



MOWDEN HALL SCHOOL

EMOTIONAL HEALTH AND WELL-BEING POLICY

INTRODUCTION:

Departmental advice from DfE, Mental Health and Behaviour in Schools, March 2015, states,

“One in ten children and young people aged 5 to 16 has a clinically diagnosed mental health disorder and around one in seven has less severe problems.”

At Mowden Hall School, we take the emotional health and wellbeing of our pupils and staff very seriously. Our ethos is a caring one which develops respect, self-esteem and aims to give a voice for all. We are committed to producing a caring and supportive environment which is conducive to the welfare of all children and staff and which enables them to develop and achieve their full potential. We promote a supportive and inclusive ethos, which values parental involvement and their contributions.

This policy will outline the ways in which we, as a school, care for and nurture the emotional wellbeing of those in our care.

We aim to be a school where:

- Everyone achieves their full potential;
- Teaching and learning is personalised, creative, challenging and fun;
- Children are inspired and supported to develop interests and skills both in and outside school;
- A sense of mutual respect, care and responsibility is shown for everyone and everything in school;
- Everyone in school feels safe, supported, valued and happy;
- Staff are supported through existing policies and procedures and through individual pastoral care and advice;
- Parents and carers are supported through existing policies and procedures.
- We promote a two way relationship with parents and carers, based on mutual trust, respect and a commitment to improving learning outcomes.

RATIONALE:

The emotional health and wellbeing of everyone in the care of Mowden Hall School is fundamental to our ethos, policies and daily running. We believe emotional health and wellbeing promotes school success and improvement in a multitude of ways, namely:

Teaching and Learning

- Pupils who are more engaged in the learning process.
- Pupils who can concentrate and learn better.
- Improved standards in all subjects, including literacy and numeracy.
- Improved attainment.
- More effective teaching.
- Parents and carers more involved in school life and learning.

Behaviour and Attendance

- Pupils with high self-esteem and confidence.
- Pupils who have a say in what happens at school.
- Fewer disaffected pupils, disengaged from learning.
- Improved behaviour and attendance.
- Less bullying.

Staff Confidence and Development

- Improved morale.
- Lower absenteeism.
- Better recruitment level.
- Positive and effective relationships with pupils.

We believe emotional health and wellbeing creates happier, more motivated staff and pupils who aim to get more out of life.

PROMOTING EMOTIONAL HEALTH AND WELL-BEING

The School promotes and strengthens the pupil voice through:

- A democratic process for the election of School Council representatives;
- Timetabled meeting time for members of the School Council;
- Consulting pupils about change;
- Specific timetabled meetings for boarders. Boarding Prefects given a clear job description and regularly consulted for their thoughts.

The School promotes the involvement of parents and carers in the life and learning of the child through:

- Regular Parents' Meetings;
- Open door policy - where teachers are available to discuss, with parents, any aspect of pastoral or curriculum development;
- Curriculum Meetings;
- Social lunches for year groups;
- Regular communication and involvement over pupil progress, behaviour and pastoral issues;
- Parental workshops, for example, Mental Health Talks, Substance Abuse Seminars, visits from Senior School Headteachers;
- Welfare Plans – should a child be placed on a Welfare Plan, the School will have regular review meetings with parents. Parents also have the opportunity to add their own comments to the Welfare Plan.
- Involvement in Individual Target Sheets and reviews for children with special educational needs.

The School facilitates a context for learning through:

- Enhancing school and classroom layout; facilities and resources;
- Recognising the background of individual pupils and their educational (SEN), physical, social and emotional needs;
- Establishing clear rules, routines and expectations about behaviour for learning and social cohesion;
- Encouraging positive, caring and constructive relationships between pupils, and between pupils and staff.

The School enhances pupil motivation and learning through:

- Consistent support for vulnerable children and those with SEN from trained teams of pastoral, learning support, teaching assistants and other agencies where appropriate;
- Celebrating successes and achievements during assemblies or other school events;
- A range of challenging opportunities for gifted and talented pupils, such as, independent study, research projects, practical and interactive lessons, specific scholarship preparation programmes and external academic challenges;
- An exciting and varied range of extra-curricular events and trips;
- A balanced curriculum with opportunities for intellectual, physical and expressive development;
- Recognising a range of learning styles;
- Encouraging independence in learning;
- Using a range of teaching styles appropriate to pupils' age, ability and level of maturity.

The School enhances pupil self-esteem and personal development through:

- PSHEE Programme and RS syllabus;
- Information, advice and guidance on health and development;
- Opportunities for pupil leadership through the School Council;
- An emphasis on praise and reward; certificates, emails to parents, positive comments etc;
- Opportunities for reflection and spiritual development through art, literature, RS, assemblies and church services.
- Pupils complete a half termly welfare questionnaire. This ensures issues can be recognised, monitored and resolved.

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

- Whole school training events, including Safeguarding;
- Access to appropriate external training;
- Involving all staff in decision making and proposed change e.g. timing of the school day, frequency of reporting to parents and so on;
- Provision of non-contact time to allow for planning, delivery and evaluation of healthy school activities;
- Consultation on training and support needs through regular review;
- Induction training and information for new staff;
- Provision of additional support at times of particular stress, change and/or difficulty;
- Provision of information about, and access to, supportive services if required;
- An open door listening management system that responds quickly to problems;
- Provision of opportunities for all staff to socialise and relax together;
- Access to a Counsellor if required;
- Opportunities to discuss with SMT any issues of concern/worry.

The Headmaster:

- Ensures the provision of a healthy working environment;
- Takes responsibility for his own work life balance and is aware of the role model he is setting for others to the work life;
- In collaboration with senior staff, sets positive role models;
- Provides pastoral/welfare support for individual staff as required;
- Ensures that all staff are treated in a fair, sensitive and confidential manner;
- Liaises, supports and directs the Deputy Head, who has responsibility for the pastoral care of staff;
- When issues arise, discusses options as appropriate to the circumstances.

THE TRACKING OF PUPIL WELFARE AND DEVELOPMENT AT MOWDEN HALL SCHOOL

Welfare Plans

Welfare Plans are put in place if concern is raised about a child. This concern may be raised by staff and/or parents. The Welfare Plan will be regularly updated and the nominated staff member will have regular review meetings with parents.

Welfare Plans can be altered depending on the child's needs, but the following list highlights the usual content:

- Cause of Concern
- Strengths and Difficulties
- Needs and Strategies
- Nurse Input
- Tutor Input
- Pupils views/aims (if appropriate)
- Parent views and comments
- Targets
- Extra general support
- Any other relevant remarks
- Review date

Individual Wellbeing Questionnaires

Pupils in the Prep School (Years 4-8) complete a welfare questionnaire every half term. The questionnaire is completed during form periods at the end of each half term, with form tutors providing guidance on what each of the criteria means. Pupil friendly descriptions are also included on the reverse of the questionnaire.

The questionnaires focus on the following areas of pupil wellbeing:

- Safety
- Health
- Achievement
- Nurture
- Activity
- Respect
- Responsibility
- Inclusion

Once completed, the results of the questionnaire are collated on a whole school database that is accessible to teaching and pastoral staff within the school.

Any areas of concerns (e.g. a low mark, a decrease in a mark) are addressed initially with the pupil involved on a one-to-one basis with their Form Tutor who will then involve other relevant members of staff if required. The results of the questionnaire allow staff to identify and track any areas of wellbeing in which pupils may require support or intervention.

At the end of an academic year, information collected from previous years will be passed on to the new form tutor.

Attitude

Attitude can be the missing element when it comes to looking at why certain students who, while able, consistently underachieve.

The Pupil Attitudes to Self and School (PASS) attitudinal survey is an easily-administered online questionnaire, every pupil from Year 1 to Year 8 and the results can be revealing.

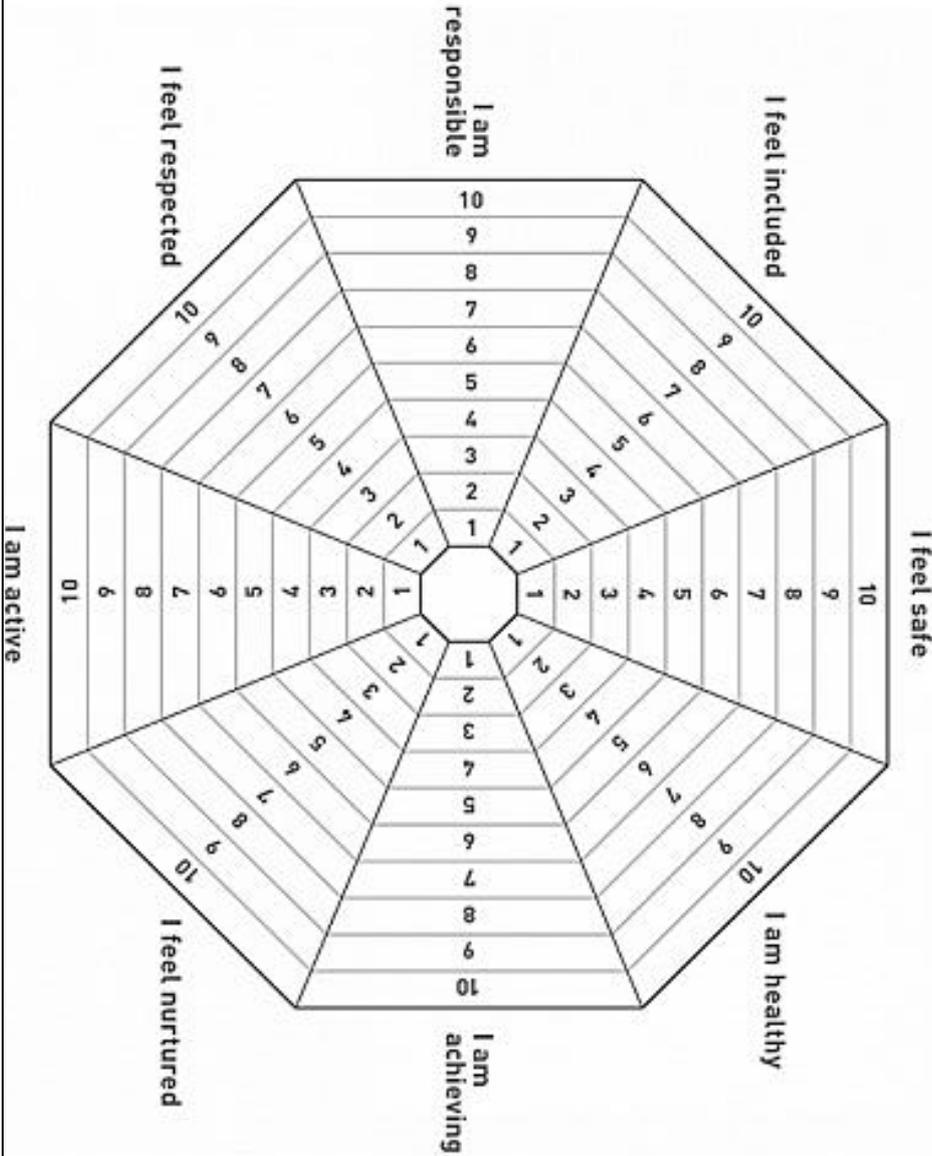
If a pupil has low-self-esteem we are in a stronger position to know this and act appropriately, often in conjunction with home. By fully utilising this triumvirate of pupil-school-home we can best serve our pupils' educational needs.

Analysis

The final part of assessment is integrating the analysis of results from standardised assessments with teachers' own judgements. This then feeds into our system of providing student support.

Pupil Questionnaire: Myself

Name: _____ Age: _____ Year Group: _____ [Summer, First Half 2016]



At Mowden Hall School...

- I feel safe. I am protected from harm and feel secure at school.
- I am healthy. I make positive choices about my health and I am looked after when I am unwell.
- I am achieving. I am making progress in lessons and doing the best I can at school.
- I feel nurtured. I am cared for and encouraged by the staff at school.
- I am active. I am involved in different sports and activities.
- I feel respected. I have a chance to have my views and opinions listened to and I am treated fairly. Pupils and staff treat me with respect.
- I am responsible. I am considerate towards others at school. I understand the school rules and behave well at school. I look after my appearance and my belongings.
- I am included. I have friends at school and feel part of the school community.

Wellbeing Criteria Descriptions

1. Safety

Every child and young person has the right to be, and feel, safe and protected from any avoidable situation or acts of commission or omission by others that might affect their wellbeing.

Such as:

- being physically, sexually or emotionally harmed in any way
- being put at risk of physical, sexual or emotional harm, abuse or exploitation
- having their basic needs neglected or experiencing that their needs are met in ways that are not appropriate to their age and stage of development
- being denied the sustained support and care necessary for them to thrive and develop normally
- being denied access to appropriate medical care and treatment
- being exposed to demands and expectations which are inappropriate to their age and stage of development

Being safe is also about having a positive state of mind. Children and young people should be helped to develop the knowledge and skills that will enable them to keep themselves safe in situations at home, at school or in the community. Being safe means that children and young people feel secure and protected within trusted relationships where adults are not only acting in their best interests but also listening to them and taking account of their views, preferences and feelings.

2. Health

Every child and young person has the right to the health care and support that will help them to fulfil their developmental potential and be in the best state of physical and mental health possible.

Such as:

- having parents/carers take responsibility for meeting their physical, emotional and developmental needs
- displaying fine and gross motor skills and language and communication skills appropriate for their age and stage of development
- benefitting from a nutritious diet
- being within the appropriate weight range for their age and stage of development
- understanding and displaying the appropriate level of hygiene habits for their age and stage of development
- being supported through any traumatic situations such as a bereavement

Where a child's or young person's health is impaired by long-term or permanent disabilities or chronic conditions then they have the right to appropriate treatment, care, education, training and practical support to help them manage their condition, be empowered to make decisions for themselves and participate fully and effectively at home, in school and in the community.

3. Achievement

Every child and young person has a right to support in order to help them progress and develop the skills, ambition and know how that will help create a positive future for them. This means being engaged and motivated to attend and actively participate in their learning, and to develop knowledge and understanding, skills, capabilities and attributes needed to succeed.

Such as:

- regularly attending school or receiving regular schooling at home
- being positively engaged in their learning and responding well to additional support if required
- being a confident learner
- playing and working well with others
- working well independently
- being able to follow routines and instructions
- being confident when faced with new challenges
- coping well with changes (planned or unplanned)
- entering and sustaining employment / education / training as a school leaver

In the early years of a child's life this means being supported at home and in early learning and child care to meet or exceed the appropriate developmental milestones and be ready for primary school. For those with additional support needs and with special talents and abilities it means having the opportunities and support to maximise their potential.

4. Nurture

Every child has the right to thrive and develop into a safe, healthy, happy, well-adjusted child, young person and, ultimately, an independent, respected and responsible adult. This means children and young people having the right support, care and environment around them while growing up.

Such as:

- having their basic needs met (food, accommodation, clothing)
- receiving the appropriate care and guidance from parents/carers
- experiencing appropriate boundaries and supervision at home
- experiencing love, emotional warmth and attachment
- being loved and cared for by a trusted adult
- having a well-developed sense of self-esteem and self-respect
- having a well-developed sense of identity and belonging
- having their developmental needs understood and met by parents/carers
- receiving additional support and care when required
- receiving support, and education to prevent abusive/harmful behaviours

5. Activity

Being active is not just about 'doing', although very important; it is about children and young people having access to and being encouraged to take up opportunities to explore their home and community, to play with others and express themselves in a variety of different ways. It is also about developing new skills, learning how to assess and manage risks, and act responsibly and cooperatively within teams and groups.

Such as:

- having and taking up the opportunity to explore their environment safely
- being physically fit and active
- displaying interests and talents developed through opportunities and encouragement
- positively engaging in play (recreation / sport / activities)
- appropriately engaging in social activities
- gaining a sense of achievement from engaging in activities
- being actively and appropriately involved in their family / social network
- being actively and appropriately involved within the school / community
- developing the ability to assess and manage risks appropriate for their age
- having support to cope with or overcome barriers to physical activity like poor health or disability

Ultimately, activity and play is essential to a child's or young person's sense of subjective wellbeing: the positive feelings about themselves that come from having fun. Being active has an important role to play in developing other areas of the wellbeing: a sense of inclusion and belonging, physical and emotional health, sense of achievement from facing new challenges and developing new skills, self-respect and sense of responsibility, and being in a safe environment to be active and be encouraged.

6. Respect

Respect and being respected is vital to children's and young people's wellbeing, to their sense of self-worth and belonging; feeling loved and cared for and trusted by their friends and parents or carers, and not feeling stigmatised, discriminated against or demeaned.

Such as:

- being treated with dignity and respect at all times
- feeling that others respect their privacy and personal space (within age appropriate limits)
- receiving regular praise and encouragement
- feeling listened to and taken seriously by those around them
- being treated as individuals in their own right with their own needs, expectations and aspirations
- having sufficient and appropriate information to make informed choices
- being asked for their views on information about them being shared for a specific purpose
- being actively involved in any decisions and planning that affects them
- having access to advice and the opportunity to challenge any decisions which they feel do not take full account of their needs and wishes.

The child who is treated with respect is also more likely to be safer, emotionally and physically healthier, happier, more nurtured, more likely to feel and be included, more likely to achieve and more likely to respect themselves and others and behave in a considerate and responsible way.

7. Responsibility

Responsibility and being responsible is an important feature to growing up and becoming responsible citizens, with respect for others and a commitment to participate responsibly within their schools and communities. Responsibility encompasses a diversity of behaviours, values and ways of thinking and feelings.

Such as:

- being caring and considerate towards others
- behaving responsibly at home and school and in the community
- working co-operatively with others
- understanding right and wrong (appropriate to age and stage of development)
- accepting responsibility for their actions
- understanding and accepting the consequences of their actions
- coping with challenges/difficulties appropriate to their age and stage of development
- assessing and managing risks appropriately
- making positive choices
- taking pride in their personal hygiene and appearance

The level of responsibility a child or young person should experience, and be helped to experience, will change as they grow and develop; as they learn what is and is not appropriate behaviour in various circumstances. It leads to a greater emphasis on their understanding of their emotions and behaviour and the impact that these have on others.

8. Inclusion

Inclusion and being included means children and young people having the opportunity, and being encouraged, to play an active part in the communities in which they live and learn. Such as:

- being listened to and views being taken seriously
- living in stable accommodation suited to family size and needs
- living in a well-maintained, safe and secure home environment
- living safely within their own community
- being accepted and valued by parents/friends and peers/school/community
- being included in a positive peer group
- establishing meaningful and supportive friendships
- being included meaningfully in their class/year group
- having good social networks

It also means getting help and guidance to overcome any inequalities to ensure that every child or young person can take up the opportunities available to them.

PRE-PREP

In the EYFS wellbeing of the pupils is discussed in circle time, all teaching sessions and play activities. Children are able to contribute ideas to the School Council and feedback is given to them.

Mowden Hall pupils have a range of forums available to them, in which they are able to communicate to staff their opinions regarding the school and their place within the Mowden community. For Years 1-3 these are:

1. Pupil questionnaire: Myself (once every half term)
2. The Pre-Prep School Council (once every half term)

The Myself questionnaire focuses on the wellbeing of the individual child and is broken down into 8 key wellbeing criteria:

- Safety
- Health
- Achievement
- Nurture
- Activity
- Respect
- Responsibility
- Inclusion

These are the areas that provide pupils with the best opportunity to develop to their full potential in school and beyond. The areas have previously been explained in the Prep School questionnaire, but there is an age appropriate modification to the pupil questionnaire.

Completing the questionnaire

The questionnaire will be completed during form periods at the end of each half term, with form/class tutors providing guidance on what each of the criteria means. Pupil friendly descriptions are also included on the reverse of the questionnaire.

In Years 1-3 pupils will rank each area of wellbeing on a scale of faces.

The results of the questionnaire will allow staff to identify and track any areas of wellbeing in which pupils may require support or intervention.

Pupil Questionnaire: Myself

Name: _____ Age: _____ Year Group: _____ [Autumn, First Half 2019-20]

<p>I feel safe at school. I am protected from harm and feel secure at school.</p>			
<p>I am healthy. I make positive choices about my health and I am looked after when I am unwell.</p>			
<p>I am achieving. I am making progress in lessons and doing the best I can.</p>			
<p>I feel nurtured. I am cared for and encouraged by the staff at school.</p>			

<p>I am active. I am involved in different sports and activities.</p>			
<p>I feel respected. I have a chance to have my views and opinions listened to and I am treated fairly. Pupils and staff treat me with respect.</p>			
<p>I am responsible. I am considerate to others at school. I understand the school rules and behave well at school. I look after my appearance and my belongings.</p>			
<p>I am included. I have friends at school and feel part of the community.</p>			

MONITORING/REVIEW

The Headmaster, Principal of the Trust and Deputy Head are committed to reviewing the impact of the Emotional Health and Wellbeing policy.

This policy should be used in conjunction with other policies, including, but not restricted to:

- Behaviour & Discipline
- Code of Conduct for Staff
- Safeguarding
- Anti-Bullying
- Health & Safety
- Staff Handbook