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# Lanesend Primary School

## Emotional Health and Wellbeing of Children Policy 2021

### School Improvement Policy

**Signed:** ..... **Date:**  
**(Headteacher)**

**Signed:** ..... **Date:**  
**(Chair of Trustees)**

**Review Date:** May 2022 (Yearly)  
**Reviewed By:** Child-Centred Group and Inclusion Lead

## Lanesend Primary Emotional Health and Wellbeing of Children Policy

Our school, Lanesend Primary School, belongs to all of us. We have a warm, welcoming and happy environment where teamwork and mutual support permeate through every aspect of school life. We celebrate the diversity of our school family. We have high expectations of all children in all areas. We reflect upon our practice to provide imaginative and stimulating educational opportunities and skills for life. Our ethos is a caring one which develops respect, self-esteem and gives a voice for all. We believe that, at Lanesend Primary School, every child does matter and that every child is an individual. Our school is passionate about meeting the needs of every child. We love learning.

We aim to be a school where:

- Everyone realises the capacity of their potential.
- Teaching and learning is personalised, creative, challenging and fun
- Children are inspired and supported to develop interests and skills both inside and outside school
- Positive links with the local community create strong partnerships
- A sense of mutual respect, care, love and responsibility is shown for everyone and everything in school
- Children can contribute positively to a changing society
- Everyone in school feels safe, supported, valued and happy
- Children are supported to make informed decisions for a healthy lifestyle - physically, emotionally, socially and academically
- We are leaders in best educational practice

The emotional health and well-being of all members of Lanesend Primary School is fundamental to all that we do. Our school promotes positive emotional health and wellbeing so that our children can better understand and express their feelings. This builds their confidence and emotional resilience and therefore their capacity to learn. We believe that emotional health is closely linked to mental health and that as a school we can encourage positive development of mental health in childhood.

We believe that children who are mentally healthy will be able to:

- Develop psychologically, emotionally, creatively, intellectually and spiritually
- Initiate, develop and sustain mutually satisfying personal relationships
- Use and enjoy solitude
- Become aware of others and empathise with them
- Play hard, work hard and learn hard
- Develop a sense of right and wrong
- Face challenges, resolve issues and setbacks and learn from them
- Know that the best learning comes from the greatest mistakes

## Curriculum Organisation

Emotional health and well-being covers 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.

Our approach includes:

- Class contracts, developed with the children.
- Clearly identified rewards and sanctions that are understood by all.
- Rewarding positive behaviour and achievement.
- Setting appropriately challenging tasks.
- Providing a forum for listening and talking, through the explicit teaching of Oracy skills
- Encouraging co-operation and collaboration.
- Developing social competence.
- Encouraging and developing coping strategies and resilience.
- Embedding the abilities of a Stand-out Learner
- A democratic process for the election of the Heads of Houses
- Regular Pupil Council and Anti-Bullying Meetings
- The use of Trick Box, which is a whole child, whole school, whole family emotional management and personal development programme for children, families and school staff.

The school places emphasis on problem-solving, positive self-assessment, time for reflection, quality feedback and encouragement to participate in school and community events. A range of extra-curricular opportunities exist for children that enable them to extend interests and talents beyond the classroom. The delivery of personal, social and health education and citizenship is fundamental to our promotion of emotional health. Through planned activities and the informal 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 also promote emotional health and wellbeing through a holistic curriculum which aims to develop community values, such as friendship, courage, peace, trust, thankfulness, British Values, etiquette and life skills. We see family involvement as a vital part of emotional well-health.

Regular opportunities exist to promote partnership with families, including:

- An open door policy
- Pupil progress meetings
- Family workshops.
- Annual family questionnaires, to help us build on what we do best and identify areas for improvement.
- Involvement in personal plans and six weekly reviews for children with Additional Educational Needs.
- Inviting families into school to watch assemblies and look at their children's work.
- An open door for our both our Family Team and Inclusion Team.

- Open Lessons
- Celebration Days
- Speech Days
- Consultation about change and development

## **Inclusion**

Our curriculum policy makes reference to inclusion, which is key to our school ethos. Curriculum provision is based on an understanding that we need to cater differently for individuals in order to provide equality of opportunity. Differentiation and awareness of a variety of teaching and learning styles are used to provide appropriate curriculum approaches for different children's needs.

## **Pastoral organisation for children**

We pride ourselves on the whole school, team approach that is integral to our way of working at Lanesend Primary School.

Our Team Lanesend approach includes:

- Recognising and responding positively to a child's emotional, mental health and / or behavioural needs
- Communicating with families positively and realistically to create a partnership approach to children's emotional, mental health and well-being
- Liasing with appropriate agencies to enlist advice and/or support
- Peer mentoring, with buddies
- A Pupil Council with elected membership from YR-Y6.
- Celebration assemblies.
- A whole school system of rewards for children
- Staff trained in emotional support and a mental health first aider for youths appointed in school
- Check-ins
- Boxall Profile and supported work
- Pupil Voice
- Nurture Groups
- Life Skills Groups
- Jobs and responsibilities
- Pupil PTA for school charity work
- Anti-bullying Ambassadors
- Schools Nutritional Action Group
- Wellbeing surveys conducted termly
- A range of emotional support interventions such as Anxiety Gremlins and Heart Maths

All members of our team are involved in supporting a child experiencing emotional, mental health and / or behavioural difficulties. If appropriate, the child will be given time to work with a member of staff who is trained as a Youth Emotional First Aider.

We recognise the effectiveness of our early intervention approach and our commitment to pastoral care for all.

Lanesend Primary School works in partnership with professionals and organisations to support the Emotional Health and Wellbeing of our children when appropriate to do so.

### **Pastoral organisation for staff**

Pastoral support for all members of the school community is fundamental to the heart of Lanesend Primary 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.

### **Monitoring and Evaluation**

Provision across the school is monitored by the Headteacher. The Headteacher will provide support and advice to members of our school community about the provision and implementation of pastoral care in school. Regular staff meetings, Progression Team meetings, regular meetings with the Inclusion and Family Teams, LSAs, MSAs and half-termly Trustee meetings provide regular opportunities for the quality of care to be evaluated and developed. This policy will be reviewed yearly or in light of new legislation regarding child welfare.

We recognise that due to the current global pandemic, emotional health and wellbeing of our children is a priority due to the impact of Covid-19. We will endeavour to provide positive childhood experiences to balance the impact of the pandemic. We will also monitor regularly the wellbeing of our children and put in early intervention to help support positive emotional health and wellbeing.