



Morton Trentside Primary School

Approved by the governing body on:	July 2022
Review Date	July 2023

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.”

At MTPS we work towards positive Emotional Health and Wellbeing for the whole of our school community, staff, children, parents, carers and auxiliary members of the team.

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 wider school community
- helping pupils and staff feel happier, more confident and motivated
- helping to meet legal, ethical and curricular obligations
- promoting independence and resilience

AIMS

General

- Happier and more motivated pupils and staff who feel positive and engaged with a healthy work/life balance.

Teaching and Learning

- Pupils who are more engaged in the learning process
- Pupils who can concentrate and learn independently
- Improved standards in all key stages
- Improved attainment
- More effective teaching
- Parents and carers more involved in school life and learning
- Improved resilience in children and staff
- Children prepared for next steps and transitions with a positive mental attitude

Behaviour and Attendance



- Pupils have high self-esteem and confidence
- Pupil voice has high regard within school
- Fewer disaffected pupils, disengaged with learning
- Improved behaviour
- Improved attendance rates

Staff Confidence and Development

- Improved morale
- Lower sickness and absence rates
- Better staff recruitment/retention level
- Positive and effective relationships with pupils
- Ethos of “connection before correction”

HOW WE WILL DO THIS:

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

- Our own ELSA trained child mental health counsellor
- In house referral system for mental health and wellbeing concerns
- Tracked system for these pupils to support them further if needed
- Co-ordinated support from a range of external organisations such as grief and loss counselling, BOSS and the Mental Health Referral Team
- Access to child educational psychologist – school buys into hours every term as needed
- Welcome days and transition events
- Staff training/staff meetings to embed philosophy within school
- Wellbeing days for staff and children
- Daily lunchtime nurture sessions run by ELSA trained member of staff
- Active Minutes and Brain Breaks embedded throughout the working day in school

The school promotes and strengthens pupils voice through:

- Allocated member of staff to run pupil council
- Kyra events with pupil council and other schools
- Timetabled sessions for pupil council to meet and also to feedback to their class
- Involving pupils in interviews for new members of staff
- Opportunities in assemblies
- Democratic process for election to school council
- Variety of opportunities for pupil voice for example; sports crew, mini police, playpod mentors, litter crews, road safety officers.

The school enhances pupil motivation and learning through:

- Knowledge of individual pupils and their physical, social and emotional needs and any background aspects that may impact on their experience in school
- Enhanced provision through extra support for mental health and wellbeing
- Enhanced school and classroom layout, sensory room/quiet spaces available
- Active minutes/brain breaks integrated and embedded into the school day
- 1:1 pupil conferences to enhance the ethos of “connection before correction”



- Key worker approach throughout school whereby adults have specific children to connect with through the working week
- Clear behaviour system that is regularly revisited, consistent approach from adults with clear expectations
- Encouraging positive, caring and constructive relationships
- Peer support/group work encouraged to promote independent learning
- Reward/dojo scheme promotes resilient, positive, motivated learners
- Consistent support for vulnerable children and those with SEN, trained teams of pastoral, learning support, teaching assistants and other agencies where appropriate
- An exciting and engaging curriculum with opportunities for intellectual, physical and expressive development
- Recognition of a range of learning styles
- Opportunities for reflection and spiritual development through art, literature and the RE curriculum

The school promotes an anti-bullying, anti-racist, anti-sexist culture through:

- A strong school ethos which promotes difference and diversity and respects all within the school community
- High profile of anti-bullying procedures and policy through displays, assemblies and events such as national anti-bullying week and PHSE sessions.
- Active listeners, teachers, TA's, MSA's and other adults in school to whom the victim may turn
- PHSE and circle time opportunities for all classes to engage in discussion around the understanding of bullying
- Information, advice and guidance on sex, relationships and drugs delivered by external specialists for every year group

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

- Non-contact PPA timetabled for all teaching staff within the working week
- Access to appropriate external training
- Whole school training events including curriculum, safeguarding and wellbeing
- Staff involvement in curriculum planning and whole school events
- Consistent PM reviews and SMART target setting
- Mentor system for NQT, RQT, TA's and CT's through internal areas of expertise, external mentors where necessary to support teaching and learning
- Timetabled staff meetings that inform and support the SIP
- Subject leader training, middle leadership training in place
- Subject leaders to work within supportive team "PODS" to develop enhance subject knowledge throughout the school and in different key stages

Monitoring/Review

The Governors are committed to reviewing the impact of this policy as part of a rolling programme, taking into account other school policies such as the behaviour policy, safeguarding policy, anti-bullying policy and attendance and attainment policies that support the emotional health and well-being policy.