



# **Emotional Health and Wellbeing Policy**

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### **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.”

At SWA we 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 areas such as enhancing teaching and learning, raising standard, 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 standards in all subjects, including literacy and numeracy
- Improved attainment
- 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

#### Staff Confident and Development

- High morale
- Reduction in absenteeism
- Low attrition
- Positive and effective relationships with pupils

## VEHICLES FOR EMOTIONAL HEALTH AND WELLBEING

The Academy promotes and provides a range of services to pupils:

- Our own full time art therapist
- Thrive plans
- Elsa
- Draw and Talk
- CBT
- Mental Health First Aider
- Lego Therapy
- Enrichment activities
- All students have a Personal Learning Advocate
- Coordinated support from a range of external organisations

The Academy 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 corporate posters, assemblies and events such as national anti-bullying week

The Academy promotes and strengthens the pupil voice through:

- Student input into Academy behaviour policy
- Involving pupils in interviews for members of staff
- The Academy promotes the involvement of parents and carers in the life and learning of the Academy through:
  - Parent questionnaires
  - Regular communication about change and development of the Academy
  - Half termly student showcases
  - Involvement in school events
  - Regular communication and involvement over pupil progress, behaviour and pastoral issues

The Academy 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 Academy enhances pupil motivation and learning through:

- Consistent support for vulnerable children and those with SEN from trained teams of pastoral, HLTA, 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
- Recognising a range of learning styles
- Encouraging independence in learning
- The Academy enhances pupil self-esteem and personal development through:
  - The Personal Development Curriculum, which includes Citizenship and PSHE.
  - Information, advice and guidance on sex and relationships and drugs through PSHE and assemblies
  - Careers advice
  - An emphasis on praise and reward through a range of methods
  - Opportunities for reflection and spiritual development through art, literature and RE curriculum

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

Curriculum planning time with the school calendar

Weekly whole school training events, including Safeguarding

Access to appropriate 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 and delivery

Regular opportunities to discuss training and support needs

Monitoring/Review

The Governors are committed to reviewing the impact of the Emotional Health and Wellbeing policy as part of the rolling programme, taking into account the following policies and aspects (not an exhaustive list):

Behaviour for learning

Anti-bullying policy

Anti-racism policy

Teaching and Learning policy

Attendance Policy

Whistle Blowing Policy