Policy for:

Emotional Health and Well-being Policy 2026-28

Headteacher

Document Control

A. Confidentiality Notice

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B. Document Details

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C. Document Revision and Approval History

Version	Date	Version Created by	Version Approved by	Comments
Version 2	13.2.2026	C Salt (SBM)	Headteacher	School Policy amends: Insert Front Sheet – dates of policy review Page 2 – Staff names in table deleted
Version 1	22.1.2024	C Salt (SBM)	Premises, Health & Safety	School Policy amends: Insert Front Sheet Page 2 – Staff names in table updated

Emotional Health and Well-Being Policy

The national criteria states:

"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".

At St Modwen's Catholic Primary School we work towards positive Emotional Health and Wellbeing in the whole of our school community for adults as well as children. This policy also supports school Risk Assessment Policy for the Wellbeing of Pupils.

This policy:

- Acknowledges the negative effects for the child or young person when imposing unnecessary sanctions and commencing disciplinary processes and procedures and advocates against this
- gives due regard to the Disability Discrimination Act (1995) and the Equality Act (2010) – please also reference our Equality and Diversity, SEND, Health and Safety and Safeguarding Policies
- gives due regard to the NICE guidelines: Children's Attachment (2015)
- details specific and named adults who are responsible for supporting the well-being, participation, and inclusion of children and young people who have relational attachment and trauma needs.

CONTEXT AND RATIONALE

Emotional health and wellbeing 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

Our mission is to help children and young people become emotionally resilient and better placed to engage with life and learning. We do this through a our whole-school approach to wellbeing – proven to improve attendance, behaviour and attainment.

General

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

Teaching and Learning

- Pupils who are more engaged in the learning process
- Pupils who can concentrate and learn better
- Improved standards in all subjects, including literacy and numeracy.
- 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
- Fewer disaffected pupils, disengaged from learning
- Pupils attendance rates and punctuality is good
- Improved behaviour and attendance
- Less bullying

Staff Confidence and Development

- Improved morale
- Lower absenteeism
- Better recruitment level
- Positive and effective relationships with pupils

VEHICLES FOR EMOTIONAL HEALTH AND WELLBEING

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

- 2022 school invested in adopting THRIVE as a whole school approach helping our children to become emotionally resilient and better placed to engage with life and learning. We do this through a our whole-school approach to wellbeing – proven to improve attendance, behaviour and attainment. The implementation of THRIVE is being led in school by our Inclusion/Pastoral Officer.
- School works within the Route to Resilience scheme (2018 onwards -aimed at embedding emotional well-being throughout the curriculum and wider curriculum)
- We have our own child mental health counsellor and Mental Health Young Ambassadors to act as mentors
- Pastoral staff with a mixture of teaching and non-teaching pastoral assistants and qualified first aiders
- Co-ordinated support from a range of external organisations
- Welcome days and transition events
- Regular 'Family Coffee Mornings/ Events' to encourage communication with parents to support the whole family mental health and well-being
- Children have access to safeguarding/ wellbeing posters and websites
- Children's physical health is prioritised in school; school provides a wide range of sporting and play opportunities (OPAL Play was introduced in school in 2022) for children to engage in and invested in a Sports and Outdoor Play lead, Our WEDNESDAY - WAKE UP, SHAKE UP, is proving really popular with children and encourages children's exercise and positivity, our catering service promotes healthy eating
- 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 such as national anti-bullying week and using SEAL materials
- Active listeners, including assistants and adults other than school staff to whom the victim may turn

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
- Involving pupils in interviews for members of staff
- Allocating a school council budget
- Opportunities in assemblies

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

- Parent 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

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 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 pastoral, learning support, teaching assistants 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
- 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 the SEAL materials to raise self-esteem and confidence levels.

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

- The Personal Development Curriculum which includes Citizenship and PSHE
- The Route to Resilience scheme (2018 onwards) which equips pupils with opportunities to build resilience, tolerance and self-worth, to name but three key areas.
- Information, advice and guidance on sex and relationships and drugs
- Careers advice

- Opportunities for pupil leadership through school council, library mentorship and student receptionist.
- An emphasis on praise and reward
- 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 Governors are committed to reviewing the impact of the Emotional Health and Wellbeing policy as part of the rolling programme, taking into account the following policies and aspects (not an exhaustive list):-

- Motivation
- Resilience
- Self-esteem
- Behaviour Policy
- Anti-bullying Policy
- Anti-racism
- Anti-hate
- Anti-sexism
- Anti-homophobia
- Anti- trans gender
- Attendance Policy
- Attainment Policy
- Teaching