

At Claypool everyone is valued, inspired and nurtured on their individual journey of success.

Emotional Health and Well-being Policy

Policy lead: H. Eckersley

Last interim review by the Policy Lead	Autumn 2026
Last full review by the Policies Committee	Spring 2024

Next interim review by the Policy Lead	Autumn 2027
Next full review by the Policies Committee	Spring 2027

Introduction

"A healthy school ensures that when pupils are unhappy, anxious, disturbed or depressed there are open channels for them to seek or be offered support, without stigma and with appropriate confidentiality. A healthy school actively seeks to promote emotional health and well-being and helps pupils to understand their feelings" (taken from National Criteria).

At Claypool Primary School, we work towards positive emotional health and well-being for the whole of our school community.

Rationale

Emotional health and well-being promotes school success and improvement by:

- contributing positively to priorities such as enhancing teaching and learning, raising standards, promoting social inclusion and improving behaviour and attendance;
- involving pupils more fully in the operation of the school;
- helping pupils and staff feel happier, more confident and more motivated;
- helping to meet legal, ethical and curricular obligations.

Aims

General

- Happier and more motivated pupils and staff who get more out of life.

Learning and Teaching

- Pupils who are more engaged in the learning process;
- Pupils who can concentrate and learn better;
- Pupils who can lead their own learning;
- Improved standards in all subjects;
- 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 and feel included and safe;
- Fewer disaffected pupils, disengaged from learning;
- Improved behaviour and attendance;
- No incidents of bullying.

Staff Confidence and Development

- Improved morale;
- Low absenteeism;
- Low staff turn-over;
- Positive and effective relationships with pupils and each other.

Implementation

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

- A pastoral base staffed with non-teaching pastoral assistants and two qualified mental health first aiders;
- Co-ordinated support from a range of external organisations;
- School council to act as the voice of the pupils;
- Welcome days and transition events;
- Hygienic toilets which ensure privacy and safety.

The school promotes an anti-bullying culture through:

- A strong school ethos which empowers tolerance and respect, including respect for difference and diversity;
- High profile of anti-bullying procedures and policy through corporate posters, assemblies and events.

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 and policy development;
- Annual pupil classroom climate surveys
- Pupil led assemblies;
- Presenting at Governors Meetings;
- All pupils contribute through Circle Time.

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

- Termly Open Morning, Sporting events, Assemblies and Concerts/Music Events;
- Parent surveys;
- Regular consultation about change and development through surveys and special meetings;
- Involvement in school visits and extra-curricular activities;
- Regular communication and involvement regarding pupil progress, behaviour and pastoral issues;
- Active Parent, Teachers and Friends Association (PFTA);

The school facilitates a context for learning through:

- Enhancing school and classroom layout; facilities and resources;
- Access to the nurture room (Sunshine Room) if necessary;
- Recognising the background of individual pupils and their physical, social and emotional needs;
- Establishing clear simple 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:

- Ensuring that the 'Model of Brilliance' is central to the learning taking place;
- Consistent support for vulnerable children and those with SEN from trained teams of pastoral, learning support assistants and other agencies where appropriate;
- A range of challenging opportunities for pupils with higher learning potential;
- Recognising strengths that are not necessarily academic;
- Teaching of Physical Literacy;
- An exciting and varied range of extra-curricular events and visits and visitors into school;
- 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 such as Circle Time appropriate to pupils' age, ability and level of maturity;
- Using PSHE materials to raise self-esteem and confidence levels;
- A supportive House system;

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

- The Curriculum linked to Citizenship and PSHE;
- Information, advice and guidance on sex and relationships and drugs;
- Developing resilience;
- Raising aspirations;
- Opportunities for pupil leadership through the Junior Leadership Team, School Council, House and Sports Captains, prefecting roles and the buddy system;
- An emphasis on praise and reward not sanctions;
- The introduction of the 'Secrets of Wonderful Well-Being' as a whole school reward system;
- Opportunities for reflection and spiritual development through art, literature and the Beliefs and Values curriculum.
- The support of the Bolton Mental Health Support Team. Children are referred to the team through the SENDCo and if they are assessed to be suitable, a 6-8 week intervention linked to anxiety, phobia or emotions management will be delivered.

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

- Curricular planning time within the school week;
- Whole school training events, including child protection and safeguarding;
- Access to appropriate external training;
- Support from the Board of Governors;
- Annual staff surveys;
- Involving all staff in decision making and proposed change;
- Consultation on training and support needs through regular review.

The school enhances staff well-being through:

- Treating each other with empathy and respect;
- Keeping in mind workload and having a reduced marking policy;
- Regularly talking to staff about the importance of work/life balance;
- Producing calendars of meetings and deadlines so staff can plan ahead and manage their workload;
- Allowing staff to have time off to deal with personal difficulties;
- When necessary, arranging external support such as counselling or occupational therapy;
- Keeping in touch with staff if they are absent for long periods;
- Using shared areas respectfully such as the staff room or offices;
- Ensuring the efforts of staff and successes of staff are recognised and celebrated.

Roles and Responsibility

- The promotion of Emotional health and Social Well Being and raising the achievement of all pupils is the responsibility of the whole school staff and governors;
- The Headteacher and Senior Leadership Team will demonstrate through their personal leadership the importance of this scheme, ensure all staff are aware of it and understand their role and responsibility in relation to it;
- The Board of Governors has adopted this policy and will assess and monitor its impact annually;
- Staff will be expected to know what their responsibilities are in ensuring the policy is implemented and their role to play in its implementation. They will be aware of the implications of it for their planning, teaching and learning strategies, management of activities, as well as behavioural issues;
- Pupils will be made aware of how the Emotional health and well-being policy applies to them as part of the school aims, values and in the curriculum;
- Parents and carers will be encouraged to participate fully in implementing it in partnership with the school.

Monitoring and Review

The Board of Governors is committed to reviewing the impact of the emotional health and well-being policy as part of the 3 year policy cycle.

Equality

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.