personal resilience and a growth mind set.
- "Family style" dining and an offer of healthy school dinners.
- Promoting daily exercise.
- A team of qualified first aiders.
- The work of the Family Liaison officer.
- Co-ordinated support from a range of external organisations
- Welcome days and transition events
- Hygienic toilets which ensure privacy and safety
- Community events, such as Lark in the Park, organised by our partner Church.

The school promotes an anti-bullying culture through:

- A strong school ethos which is promotes respect for difference and diversity and safety for individuals and others.
- High profile of anti-bullying procedures and policy through PSHE lessons, Collectives and events such as national anti-bullying week and Mental Health week.
- A restorative approach to responding to incidents between individuals

The school promotes and strengthens the pupil voice through:

- A democratic process for the election of a range of pupil leaders

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

- Parent questionnaires, Parent forum meetings and Class Dojo groups
- Open Collectives, Concerts and sports events
- Involvement in school trips and extracurricular activities
- Regular communication and involvement over pupil progress, behaviour and pastoral issues
- The Seeds of Hope PTA

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

- 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 pastoral, learning support, teaching assistants and other agencies where appropriate.
- A range of varied range of extra-curricular events and trips
- A balanced curriculum with opportunities for intellectual, physical and expressive development
- Recognising a range of learning styles
- Encouraging independence in learning
- Using a range of teaching styles such as Circle Time appropriate to pupils' age, ability and level of maturity
- Using materials to raise self-esteem and confidence levels.

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

- The PSHE and Citizenship curriculum
- Information, advice and guidance on sex and relationships and drugs
- Opportunities for pupil leadership
- An emphasis on praise and reward
- Opportunities for reflection and spiritual development

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
- Consultation on training and support needs through regular review