



Where each child is special and every child matters

Health & Wellbeing Policy

Our Mission Statement

Torpoint Nursery and Infant School offers a happy, safe and caring environment. We have a nurturing atmosphere where each child is valued as an individual. We encourage a love of learning and promote a child's natural curiosity through varying challenges, experiences and opportunities. As a Nursery and Infant School caring for young children, we aim to support the development of knowledge and understanding of themselves and others and aim to foster a respect for other people and their beliefs.

Aim

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

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 own worth and of others. Emotional health and wellbeing is 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 everyone to feel emotionally secure 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.



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- 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 is 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.

'Mindfulness'

'Mindfulness' is one of the approaches we have adopted in our school to support emotional health and mental wellbeing. Each class does mindfulness at least twice a day and by embedding this whole school approach to emotional health and mental wellbeing we address many core principles:

- Management and leadership taking a proactive approach to promoting emotional health and well-being throughout the school.
- The school ethos and environment
- Curriculum, teaching and learning, student voice
- Staff development, health and wellbeing
- Coordinated support

If mindfulness is consistently and comprehensively applied across the whole school setting it can have a positive impact on:

- The cognitive development of children, their learning, motivation and sense of commitment and connectedness with learning and with 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.



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- The prevention and reduction of mental ill health such as depression, anxiety and stress.
- Improving school behaviour, including reduction in low-level disruption, incidents, fights, exclusions and absence.
- Reducing behaviours, 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 our 'SMILE' 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 codes of conduct
- School expectations
- Clearly identified rewards and sanctions, understood by all.
- Rewarding positive behaviour and achievement
- Setting appropriately challenging tasks.
- Providing a forum for listening and talking, e.g., circle times or 'School Council'
- Encouraging co-operation and collaboration.
- Developing social competence.
- Encouraging and developing coping strategies and resilience.
- Open door policy when parents and children can talk to the class teacher or our head teacher on a daily basis to voice concerns, worries and share information.

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 is fundamental to our promotion of emotional health. Through the PSHE 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.



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We also promote emotional health and wellbeing through our whole school ethos and vision which are embedded into all our learning: respect, responsibility, compassion, creativity, forgiveness, generosity, hope, friendship, justice, courage, peace, trust, perseverance, truthfulness, wisdom and thankfulness.

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 mixed ability groups. We are an inclusive school where our mission statement 'Where every child is special and every child matters' is what we base all of our decisions on. The movement of children into the next year group is also done so that every child moves with an embedded friendship to emotionally support the children's transition.

We see parental involvement as a vital part of emotional well-health. Regular opportunities exist to promote partnership with parents, including:

- EYFS welcome meeting in June (ready for new intake in September) - a chance to meet the staff, find out about the school, routines and curriculum.
- Initial Consultations with the parent (s) of every child starting in the school, to share information.
- Parent's consultations provided 1 per term for every child. (Summer term consultation attended by the current and the next year's teacher).
- Parental Curriculum Meetings- phonics, reading, math's and EYFS Curriculum focuses throughout the year.
- Annual parental questionnaires sent out about transition procedures, to help us build on what we do best and identify areas for improvement..
- Involvement in pupil reviews for children with special educational needs.
- Inviting parents into school to watch class assemblies on a termly basis.
- Inviting parents to Christmas Shows, Armed Forces Assemblies, Remembrance Service and End of Year Leavers Service.
- Regular updates on school website, termly parent Curriculum letters and termly Curriculum Power-points.

Inclusion

All curriculum policies make reference 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.



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We pride ourselves on the whole school, team approach that is integral to our way of working at Torpoint Nursery and Infant 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.
- Nurture sessions.
- Nurture Room provision.
- Friendly lunch club.

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-Y2.
- Achievement/ birthday assemblies.
- A whole school system of rewards for individuals: star of the week, head teachers awards

Where appropriate, our SENCO's 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 Nurture Support lead. 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 Torpoint Nursery and Infant 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 Head teacher and the PSHE subject leader.

The Head teacher together with members of the Curriculum and Standards committee will provide support and advice to members of our school community about the provision



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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.

This policy will be reviewed every year or in light of new legislation regarding child welfare.

October 2019

Next Review: September 2020