

Farrowdale House

INDEPENDENT PREPARATORY SCHOOL

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Emotional Health and Wellbeing Policy

Adopted: February 2021

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Farrowdale House Independent School is committed to the highest possible standards of openness and accountability.

Aim

That children in our school will develop the self-esteem, awareness and self-confidence to play an active part in school life and be valued and valuable members of their communities.

Definitions:

'Children and young people feeling good, feeling that their life is going well and feeling able to get on with their daily lives'

'Emotional health and wellbeing is the emotional resilience that enables us to enjoy life and to survive pain, suffering and disappointment. It is a positive sense of wellbeing and an underlying belief in our own worth and of others. Emotional health and wellbeing is embedded in social relations built upon social skills that are developed from birth.' (Elizabeth Hartley-Brewer, 2001)

What is 'good' emotional health and wellbeing in our school?

- The ability to recognise, acknowledge and manage their feelings
- The ability to develop caring and concerns for others
- The ability to develop meaningful, positive and long lasting relationships
- The ability to take responsibility for themselves and make practical decisions

We want our children to:

- Be effective and successful learners.
- Make and sustain friendships.
- Deal with and resolve conflict effectively and fairly.
- Solve problems with others for themselves.
- Manage strong feelings such as frustration, anger and anxiety.
- Be able to promote calm, optimistic states that support the achievement of goals.
- Recover from setbacks and persist in the face of the difficulties.
- Work and play cooperatively.

- Compete fairly and win and lose with dignity and respect for other competitors.
- Recognise and stand up for their rights and the rights of others.
- Understand and value the differences and commonalities between people, respecting the rights of others to have beliefs and values different from their own.

Rationale

The emotional health and well-being of all members of our school is fundamental to our philosophy and aims. Our policies and practices are founded in the development and sustenance of a happy, healthy school, where all learning can flourish. When a school promotes positive emotional health and wellbeing pupils can better understand and express their feelings. This builds their confidence and emotional resilience and therefore their capacity to learn.

'Supporting Young Minds through Tough Times'

'Supporting Young Minds through Tough Times' is the approach to emotional health and mental wellbeing in Oldham. The framework sets out key actions that schools can take to embed the whole school approach to emotional health and mental wellbeing. There are 8 core principles:

- Management and leadership
- The school ethos and environment
- Curriculum, teaching and learning, student voice
- Student voice
- Staff development, health and wellbeing
- Identifying need and monitoring impact
- Working with parents and carers
- Coordinated support

If the 8 principles are consistently and comprehensively applied across the whole school setting they can have a positive impact on:

- The cognitive development of children, their learning, motivation and sense of commitment and connectedness with learning and with school.
- Staff wellbeing, reduced stress, sickness and absence, improved teaching ability and performance.
- Pupil wellbeing including happiness, a sense of purpose, connectedness and meaning.
- Development of social and emotional skills and attitudes that promote learning, success, wellbeing and mental health, in school and throughout life.
- The prevention and reduction of mental ill health such as depression, anxiety and stress.
- Improving school behaviour, including reduction in low-level disruption, incidents, fights, bullying, exclusions and absence.
- Reducing risky behaviour, such as impulsiveness, uncontrolled anger, violence, bullying and crime.

Curriculum organisation

Emotional health and well-being cover the spectrum of activities in school and the range of educational and health/ welfare agencies who support our children. Our school is proactive in its approach and welcomes opportunities to promote emotional health and well-being through the formal and informal curriculum.

Staff use a variety of methods for ensuring sound emotional health and well-being for children. These complement and reflect the overall aims of the school. Our approach includes:

- Class codes of conduct
- Clearly identified rewards and sanctions, understood by all.
- Rewarding positive behaviour and achievement through our house point and Dojo point system
- Setting appropriately challenging tasks.
- Providing an environment of openness, honesty and acceptance.
- Encouraging co-operation and collaboration.
- Developing social competence.
- Encouraging and developing coping strategies and resilience.
- Staff having a thorough understanding of all children.

The school places emphasis on problem-solving, positive self-assessment, time for reflection, quality feedback and encouragement to participate in school and community events.

The delivery of personal, social and health education is fundamental to our promotion of emotional health. Through the curriculum, opportunities exist to explore issues appropriate to children's ages and stages of development. Staff deal sensitively with these issues and differentiate according to the varying needs of the children in their care.

We see parental involvement as a vital part of emotional well-health. Regular opportunities exist to promote partnership with parents, including:

- Parents' meetings throughout the year.
- Annual parental questionnaires to help us build on what we do best and identify areas for improvement.
- Involvement in pupil profile plans and reviews for children with special educational needs.
- Inviting parents to school productions and performances.
- Regular events throughout the school year to relax, fundraise and mix with other parents and staff members.
- Regular updates on social media and Tapestry in Early Years.

Pastoral organisation for pupils

Clear policies for Behaviour, Child Protection and Anti-Bullying are promoted in school. Together, they provide the foundations for emotional, mental health and well-being. Alongside our policies are a range of practices to promote positive mental health;

- A School Council with elected membership.
- Achievement assemblies.
- A whole school system of rewards for individuals: merit awards, Dojo points, house points

Pastoral organisation for staff

Pastoral support for all members of the school community is fundamental to the aims of Farrowdale House Independent School. We believe that a well-supported, valued staff with a clear and shared purpose are best placed to provide emotional well-being for children in their care. We follow L.A. guidelines and policies for supporting personnel, including those for harassment, anti-bullying, race equality and managing staff absence.

Monitoring and evaluation

Provision across the school is monitored by the Proprietors.

The Proprietors will provide support and advice to members of our school community about the provision and implementation of pastoral care in school. Regular staff meetings provide regular opportunities for the quality of care to be evaluated and developed.