

WEST LANCASHIRE COMMUNITY HIGH SCHOOL

EMOTIONAL HEALTH & WELLBEING POLICY

Background/context

West Lancashire Community High School is a special school for pupils from age range 11 – 19 with a variety of learning difficulties. All pupils have a statement of special needs and include learning difficulties – ASC, language and communication, sensory, physical and social/emotional.

Philosophy

Evidence shows that children's achievement and attainment can be improved by implementing wellbeing techniques. OFSTED agrees and states: "Children's wellbeing and happiness in school underpins their attainment and achievement in school"

In taking this statement into consideration, all staff at WLCHS recognise and acknowledge the importance of the emotional health and wellbeing of individual pupils. We promote a whole school approach to meeting the emotional health and wellbeing needs of all children and young people encouraging attainment and achievement in the school.

Aims

At West Lancashire Community High School, the main purpose of health and wellbeing within the school curriculum is to develop the knowledge and understanding, skills, capabilities and attributes necessary for mental, emotional, social and physical wellbeing now and in the future. Learning through health and wellbeing enables children and young people to :

- Make informed decisions in order to improve their mental, emotional, social and physical wellbeing.
- Experience challenge and enjoyment
- Experience positive aspects of healthy living and activity for themselves
- Apply their mental, emotional and social skills to pursue a healthy lifestyle
- Make a successful move to the next stage of education or work
- Establish a pattern of health and wellbeing which will be sustained into adult life.

We aim to provide a happy, caring and supportive environment in which all pupils and young adults are valued and respected regardless of ethnicity, gender, class or disability.

We strive to create and manage a positive atmosphere which enhances emotional health and wellbeing in school and helps build positive relationships among children, young people and staff

Organisation and Planning

The school curriculum for PSHE & C ensures that there is a planned and comprehensive program. Teachers develop medium and short term plans to deliver areas of PSHE & C relating to the areas of the National Program of study. In addition to this, pupils throughout the school have the opportunity to access the SEAL program.

The SEAL program is based around a set of themes that are revisited each year as part of a spiral curriculum approach. This ensures that all pupils will build upon previous knowledge and skills in key social, emotional and behavioural aspects as they progress through school.

The five broad social and emotional aspects include:

- Self Awareness
- Managing Feelings
- Social Skills
- Motivation
- Empathy

Other planned opportunities in the curriculum include the Sulp program – to develop social interaction.

During the last school year, an identified cohort of pupils assessed elements of the Nuture program for 2 terms. The trail period evidenced positive developments and personal progress. The Nuture program has now been included on the timetable and some pupils from KS3, 4 and 5 will be accessing the group.

All planning promotes teaching and learning which

- Involves engagement with the children and young people and takes account of their views and experiences, particularly where decisions are to be made that may impact on life choices eg. Eco council, Student council
- Uses a variety of approaches including active, co-operative and peer learning and effective use of technology.
- Encourages and capitalises on the potential to experience learning and new challenges in the outdoor environment
- Encourages young people to act as positive role models for other children within the educational community eg. class monitors, dinner monitors, council members.
- Leads to a lasting commitment in children and young people to follow a healthy lifestyle by participation in experiences which are varied, relevant, realistic and enjoyable
- Helps to foster health in families and communities through work with a range of professions, parents/carers, children and young people and enables them to understand the responsibilities of citizenship.

Celebration of Achievement, Assessment, Recording and Reporting

The views and opinions of our learners is gathered through the use of an annual pupil survey. This provides us with relevant information regarding the Emotional Health and Well Being of our pupils and helps to develop next steps in whole school improvement.

The school uses PIVATs to support our summative and formative assessments of pupil progression in their emotional development. Staff will use their own knowledge and observations of the pupil to support target setting and in reporting to parents.

We like to celebrate any achievements made by our pupils .This may be a piece of good class work, good or improved behaviour, a sporting achievement, attendance, kindness to another pupil or something achieved outside school perhaps at a work or college placement. Certificates are awarded at our weekly Assembly and displayed in classrooms. Others may be taken home to inform parents.

Each class has its individual, age appropriate reward system that recognises progress. Pupils set their own targets which are reviewed weekly with their peers.

Roles and Responsibilities

Learning through health and wellbeing promotes confidence, independent thinking and positive attitudes and dispositions. Therefore, it's the responsibility of every teacher to contribute to learning and development in this area.

Everyone within the school's community whatever their contact with children and young people might be, shares the responsibility for creating a positive ethos and climate of respect and trust – one in which everyone can make a positive contribution to the wellbeing of each individual within the school and the wider community. There are many ways in which establishments can assist young people. These include peer support, breakfasts or lunch clubs, mentors and pupil support staff.

Some aspects of health and wellbeing are the responsibility of all practitioners. These responsibilities include each practitioner's role in establishing open, positive, supportive relationships across the school community, where children and young people will feel that they are listened to and where they feel secure in their ability to discuss sensitive aspects of their lives; in promoting a climate in which children and young people feel safe and secure: in modelling behaviour which promotes health and health and wellbeing and encouraging it in others; through using learning and teaching methodologies which promote effective learning; and by being sensitive and responsive to each young person's wellbeing.

Practical responsibilities include understanding of anti bullying and child protection policies by all staff and knowledge of the steps to be taken in any given situation, including appropriate referral.

Teachers will:

- Plan for Health & Wellbeing in accordance with school policy and guidelines
- Record access and evaluate individual, group and whole class progress using school, authority and national guidelines.
- The PSHE & C lead teacher has a responsibility to identify resources to support this policy document and to plan the future training needs of staff/stakeholders and in doing so will work collaboratively with the TLR for Attendance, Behaviour and Wellbeing.

Emotional, Health and Wellbeing of Staff

The school recognises and understands the importance of the health and welfare of all staff.

The Headteacher has an “open door” policy re. family/personal issues, necessary appointments etc. and for staff to seek guidance to other support or policies. All staff have return to work interviews with the Head or SBM providing opportunity to discuss personal health problems. If the Headteacher is central to the issue, then the matter can be discussed with the Chair of Governors or HR.

The TLR for Attendance, Behaviour and Wellbeing has identified in the SIP, the need to provide the opportunity for all staff to access some alternatives stress management therapies. These should be available to staff during spring/summer term 2014. Staff can also access work related information – stress management, occupational health etc through the local authority intranet service.

Monitoring and Evaluation

Once approved by the governing body, this policy will be monitored by the PSHE&C lead teacher/TLR in line with the school’s policy review cycle.

Dissemination

A copy of this policy once approved will be located on the school website.

Reviewed Autumn 2010

Reviewed Autumn 2011

Reviewed Autumn 2012

Updated and reviewed Autumn 2013

Reviewed Autumn 2014