

TANKERSLEY C of E (A) PRIMARY SCHOOL

MENTAL HEALTH AND EMOTIONAL WELLBEING POLICY



“A love of learning in a Christian environment”

We aim high and have self-belief

We have community spirit

We are enterprising

We have enquiring minds

We are respectful

Updated Sept 2022

Review Sept 2023

Mission Statement

At Tankersley St Peters, our vision is to encourage a 'love of learning in a distinctively Christian environment' for all of our school family. In the same way that St Peter was nurtured by Jesus and allowed to grow and flourish as a leader, we aspire to help all our children to:

- Aim High and have self-belief
- Community Spirit
- Be enterprising
- Have enquiring minds
- Be respectful

We teach all our children that 'they are God's masterpiece' (Ephesians 2:10). By aiming high and having self-belief, our children are encouraged to flourish and fulfil their God-given potential.

At Tankersley St Peters, Primary School offers a happy, safe and caring environment. We have a unique family atmosphere where each child is valued as an individual. We encourage a love of learning in a Christian environment and promote a child's natural curiosity through varying challenges, experiences and opportunities. As a small church school, we develop a knowledge and understanding of Christianity foster and have respect for other people and their beliefs.

Aim

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

Each of our school aims is linked to an event from the Gospels or a story that Jesus taught. These are as follows:

- Aiming High & Self-Belief – The Feeding of the Five Thousand (Mark 6: 30- 44)
- Community Spirit – The Parable of the Great Banquet (Luke 14: 15-24)
- Enterprise – The Parable of the Talents (Matthew 25: 14-30)
- Enquiry – The Sermon on the Mount (Matthew 7: 7-8)
- Respect – The Parable of the Good Samaritan (Luke 10: 25-37)

Definitions:

'Children and young people feeling good, feeling that their life is going well and feeling able to get on with their daily lives'

'Emotional health and wellbeing is the emotional resilience that enables us to enjoy life and to survive pain, suffering and disappointment. It is a positive sense of wellbeing and an underlying belief in our self-worth and of others. Emotional health and wellbeing are embedded in social relations built upon social skills that are developed from birth.' (Elizabeth Hartley-Brewer, 2001)

What is 'good' emotional health and wellbeing in our school?

- The ability to recognise, acknowledge and manage their feelings
- The ability to develop caring and concerns for others
- The ability to develop meaningful, positive and long-lasting relationships
- The ability to take responsibility for themselves and make practical decisions
- For all in our school.

We want our children to:

- Be effective and successful learners.
- Make and sustain friendships.
- Deal with and resolve conflict effectively and fairly.
- Solve problems with others for themselves.
- Manage strong feelings such as frustration, anger and anxiety.
- Be able to promote calm, optimistic states that support the achievement of goals.
- Recover from setbacks and persist in the face of the difficulties.
- Work and play cooperatively.
- Compete fairly and win and lose with dignity and respect for other competitors.
- Recognise and stand up for their rights and the rights of others.
- Understand and value the differences and commonalities between people, respecting the rights of others to have beliefs and values different from their own.

Rationale

The emotional health and well-being of all members of our school

are 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. When a school promotes positive emotional health and wellbeing pupils can better understand and express their feelings. This builds their confidence and emotional resilience and therefore their capacity to learn.

'Supporting Young Minds through Tough Times'

'Supporting Young Minds through Tough Times' is the approach to emotional health and mental wellbeing in Barnsley. The framework sets out key actions that schools can take to embed the whole school approach to emotional health and mental wellbeing. There are 8 core principles:

- Management and leadership
- The school ethos and environment
- Curriculum, teaching and learning, student's voice
- Student's voice
- Staff development, health and wellbeing
- Identifying need and monitoring impact
- Working with parents and carers
- Coordinated support

If the 8 principles are consistently and comprehensively applied across the whole school setting they can have a positive impact on:

- The cognitive development of children, their learning, motivation and sense of commitment and connectedness with learning and with the school.
- Staff wellbeing, reduced stress, sickness and absence, improved teaching ability and performance.
- Pupil wellbeing including happiness, a sense of purpose, connectedness and meaning.
- Development of social and emotional skills and attitudes that promote learning, success, wellbeing and mental health, in school and throughout life.
- The prevention and reduction of mental ill-health such as depression, anxiety and stress.
- Improving school behaviour, including a reduction in low-level disruption, incidents, fights, bullying, exclusions and absence.
- Reducing risky behaviour, such as impulsiveness, uncontrolled anger, violence, bullying and crime.

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:

- School Vision and Aims – Aiming high and self-belief
- Class codes of conduct
- Clearly identified rewards and sanctions, understood by all.
- Rewarding positive behaviour and achievement through our house point system.
- Positive Growth Mindset
- Setting appropriately challenging tasks.
 - PHSE – 1Decision Curriculum to support children knowledge and understanding.
- Providing a forum for listening and talking, e.g. Philosophy for Children (P4C), circle time, Social groups or 'Come & Chat with the mental health champion'
- Encouraging co-operation and collaboration.
- Developing social competence.
- Encouraging and developing coping strategies and resilience.
- Ensuring children use the wonder garden.



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 such as 1Decision 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 also promote emotional health and wellbeing through our Christian Values which are embedded into all our learning: respect, responsibility, compassion, creativity, forgiveness, generosity, hope, humility, friendship, justice, courage, peace, trust, perseverance, service, truthfulness, resilience, wisdom and thankfulness. At Tankersley, we promote this by using our Christian attribute beads

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 seating 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:

- Welcome meeting in September – a chance to meet the staff, find out about the organisation and routines and curriculum in each class.
- Either a 15 minute Parents' meeting or a 30 minutes 'Structured Conversation' in the Autumn or Spring Term (1 per term).
- Parental workshops- phonics, reading, maths calculations including a Bedtime story session for the children.
- Annual parental questionnaires sent out to help us build on what we do best and identify areas for improvement.
- Termly family sessions in each class for parents/carers/ grandparents to come and work in school e.g craft fairs and reading afternoon teas
- Involvement in School Focused Plans and reviews for children with special educational needs.
- Inviting parents to Christmas Nativities, Carol Service, Easter Service and End of Year Service.
- Regular updates on class twitter accounts

Inclusion

All curriculum policies refer to inclusion, key to our school ethos. Curriculum provision is based on an understanding that we may need to cater differently for individuals in order to provide equality of opportunity. This approach to equal opportunities is extended to all members of our school community and included in our Equal Opportunities and Race Equality Policies. These needs include specific policies for SEN children. Differentiation and awareness of a variety of teaching and learning styles are used to provide appropriate curriculum approaches for different children's needs through use of our School Focused Plans.

Pastoral organisation for pupils

We pride ourselves on the whole school, a team approach that is integral to our way of working at Tankersley St Peters Primary School. Our methods include:

- Recognising and responding positively to a child's emotional, mental health and/ or behavioural needs.
- Communicating with parents positively and realistically to create a partnership approach to children's emotional, mental health and well-being'.
- Liaising with appropriate agencies to enlist advice and/or support.
- Weekly nurture sessions.

Clear policies for Behaviour, Child Protection, Anti-Bullying and Attendance are promoted in school. Together, they provide the foundations for emotional, mental health and well-being. Alongside our policies are a range of practices to promote positive mental health;

- A School Council with elected membership from Reception-Y6.
- School Health Champions
- 'random acts of kindness'
- Achievement assemblies.
- A whole school system of rewards for individuals: a star of the week, top table, house points, and Christian attribute beads.
- Healthy minds champions in the playground

Where appropriate, our SENCO may become involved to support a child experiencing emotional, mental health and/or behavioural difficulties. If appropriate, the child will be given time to work with our Pastoral Support. 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 Tankersley St Peters 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 L.A. guidelines and policies for supporting personnel, including those for harassment, anti-bullying, race equality and managing staff absence.

Monitoring and evaluation

Provision across the school is monitored by the Headteacher and the mental health and well-being champion.

The Headteacher together with members of the Mental health and well-being champion will provide support and advice to members of our school community about the provision and implementation of pastoral care in school. Regular staff meetings and termly full governor meetings provide regular opportunities for the quality of care to be evaluated and developed.

