



All Saints Carshalton, Church of England Primary School

Policy for Emotional Health and Well-being

Contents

- Philosophy/ Rationale
- Principles and Purpose
- Procedures
- Performance
- Other information

Agreed by staff - Autumn 2006

Next Review - Autumn 2009

Reviewed - Autumn 2015

Philosophy / Rationale

Our aim is that all pupils are provided with an education appropriate to their needs and one, which extends and develops their emotional health and well-being as part of the schools' provision for PSHE and Citizenship and contributes to raising standards.

KNOWN FACTS: The emotional & mental health of children impacts significantly on their lives, relationships and education, yet mental health problems amongst children are widespread.

FACT: 10% of children between 5-15, have a mental disorder of some kind and they cannot even begin to learn effectively. DfES 2001

FACT: In real terms this means 2,380 of Suttons' children and young people.

FACT: 1 in 3 young people are affected by depression. Attempted suicide amongst young people increased by 50% since 1990. MSW Health 2000

Principles and Purpose

1. Skills - which are to be achieved in Emotional Health and Well-being Education

- Has empathy
- Is socially aware
- Is happy
- Is confident
- Is emotionally stable and shows good self-control

2. Concepts - which are to be achieved in Emotional Health and Well-being Education

Pupils:

- Being an effective and successful learner
- Making and sustaining friendships
- Dealing with and resolving conflict fairly
- Recovering from setbacks and persisting in the face of difficulties - having resilience
- Working and playing co-operatively
- Recognising and standing up for your rights and the rights of others

School:

- Raise standards of achievement by pupils who are more secure, motivated, confident and independent learners
- Teachers and other school staff can reinforce positive emotional health and well-being such as; tolerance, respect, empathy and self-awareness

School community:

- The school's culture and environment supports the provision for Emotional Health and Well-being Education

3. Knowledge - which is to be achieved in Emotional Health and Well-being Education

- Being able to solve problems with others and alone

- Managing strong feelings such as frustration, anger and anxiety
- Understanding and valuing the differences between people and respecting the right of others to have beliefs and values different from your own

4. Attitudes - which are to be achieved in Emotional Health and Well-being Education

- To develop a positive attitude towards themselves, their peers and the wider school community
- To promote a positive attitude towards success
- Value and respect oneself and others
- Competing fairly and losing with dignity and respect competitors

Procedures:

This policy will be implemented through ongoing consultation with all members of the school community.

The policy will be reflected in practice through the regular review of the associated schemes of work, PSHE and Citizenship and underpinned by the identified needs of pupils, staff and the wider community.

Performance:

The PSHE & Citizenship co-ordinator will monitor the implementation of this policy in conjunction with related policies to ensure procedures laid down are reflected in practice. This will be discussed at regular meetings with head teacher and SMT, including the addition of any related new legislation.

The Governor's School Community Committee will ensure that this review process has taken place and any revisions ratified by this committee.

Other information:

This policy, which can be part of the schools' Behaviour Policy, will run in conjunction with the following policies; PSHE & Citizenship, Sex and Relationships, Drug education, Child Protection/Safeguarding, SEND, Equal Opportunities, Single Equality.