



Southernly Point Co-operative Multi-Academy Trust Pupil Health and Wellbeing Policy

Equality Impact Assessment

The EIA has not identified any potential for discrimination or adverse impact and all opportunities to promote equality have been taken.*	✓
The EIA has not identified any conflict with the Trust's co-operative values and the Church Schools' values.	✓
Adjust the policy to remove barriers identified by the EIA or better promote equality.	✓

*Inclusive of protected characteristics

Provenance	Date
Working Party	
HR checks	
Union Consultation	
Trustees' Ratification	July 2019
Implementation	Nov 2019

Review Date
June 2021

To be read in conjunction with:	<p>Safeguarding and Child Protection Policy Health and Safety Policy Equality Policy Behaviour Policy Pupil Attendance Policy Managing Medical Conditions Policy</p>
----------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Self Help Self Responsibility Equity Equality Democracy Solidarity
Social Responsibility Honesty Openness Caring for Others

Southerly Point Co-operative Multi-Academy Trust

PUPIL HEALTH AND WELLBEING POLICY

At Southerly Point Co-operative Multi-Academy Trust we work towards positive Emotional Health and Wellbeing throughout the whole of our Trust community for both adults and children.

Promoting Pupils' Health and Wellbeing:

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 wellbeing and helps pupils to understand their feelings”.

1. Trust 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 their school
- Helping pupils and staff feel happier, more confident and more motivated
- Helping schools to meet legal, ethical and curricular obligations
- Increasing participation in Sports, outdoor learning and play
- Emotional health and wellbeing is central to the work of the Trust and all its schools.

2. Key Aims

General

- Happier, healthier and more motivated pupils who get more out of life
- Resilient and reflective learners

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
- Improved behaviour and attendance
- Less bullying
- Lower rates of truancy

Staff confidence and development

- Improved morale
- Lower absenteeism
- More effective recruitment and retention of staff
- Positive and effective relationships with pupils and their families

3. Vehicles for Emotional Health and Wellbeing

The Trust expects that each school promotes and provides a range of services to pupils and their families:

- Effective use of interventions (Thrive/TIS/EFA/SEAL etc) and materials
- Hygienic toilets which ensure privacy and safety
- School council to act as the pupils' voice
- Emotionally available and appropriately trained adults and a qualified first aider
- A pastoral team staffed with non-teaching pastoral assistants (secondary)
- Coordinated support from a range of external organisations
- Open days and transition events within and between schools and phases
- A Sports Premium Plan and evaluation process (primary)

The Trust promotes an anti-bullying culture through:

- Promoting and supporting a strong ethos in our schools which empowers and educates for tolerance and respect, including respect for difference and diversity
- High profile of anti-bullying procedures and policies through corporate posters, assemblies and events such as national anti-bullying week and using THRIVE/TIS/SEAL/etc and materials
- Active listeners, including assistants and adults other than school staff to whom the victim may turn

The Trust promotes and strengthens the pupil voice through:

- A democratic process for the election of school council and SKIP (Trust Wide Student Voice) representatives
- Timetabled meeting time for members of SKIP and the school councils
- Involving pupils in interviews for members of staff
- Consulting pupils about change and policy development
- Allocating a SKIP budget
- Encouraging Pupil led assemblies
- Self-assessment and opportunities to respond to marking
- Pupil conferencing and surveys for school self-evaluation

The Trust promotes the involvement of parents and carers in the life and learning of each of our schools through:

- Regular consultation about change and development through questionnaires and Forum meetings
- Parents' evenings, Sports and Theme Weeks and Concerts/Music events
- Involvement in school trips and extracurricular activities
- Regular communication and involvement over pupil progress, behaviours and pastoral issues
- Family learning

The Trust facilitates a context for learning through:

- Enhancing school and classroom layout; facilities and resources
- An expectation that our schools recognise the background of individual pupils and their physical, social and emotional needs
- Every school has a comprehensive transition procedure internally and externally of the Trust
- An expectation that our schools establish clear rules, routines and expectations about behaviour for learning and social cohesion
- Encouraging positive, caring and constructive relationships

Our schools enhances pupil motivation and learning through:

- Consistent support for pupils with HWB needs and those with SEN from trained teams of pastoral, learning support, teaching assistants and other agencies where appropriate
- A range of challenging opportunities for our most able pupils
- An exciting and varied range of extra-curricular events and trips
- A balanced curriculum with opportunities for intellectual, physical and expressive developments
- Encouraging independence in learning
- Using a range of teaching styles such as Co-operative Learning, Peer coaching and Circle Time appropriate to pupils' age, ability and level of maturity

4. Roles and Responsibility

The promotion of Emotional Health and social Wellbeing and raising the achievement of all pupils is the responsibility of the whole Trust's staff, governors and Trustees:

- The CEO, Executive Team, Headteachers and Senior Leadership Teams 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
- Trustees – The Trust Board has adopted this policy and will assess and monitor its impact annually
- Staff – Staff will be expected to know what their responsibilities are in ensuring the policy is implemented. They will be aware of the implications of it for their planning, teaching and learning strategies, managements of activities, as well as behavioural issues
- Pupils – Pupils will be made aware of how the Pupil Health and Wellbeing Policy applies to them as part of the Trust and their schools aims, values and in the curriculum
- Parents/Carers – Parents and carers will be encouraged to participate fully in implementing it in partnership with the individual school

5. Monitoring/Review

The Trustees are committed to reviewing the impact of the Emotional Health and Wellbeing policy as part of the rolling programme, taking into account the following aspects:

- Safeguarding
- Equality and diversity
- Behaviour
- Attendance
- Teaching