

YSGOL GYNRADD HYWEL DDA PRIMARY



EMOTIONAL HEALTH AND WELLBEING POLICY

As a Rights Respecting School, we promote the values and principles of the UNCRC. This policy promotes and enables children to access:

Article 12: Your right to say what you think should happen and be listened to

The emotional health and wellbeing of all members of our school community is at the heart of our vision and our daily practice. We believe it promotes school improvement and success in a multitude of ways:

- Pupils are more engaged with their learning
- Standards are improved in all areas
- Teaching is more effective
- Parents and carers are more involved in school life and learning
- Pupils have high levels of self-esteem and confidence
- Behaviour is good and attendance levels are high
- Relationships between all members of the school community are positive

We believe that positive emotional health and wellbeing creates happier, motivated staff and pupils who strive to get the most out of life and learning.

PROMOTING EMOTIONAL HEALTH AND WELLBEING

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

- Information, advice and guidance on health and development
- Opportunities for pupil leadership through School Senedd, Eco Council, Playground Buddies
- An emphasis on praise and reward for effort
- Class rewards, dojo, stickers, praise and smiles
- Opportunities for reflection and spiritual development through art, literature, RE, mindfulness and philosophy for children
- Offering support to build, maintain and repair relationships through the use of restorative approaches
- Offering emotional literacy support through individual and small group ELSA sessions.

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

- Parent/teacher consultations
- Having an 'open door policy'
- Annual parental survey
- Assemblies, sports and open classrooms
- Involvement in school trips and extracurricular activities
- Regular communication and involvement regarding pupil progress, behaviour and pastoral issues
- Parental workshops
- Sharing of Individual Development Plans for children with additional learning needs (ALN);
- Family Engagement Officer to sign post parents to a range of support services.

The school enhances pupil motivation and learning through:

- Consistent support for vulnerable children and those with ALN from learning support, teaching assistants and other agencies where appropriate

- Celebrating successes and achievements in the classroom through dojo points, Good to be Green and weekly certificates given out in assemblies
- An exciting and varied range of extra-curricular events and trips
- A balanced curriculum with opportunities for intellectual, physical, creative and expressive development
- Recognising a range of learning styles
- Encouraging independence in learning
- Using a range of teaching styles appropriate to pupils' age, ability and level of maturity

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

- Whole school training
- Comprehensive performance management processes
- Access to appropriate external training and visits to specialists
- Involving all staff in decision making and proposed changes
- Consultation in training and support needs through regular review
- Induction training and information for new staff
- Provision of additional support at times of particular stress and change
- A responsive and listening culture, reacting quickly to problems
- Maintaining contact with staff when they are absent
- Opportunities to discuss with the Headteacher any issues of concern
- Encouraging staff to take proper breaks within the school day
- Signposting of additional support services through Occupational Health and employee counselling services.

The Headteacher will:

- Ensure the provision of a healthy working environment
- Take responsibility for her work life balance and be aware of the role model she is setting for others
- In collaboration with senior leaders, set positive role models
- Provide pastoral support for individual staff as required
- Ensure all staff are treated in a fair, sensitive and confidential manner
- When issues arise, discuss options appropriate to the circumstances
- Support as far as possible any initiatives and recommendations in relation to staff welfare as advised by unions.

MONITORING/REVIEW

The Governors and Headteacher are committed to reviewing the impact of the Emotional Health and Wellbeing Policy and procedures on a bi-annual basis.

