

HEALING
SCHOOL



A Science Academy

Healing School – A Science Academy

EMOTIONAL HEALTH & WELLBEING POLICY (PUPILS)

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Date adopted by Governors	Autumn Term 2018
Review Date	Autumn Term 2019
Consultations/Training	SLT, Area Leaders & Subject Teachers

Context and Rationale

Emotional health and wellbeing promotes school success and improvement by:

- Contributing positively to enhancing teaching and learning
- Positively promotes social inclusion and improving behaviour and attendance
- Helps pupils deal more positively with daily stresses

Aims

- Pupils who are more engaged, can concentrate and learn better
- Pupils with higher self-esteem and confidence attend school regularly

Vehicles for emotional health and wellbeing

The school promotes and provides a range of services to pupils:

- The physical environment is safe and welcoming.
- There are seating areas outside for pupils to rest and relax at unstructured times.
- Unisex toilet facilities in the South Block which ensure privacy and safety.
- Drop-in sessions to talk to staff who will link the pupil to Healing Helpers, a peer support group.
- An extensive pastoral team of both teaching and non-teaching staff.
- Appointments with appropriately qualified adults: school nurse, school counsellor.
- Staff qualified in First Aid.
- A Pupil Counsellor/Child Protection Officer who leads on Early Help Assessments to support pupils and their families.
- SENDCO who co-ordinates support from outside agencies such as Specialist Advisory Service and Education Team for Hearing and Vision, CAMHS, Educational Psychologist.
- Academic mentoring of Year 11 pupils by teaching staff.
- Transition events such as the Vulnerable Pupils Transition Day for Year 6 pupils.
- Consistent support for vulnerable pupils and those with SEN from trained teams of pastoral staff and teaching assistants.
- An exciting range of extra-curricular events and trips for example trips to London, Hull Art galleries, Ski trip, PGL.
- A balanced curriculum with opportunities for physical and expressive development.
- Work experience in Year 10 that includes college taster sessions.
- Information, advice and guidance on sex, relationships and drugs through PSHCE lessons.
- Careers advice from an independent advisor employed by the school.
- Opportunities for pupil leadership through school council, prom committee, peer mentors, Open Evening guides and the prefecting system.
- Mental Health Awareness assemblies to every year group.
- Issues raised in assemblies are discussed in tutor through Thought for the Week.
- Personalised timetables are available for those pupils who cannot manage a full curriculum for reasons of anxiety or stress.

- Homework clubs at lunchtime and after-school help pupils manage the workload and minimise anxiety.
- PSHE lessons in KS3 promote social, emotional and mental health strategies.
- Socially Speaking groups help the most vulnerable pupils build and maintain friendships.
- Mental Health audit carried out annually by Faculties.
- Practical lunchtime clubs such as Cycle Repair club and Craft Club to build self-esteem and social skills in a less academic setting.
- Weekly Mindfulness/guided relaxation session offered to pupils by qualified yoga teacher
- Pastoral team promote services run for pupils such as Duke of Edinburgh Scheme, Operation Lifestyle, Cadets etc.

The school promotes and strengthens the pupil voice through:

- A school council that meets regularly in timetabled meetings.
- Pupil questionnaires.
- Pupil Premium Pupils meet with the Learning Mentors three times a year to discuss their school report and any issues/concerns they have.
- Display boards around school to demonstrate 'You asked/We did'.

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

- Parent questionnaires.
- Open Days and Parents' Evenings.
- School performances.
- Regular communication and involvement over behaviour, attendance and pastoral issues.
- Close contact through Pastoral and SEN teams.
- School's Facebook/Website/Twitter accounts.
- A leaflet for parents to signpost ways to support their child's social, emotional and mental health.

The school promotes positive values in the classroom. Teachers:

- Act as good role models, demonstrating politeness and using positive body language and tone of voice. Staff act as fair and reliable adults.
- Praise specific achievements, effort and qualities, no matter how small. For example: 'You were brave to take a guess, even though you weren't sure.'
- Act in a consistent manner, following routines and not allowing personal concerns to affect behaviour towards pupils.
- Express disapproval of behaviour, never of the individual.
- Concentrate on positives and what can be done, rather than the opposite.
- Listen to pupils without interruption when they need to explain their view of events. Staff check that they have heard correctly by summarising once the pupil has finished.
- Keep class information up to date so that they are aware of the needs of the pupils in the room and how their needs can be met in the lesson.

- Use a variety of teaching methods and techniques.
- Promote resilience by offering opportunities for independent learning, peer and self-assessment.
- Differentiate to meet the needs of pupils in the room.