

	Name of School	Corbets Tey School
	Reviewed	11 February 2020
	Next Review Date	Spring 2021
	Reviewed by	Governor Name: Nicky Sargent Governor Signature: 

Emotional and Physical Wellbeing Policy

Our aim is to give every child and young person the skills and strength to:

ASPIRE, BELIEVE and ACHIEVE

Equality Impact Assessment

The school aims to design and implement services, policies and procedures that meet the diverse needs of our provision, population and workforce, ensuring that none are placed at an unreasonable or unfair disadvantage over others. We are confident that this policy does not place anyone at an unreasonable or unfair disadvantage, and is compliant with relevant equalities legislation.

Vision

- To provide a holistic experience where pupils' emotional and physical resilience and strength are nurtured across their educational experience.
- To help all pupils develop the foundations for healthy behaviours and educational attainment.
- To offer pupils a positive learning experience and environment where learners are engaged and set up to be successful in learning and life.
- To create a culture where high expectations of pupils' potential, behaviour and social conduct are underpinned by moral and social values.
- To recognise that experiences and activities have seamless benefits for pupils' emotional and physical health.
- To maximise our staff capacity to be able to provide full support for our students by sustaining and improving their emotional and mental health.

Rationale

Social and emotional wellbeing create the foundations for healthy behaviours and educational attainment. It also helps prevent behavioural problems and mental health problems. A focus on the social and emotional wellbeing of children and young people is crucial to their future life chances and quality. It is essential that every child has the opportunity to develop:

- Emotional wellbeing – including being happy, confident without anxiety or depression.
- Psychological wellbeing – including the ability to be autonomous, solve problems, manage emotions, experience empathy, be resilient and attentive.

- Social wellbeing – to enjoy good social relationships, manage their behavioural challenges and develop personal competencies such as emotional resilience, self-esteem and interpersonal skills.
- Physical wellbeing – including developing enjoyment of exercise, awareness of and the taste for healthy eating, maximised self care and hygiene skills.

If children are allowed to learn through a nurturing culture, where learning experiences are engaging, stimulating and enriching, they will develop a positive approach to learning. Reinforcement and celebration of every individual's strengths and qualities will be central to all we do.

School culture, ethos and environment affect wellbeing and attainment. The physical and social environment in which staff and pupils spend a high proportion of every weekday may have profound effects on their physical, emotional and mental health as well as affecting their attainment.

Positive relationships between teachers and pupils and between pupils are critical in promoting pupil wellbeing and encouraging them to avoid risky behaviour. Having a sense of belonging to school and having good teacher pupil relationships contribute to pupils liking school. The level of engagement pupils feel with their school is strongly associated with their attainment.

A whole school approach is one that goes beyond the learning and teaching in the classroom to pervade all aspects of the life of a school including culture, ethos and environment. The health and wellbeing of students and staff is promoted through the 'hidden' or 'informal' curriculum, including leadership practice, the school's values and attitudes, together with the social and physical environment.

Aims

- To maximise every pupil's emotional and physical resilience and strength
- To develop each child psychologically, emotionally, intellectually and spiritually
- To help each child initiate, develop and sustain mutually satisfying personal relationships
- To develop children's ability to use and enjoy solitude
- To develop our pupils' awareness of others and to empathise with them
- To let all children play and learn through positive and memorable experiences
- To ensure all children experience delight, fun and build a wealth of childhood memories
- To help children develop a sense of right and wrong
- To develop each child's ability to face problems and setbacks and learn from them, in ways appropriate for the child's age.

Accountability for Emotional Wellbeing and Mental Health for our Whole Community

The Governing Board

The Governing Board has ultimate responsibility for the strategic approach to emotional wellbeing and mental health of staff and students, but will delegate day-to-day responsibility to the Headteacher.

The governor who monitors emotional wellbeing and mental health by liaising with the Headteacher is Julie Lamb (Chair of Governors).

Headteacher

The Headteacher is responsible for the ongoing, day-to-day monitoring of emotional wellbeing and mental health of staff and students. This involves:

- Implementing the Emotional and Physical Wellbeing policy
- Ensuring that there is an active communication with staff and a culture of trust and openness about issues that arise
- Providing adequate training for school staff
- Reporting to the Governor responsible for emotional wellbeing and mental health as appropriate
- Ensuring that in their absence, mental health and wellbeing responsibilities are delegated to another member of staff

In the Headteacher's absence, the Deputy Headteachers assume the above day-to-day mental health and wellbeing responsibilities.

The Gulsharan McDermott (Deputy Headteacher) is the SLT member with day-to-day monitoring responsibility linked to HR for staff wellbeing and absence.

Emotional Wellbeing and Mental Health Lead Teacher

The nominated emotional wellbeing and mental health lead teacher is Kirsty Muddle.

Staff

School staff have a duty to take care of themselves and students in terms of their emotional wellbeing and mental health.

Staff will:

- Take reasonable care of their own emotional wellbeing and mental health and that of others (staff or students) who may be affected by what they do at work
- Co-operate with the school on emotional wellbeing and mental health matters
- Work in accordance with training and school procedures
- Inform the appropriate person of any emotional wellbeing and mental health issue they become aware of so that support may be provided
- Communicate with lead emotional wellbeing and mental health staff with regard to any concerns or worries that they may have or that they notice in others within immediate teams (ie: class, admin) or in the wider school
- Take part in training and accept support offered
- Utilise the school provided support services available to them (Employee Assistance Programme and Occupational Health)

Our curriculum approach

We will ensure that our topic-based curriculum allows children their entitlement to a broad and balanced range of learning at a level which is aspirational and accessible to all. We will prioritise personal learning targets which focus on developing skills that are relevant, functional and provide the foundations for future achievement.

The academic curriculum will be infused with opportunities for children to develop emotional and physical health and resilience. The diet of opportunities maps out a broad range of curriculum enhancement activities that will have varying degrees of emotional and physical benefit for different children. For example, in the case of rebound or horticultural therapy it is impossible to separate the

weight of emotional and physical benefit. For this reason, the activities may have a prime intent but we will not try to define the core purpose as it will depend on each child's individual experience.

We aim to ensure that every member of staff knows as much as possible about every child as an individual and what works best for them. Pupil information profiles (see Appendix 1) provide a one-page overview of each child and can be quickly shared with others who will be engaging with the child.

Children's emotional wellbeing and resilience

We will integrate Social and Emotional Skills development into all areas of the curriculum. The skills to be integrated include:

- Motivation
- Self-awareness
- Problem-solving
- Conflict management and resolution
- Collaborative working
- How to understand and manage feelings
- The development of social skills and empathy
- Know how to manage relationships with parents, carers and peers.

Other parts of the curriculum can also have a positive impact, for example physical activity programmes as a means of improving self-esteem. It is vital that every member of staff provides a model of positive interaction and values.

We will ensure that children are encouraged and supported to talk about their feelings and anxieties. It is essential that every child feels valued and listened to regardless of their expressive language or confidence. We will ensure that our children feel successful and celebrated.

Children's physical wellbeing and health

We will ensure that our children have access to food and water when needed. We know that many of our children get on school buses well before the start of the school day and breakfast can be a challenge. We will identify children who would benefit from something to eat on arrival and ensure this is smoothly incorporated into the beginning of the day. We encourage children to broaden their range of liked healthy foods and share this information with families.

We will use the curriculum to develop pupils' knowledge, attitudes and skills about health and wellbeing. We will incorporate regular exercise opportunities into the day to raise their heartbeats and promote an enjoyment of exercise that is fun and accessible.

Our school nurse visits the school weekly and supports staff and parents in supporting children's health needs. In addition, our children all have an annual medical appointment to monitor their growth and health.

Please see Appendix 2 for the map of experiences our children can access in addition to PE and swimming sessions.

In addition to the Emotional and Physical wellbeing Curriculum we will also ensure that children are submerged in experiences that will contribute to their positive childhood memories.

Emotional and Physical Wellbeing go hand in hand and we are committed to offering a rich and varied curriculum where the two naturally intertwine with holistic benefits. We will ensure that each

child experiences a curriculum and enrichment opportunities that heighten awareness using all the senses, develop resilience and perseverance, confidence and self-belief.

As children make their journey through the school they will experience a rich and varied diet of curricula experiences designed to develop emotional and physical strength, stamina and ambition. Childhood is a time for making magical memories and having fun. We have the privilege of creating opportunities and experiences that will one day be the memories that make our children smile.

Making Magical Memories

School is an important part of childhood and the early stage of life as a journey. A key part of our contribution to each child and young person's emotional and physical wellbeing will be through the making of magical memories. At the start of each child's journey with us we will create the digital album that will record the making of memories as they travel through the school. We will provide a basic prescription for each Phase of the school that can be added to as aspiration and imagination allow!

<p style="text-align: center;"><u>Primary 1</u></p> <ol style="list-style-type: none"> 1. Play in a pool of jelly 2. Make an edible mud pie 3. Splash in big puddles 4. Get pulled along on a wheely board 5. Jump and play in a bubble wrap room 6. Roll down a grass bank 7. Play in a pool of spaghetti 8. Perform on stage and get a cheer 9. Walk on crunchy leaves in a wood 10. Play in a bubble or foam room 11. Jumping in paint puddles 12. The Northern Lights in a tent 	<p style="text-align: center;"><u>Primary 2</u></p> <ol style="list-style-type: none"> 1. Build a camp or den 2. Climb a steep hill 3. Dance like nobody is watching 4. Grow a butterfly or tadpoles 5. Ride or race a go-kart 6. Shout in a remote place 7. Have a mud bath 8. Perform in a production and bow 9. Sing and dance in the rain 10. Stroke a range of animals 11. Go to the cinema with popcorn 12. Run through a rainbow (sprinkler)
<p style="text-align: center;"><u>Secondary 1</u></p> <ol style="list-style-type: none"> 1. Fly a kite 2. Walk a dog on a lead 3. Eat an ice cream looking at the waves 4. Go to the Theatre 5. Organise a fundraising event for charity 6. Enter a competition 7. Learn a new language or sign to a friend 8. Hold an insect 9. Ride on a double decker bus 10. Sing on a Karaoke machine 11. Have a water fight! 12. Fly in a wind tunnel 	<p style="text-align: center;"><u>Secondary 2</u></p> <ol style="list-style-type: none"> 1. Run a race wearing a parachute 2. Lead a presentation to your class 3. Go on a residential trip 4. Go to an Art Gallery/Sensory experience 5. Earn money through enterprise 6. Go on an adventure with a map and a compass 7. Travel on a train 8. Care for a class pet 9. Ride/race a toboggan 10. Visit the Houses of Parliament 11. Zip wire 12. Produce and film Newsround

Working with Parents

As part of our 'Open Door' Policy we are always happy to work collaboratively with parents and willingly suggest programmes for home use. We will endeavour to involve parents and carers in some of these activities to promote shared enjoyment in all those around our children. We also know that if we share the activities that children enjoy it will assist parents in ideas for time spent out of school.

We will nurture partnerships with families and the community, be proactive in our engagement with families, outside agencies, and the wider community to promote consistent support for children and young people's health and wellbeing.

We will support families with out of school appointments where we are able to. We also offer parent training to support a range of information about our children's programmes, communication systems and for broader support issues.

Supporting Our Families

We have a team of Safeguarding and Family Practitioners that:

- Enhance our commitment to achieving positive outcomes and wellbeing for our children and their families.
- Strengthen our families' resilience and support them in being proactive in their own futures.
- Promote parent confidence in dealing effectively with behavioural challenges from their child or young adult.
- Work closely with vulnerable families to support positive changes and enable family health and wellbeing with a firm focus on achieving positive outcomes
- Focus on early intervention and prevention through parent information sessions and training working with other agencies to provide seamless care and support for our families.
- Strengthen our safeguarding arrangements to protect our children and families from abuse and are proactive in preventing abuse happening in the first place and dealing with issues quickly.

Supporting Our Staff

The SLT are committed to supporting staff emotional and mental health wellbeing through the services that we offer such as Employee Assistance Programmes and Occupational Health where issues arise. We aim to:

- Enhance our commitment to maintaining a supportive and positive environment for our staff
- Strengthen our staff resilience and support them in being proactive in maintaining their own mental health
- Ensure that staff feel equipped and effective in dealing effectively with children and young people in challenging situations.
- Work closely and communicate with staff to support positive changes and developments in the school
- Provide regular training so that staff can support students and develop further awareness of their own mental health
- Provide additional support for specific issues such as domestic violence through our Domestic Abuse Champions who are trained and in place to offer support.

Appendix 1

Corbets Tey Pupil Information Profile - NAME AND CLASS NAME

<u>PHOTO</u>	Important Information		My Environmental Needs
Motivators / Reinforcers	Receptive and Expressive Communication		When I am upset/worried I...
I don't like:	I find it difficult to:	I need you to:	I need you to....

ASPIRE - BELIEVE - ACHIEVE

PEER MENTORING - AMBASSADORS				PHASE 1
BEHAVIOUR POLICY	ASSEMBLIES			
PSHE CURRICULUM				
P4C CURRICULUM				
CELEBRATION OPPORTUNITIES				
SCHOOL PARLIAMENT & PUPIL VOICE				
SENSORY ROOM				
TALKING THROUGH DRAWING				
MUSIC COUNSELLING				
	SWING			
	ENRICHMENT OPPORTUNITIES			
	SENSORY GARDEN			
	GROW, COOK, EAT			
	THERAPEUTIC HORTICULTURE			
	MULTI-SENSORY CURRICULUM			
	CREATIVE CURRICULUM			
	SELF HELP SKILLS			
	YOGA THERAPY			
	REBOUND THERAPY			
	SOFT PLAY			
RESIDENTIAL TRIPS		SPORTS DAY		
		SWIMMING		
		HORSE RIDING		
		AFTER SCHOOL CLUBS		
		DAILY EXERCISE OPPORTUNITY		
		P.E. CURRICULUM		
				PHASE 3
				PHASE 2
				PHASE 4

← EMOTIONAL

PHYSICAL →

WELLBEING