

The  Galaxy Trust

Pupil Wellbeing and Emotional Health Policy

September 2021

Context

“Schools to have a clear offer to promote pupils’ mental health and wellbeing, and to protect them from bullying”- Mental health and behaviour in schools- DfE 2018.

In the Galaxy Trust, we work towards positive Emotional Health and Wellbeing in the whole of our school community for adults as well as children. This policy is to be read alongside the following policies:

- Safeguarding and Child Protection Policy
- Peer-on-peer abuse/Sexual Harassment (within the Safeguarding and Child Protection Policy)
- Staff Wellbeing Policy
- Behaviour Policy
- SEN Policy
- Online Safety and Acceptable Use Policies
- Anti-bullying policy

Good emotional health and wellbeing helps pupil success and improvement by:

- The Promotion of improved student engagement in learning, positive behaviour, promoting social inclusion and improving attendance
- helping pupils and staff feel happier, more confident, and more empowered to make appropriate choices in line with the Trust values.

It is our aim to secure positive outcomes in the following areas:

Teaching and Learning

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

Behaviour and Attendance

- Pupils with high self-esteem and confidence
- Fewer disaffected pupils, disengaged from learning
- Improved behaviour and attendance
- Less bullying
- Lower rates of truancy

Wellbeing Provision in the Galaxy Trust

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

- Our own child mental health counsellors
- embedding emotional well-being throughout the curriculum and wider curriculum
- School council to act as mentors
- Wellbeing Team with a mixture of teaching and non-teaching pastoral staff who meet termly to devise and review Wellbeing plans for children with an identified need
- Wellbeing rating scales used to identify children who may require support but who may not otherwise be identified as vulnerable
- Wellbeing toolkit to consistently review the relevance and effectiveness of our systems
- Qualified first aiders
- Co-ordinated support from a range of multi-agency external organisations
- Welcome days and transition events

The Trust promotes an anti-bullying culture through:

- Trust Values which promote Respect, Responsibility and Equality
- High profile of anti-bullying procedures and policy assemblies and events such as national anti-bullying week and day to day curriculum
- Active listening adults including classroom staff, Senior Leaders, Wellbeing Team members and other staff roles within the school such as Midday Supervisors and Sports Coaches whom the child may turn
- Promotion of outside support such as Childline, CEOP and Think you know to support children during times of remote learning or out of school hours.

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
- Opportunities in assemblies

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

- Parent and Carer questionnaires
- Regular consultation about change and development through questionnaires and special meetings

- Subject Focus evenings, Sports and Theme Weeks and Concerts/Music Events
- Involvement in school trips and extracurricular activities
- Regular communication and involvement over pupil progress, behaviour, and pastoral issues through Parent Consultation events

The school facilitates a context for learning through:

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

The school enhances pupil motivation and learning through:

- Consistent support for vulnerable children and those with SEN from trained teams of Wellbeing, learning support, Associate teachers, and other agencies where appropriate.
- A range of challenging opportunities for gifted and talented pupils
- An exciting and varied range of extra-curricular events and trips (*Temporarily interrupted by Covid-19*)
- A balanced curriculum with opportunities for intellectual, physical, and expressive development
- Recognising a range of learning styles
- Encouraging independence in learning
- Understanding Diversity and how cultural needs are to be acknowledged in children's school experiences.
- Using a range of teaching styles such as Circle Time appropriate to pupils' age, ability, and level of maturity
- Using the Wellbeing materials to raise self-esteem and confidence levels.

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

- Curriculum which includes healthy relationships and guidance on sex and relationships are discussed through PSHE.
- Opportunities for pupil leadership through school council and peer mentoring
- An emphasis on praise and reward through the Green to Go system
- Opportunities for reflection and spiritual development through art, literature and the RE curriculum

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

- Curricular planning time within the school week
- 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

Monitoring/Review

The Trustees and Governors are committed to reviewing the impact of the Emotional Health and Wellbeing policy as part of their overall responsibility to Safeguarding.