



# Ysgol Bro Gwaun

## Emotional Health & Well-being Policy

*Mae copi caled o bob polisi ar gael yn swyddfa'r Ysgol, gyda dyddiad dechrau, dyddiad adolygu a llofnod bob rhanddeiliad oedd yn rhan o greu'r polisi. Cysylltwch a'r swyddfa am fwy o fanylion.*

A hard copy of all policies are held in the School office, they include a start date, a review date and signatures of all stakeholders involved in the creation of the policy. Please contact the School Office for more information.

# Ysgol Bro Gwaun

## POLICY FOR EMOTIONAL HEALTH AND WELL-BEING

### 1. Background

This policy is set in the context of Pembrokeshire County Council's **Emotional Health and Well-Being Framework** and in line with the Education Service's **Emotional Health and Well-Being Strategy Document**. The policy sets out the structures and activities which are planned and implemented by the school to promote children and young people's well-being.

### 2. Introduction

Current research shows that there are strong links between the emotional well-being of children and young people and their personal and social development and academic performance. Emotional Intelligence is now considered to be a better predictor of future achievement than IQ or performance in traditional tests, and the quality of Emotional Intelligence at age 5 is the most reliable predictor of performance in GCSEs or 'A' levels.

Changes in family structure, an increase in numbers of dysfunctional families, poor parenting, and a growth in the number of children belonging to vulnerable groups who are more likely to experience mental health problems all contribute to increasing levels of need. Current statistics suggest the incidence of mental illness in teenagers is so high that one in ten may have a serious emotional problem. As well as promoting emotional health and well-being for everyone, we need to create a school environment which is inclusive by improving the mental and emotional resilience of all pupils especially those who are at risk.

### 3. Aims

The school aims to help its children and young people to develop:

- A sense of enjoyment and satisfaction from learning;
- An ability to communicate effectively;
- A coherent set of values to guide behaviour;
- A sense of personal and social responsibility for their actions and decisions;
- A sense of personal dignity, worth and self-reliance;
- A feeling of belonging to the wider community and a sense of cultural identity;
- A caring attitude towards others;
- An ability to form satisfying and stable relationships.

We aim to develop an emotionally healthy school where:

- Positive core values have become embedded;
- Self-esteem has been enhanced;

- Relationships are likely to be characterised by trust and respect;
- Staff and pupils' needs are addressed in an affirmative and supportive way;
- Staff and pupils are physiologically satisfied and feel secure;
- Everyone has a sense of belonging and people work in partnership;
- Everyone has opportunities to grow in confidence and independence.

The school works towards realising these aims through learning programmes and support services in three major areas:

- General measures to promote the personal development of pupils;
- Preventative measures to ensure the safety and well-being of pupils;
- Support measures to overcome specific difficulties.

#### **4. A holistic approach to well-being**

In order to enable us to achieve our aims, we need to be aware of both the positive and risk factors of well-being. A holistic approach to the development of children's well-being can then be developed ensuring maximum benefit for individual learners.

##### **Positive factors of well-being encompass;**

- Positive relationships with educators and peers
- Feeling safe
- An engaging curriculum
- Feeling connected
- Belonging
- Positive climate
- Responsibility and helpfulness
- Opportunities for success
- Recognition of achievement
- Sense of control of learning
- Feeling competent
- Meaningful pathways through and beyond schooling

##### **Risk factors of well-being encompass;**

- Disinterest in school work/social activities
- Ineffective behaviour management
- Home environment
- Bullying
- Peer rejection
- Failure
- Depression
- Anxiety
- Eating Disorders
- Substance misuse
- Mental illness
- Suicide

## **5. Leadership and Communication**

The school has the following policies in place in relation to Emotional Health and Well-Being – Anti-Bullying Policy, Positive Behaviour Management Policy. Our policies and strategies include clear referral guidance to appropriate support services and appropriate strategies are used to address the risk factors of well-being which avoid stereotyping and discrimination.

All teaching staff, support staff, and Governors are to receive appropriate training on Emotional Health, Well-being and Safeguarding related issues, so that the school ensures training influences practice.

The school takes up opportunities offered to be involved in a range of local/ national initiatives e.g. STAR, PSO, EAL, school nurse, social workers, bereavement councillors, LAC workers.

## **6. Ethos and Environment**

The school has an effective system of class and school councils through which all pupils actively participate in school life. Through this system pupils are actively involved in core areas of school life which directly affect their health and well-being.

There is a whole school approach to promoting well-being with all staff involved in the development of positive Emotional Health and Well-being.

The school ethos is reflected in our Mission Statement and Aims which promotes the development of positive well-being in our pupils. Through the informal curriculum pupils are involved in activities which promote the self-esteem and well-being of themselves and others and they are supported in developing communication and social skills to enable them to explore, express and manage their feelings and empathise with others.

The school provides a pleasant, safe and sociable environment where appropriate services are signposted to pupils.

## **7. Curriculum**

There is a whole school approach to the planning of Emotional Health and Well-Being work with specific aspects or themes covered on a timetabled basis.

Emotional Health and Well-Being is covered in different parts of the formal curriculum through the National Curriculum and our school's PSE scheme of work.

In our 'out of school hours learning', we have incorporated activities which are inclusive and promote increased self-esteem and well-being e.g. clubs for sport, music, homework and ICT.

## **8. Family and Community Involvement**

Parents/carers and governors are well informed and understand the importance of promoting Emotional Health and Well-Being and are encouraged to participate in the school's well-being programmes. The pupils get involved in various community projects and the expertise of members of the community is used to support appropriate activities. e.g. music evenings

The school engages with a variety of agencies to support pupils and staff with a range of emotional health issues and appropriate outside agencies support the development of various projects.

## **9. A Health Promoting Workplace**

The school strives to develop a Health Promoting Workplace which recognises the importance of supporting staff in Emotional Health and Well-Being. The school has a planned CPD programme in place for all staff. Staff have protected PPA time, appropriate work areas and adequate staff room facilities. The school ensures that staff have access to specialist services including Occupational Health and there are procedures in place to address work-life balance.

## **10. Responsibilities**

The school has a named co-ordinator for the development of Emotional Health and Well-Being who is responsible for leading development and INSET in this area. The class teachers are responsible for delivering the curriculum as agreed. All staff are responsible for implementing the procedures and activities necessary to promoting pupil Emotional Health and Well-Being.

## **11. Assessment and Recording**

The emotional health of pupils is assessed continually by all staff in the course of day to day interactions.

In addition, our school uses the 'Pupil Voice' questionnaire at the end of Year, and the PASS (Pupil Attitudes to Self and School) well-being assessment tool.

## **12. Monitoring and Evaluation**

Emotional Health and Well-Being is regularly evaluated and adjusted by the teaching team to meet emerging needs within the school. Governors are also involved in monitoring this aspect of the curriculum. The curriculum co-ordinator is responsible for informally monitoring delivery and coverage of this area.

Emotional Health and Well-Being is also monitored more formally through the new Estyn Framework and the School Effectiveness Framework.

Emotional Health and Well-Being is a core element of our Health Promoting school work, key indicators are monitored and assessed by Healthy Schools Officers.

**13. Resources available in this school are:-**

PSE resources including booklets and flyers for pupils

Circle time

Harbwr/Corlan/Hendre and Hafan

Behaviour support

School Counsellor

Staff Health and Well-Being booklet

Member of staff responsible for Emotional Health and Well-being –  
Ms Emma Bowen.

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