

**Emotional Health and Well Being of Our School Community**

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Chairperson of BOG

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Introduction**

Our school, St. Finlough’s PS, Sistrakeel belongs to all of us…we have a warm, welcoming and happy environment where teamwork and mutual support permeate through every aspect of school life. We celebrate the diversity of our school family.

Our ethos is a caring one which develops respect, self esteem and gives a voice for all. We believe that, at St. Finlough’s, every child, member of staff and parent matters… our school is passionate about meeting the needs of our whole school community.

We have high expectations of all pupils in all areas. Creativity is at the heart of what we teach and learn. We reflect upon our practice to provide imaginative and stimulating educational opportunities and skills for life. Our goal is to improve the life chances of the children that we work with.

St. Finlough’s PS, Sistrakeel recognises that its staff are a very valuable resource and the school is committed to producing a caring and supportive environment which is conductive to the welfare of all staff and which enables them to develop and contribute to their full potential.

We promote a supportive and inclusive ethos, which values parental/carer involvement and their contributions.

**We aim to be a school where:**

* Everyone achieves their full potential;
* Teaching and learning is personalised, creative, challenging and fun;
* Children are inspired and supported to develop interests and skills both in and outside school;
* Positive links with the local community create strong partnerships;
* A sense of mutual respect, care and responsibility is shown for everyone and everything in school;
* Children can contribute positively to a changing society;
* Everyone in school feels safe, supported, valued and happy;
* Children are supported to make informed decisions for a healthy lifestyle - physically, emotionally, socially and academically;
* Staff are supported through existing policies and procedures and through individual pastoral care and advice;
* Parents and carers are supported through existing policies and procedures

and the school’s network of support;

* We promote a two way relationship with parents and carers, based on mutual trust, respect and a commitment to improving learning outcomes; and,
* We are leaders in best educational practice.

**Rationale**

The emotional health and well-being of all members of St. Finlough’s PS, Sistrakeel is fundamental to our philosophy and aims. Our policies and practices are founded in the development and sustenance of a happy, healthy school, where all learning can flourish.

We believe that emotional health is closely linked to mental health and that as a school we can encourage positive development of mental health in childhood. We believe that children who are mentally healthy will be able to:

* Develop psychologically, emotionally, creatively, intellectually and spiritually;
* Initiate, develop and sustain mutually satisfying personal relationships;
* Use and enjoy solitude;
* Become aware of others and empathise with them;
* Play and learn;
* Develop a sense of right and wrong; and,
* Face challenges, resolve issues and setbacks and learn from them.

We believe that by promoting a positive approach to staff EWHB , with clear lines of communication between staff, the Principal and Board of Governors, staff feel that they are part of the school decision making process. Staff members know that they are listened to. This increases the level of motivation and involvement of staff within the school. A high level of involvement leads to staff with a greater sense of confidence and belonging, which impacts on their day to day performance.

We believe that by involving parents and carers and encouraging them to participate actively in the life of the school, we can improve learning outcomes (including EHWB) for our pupils. Close working with parents/carers is essential as parental involvement in the schooling of their child has a significant effect on improved attendance, behaviour and the achievements of pupils. As part of the school’s supportive and inclusive ethos, open door policy and wide network of support, we believe that we can also contribute positively to the EHWB of our parents/carers as well.

**Aims**

* That the children in our school will be able to express their feelings, build confidence and emotional resilience.
* That the children in our school will develop the self-esteem, awareness and self-confidence to play an active part in school life and be valued and valuable members of their communities.
* That staff are aware of the importance of their own emotional health and well- being, and that the emotional health and well being of staff is supported across the school in order to minimise the harm from stress.
* That parents/carers and the wider community are aware of the importance of both their own and pupils’ emotional health and well being and that they are aware of how to access help through the school’s network of support.

**Emotional Health & Well-Being of Pupils**

**Curriculum organisation**

Emotional health and well-being cover the spectrum of activities in school and the range of educational and health/welfare agencies who support our children. Our school is pro-active in its approach and welcomes opportunities to promote emotional health and well-being through the formal and informal curriculum.

Staff use a variety of methods for ensuring sound emotional health and well-being for our pupils. These complement and reflect the overall aims and philosophy of the school. Our approach includes:

* Codes of conduct (class, canteen & playground);
* Clearly identified rewards and consequences, understood by all;
* Rewarding positive behaviour and achievement;
* Setting appropriately challenging tasks;
* Providing a forum for listening and talking, e.g. using Circle time/PDMU/Bubble-Time

/Listening Ear Time/School Counselling Service/Assemblies as a tool for Personal Development and Mutual Understanding and Emotional Health and Well-being;

* Encouraging co-operation and collaboration;
* Developing social competence; and,
* Encouraging and developing coping strategies and resilience.

The school places emphasis on problem-solving, positive self-assessment, time for reflection, quality feedback and encouragement to participate in school and community events. A range of extra-curricular opportunities exist for children that enable them to extend interests and talents beyond the classroom.

The delivery of Personal Development and Mutual Understanding (which includes personal, emotional, social, health and drugs education as well as aspects of relationships and sexuality education) is fundamental to our promotion of emotional health and well being. Through the planned programmes and informal curriculum, opportunities exist to explore issues appropriate to children’s ages and stages of development. Staff deal sensitively with these issues and differentiate according to the varying needs of the children in their care.

Children are grouped in a variety of ways to promote the achievement of their best. In the classroom, there are opportunities for children to work in both friendship and ability groups, in pairs as well as at individual level.

We see parental/carer involvement as a vital part of emotional well-health. Regular opportunities exist to promote partnership with parents (see further details under Emotional Health & Well-Being of parents, carers and the wider community)

**Inclusion**

All curriculum policies promote ‘inclusion’ - key to our school ethos. Curriculum provision is based on an understanding that we may need to cater differently for individuals in order to provide equality of opportunity. This approach to equal opportunities is extended to all members of our school community and included in our SEN and Inclusion and Equal Opportunities policies.

These needs include specific policies for SEN children. Our Principal/Acting Principal has direct responsibility for the curriculum and in collaboration with Literacy and Numeracy co-ordinators uses our whole school tracking system to provide targeted intervention for groups of children and monitor progress. Our SENCO oversees targeted literacy and Numeracy support for children to meet their specific needs. A priority for the school is the early identification of special needs.

Our Teaching and Learning policy contains our expectations in planning, the learning environment and teaching strategies. Differentiation and awareness of a variety of teaching and learning styles are used to provide appropriate curriculum approaches for different children’s needs.

The Board of Governors and whole school community endeavour to ensure that the school’s curriculum and environment are inclusive in nature.

**Pastoral organisation for pupils**

We pride ourselves on the whole school, team approach that is integral to our way of working at St. Finlough’s PS, Sistrakeel .Our methods include:

* Recognising and responding positively to a child’s emotional and/or behavioural needs;
* Communicating with parents positively and realistically to create a partnership approach to children’s emotional health and well-being; and,
* Liaising with appropriate agencies to enlist advice and/or support.

Alongside the high quality in class pastoral support, we have a skilled and committed team who work together to support individuals and groups throughout the school. They support the systems and support structures outlined in the organisation of the curriculum.

Whole school approaches to pastoral care are contained in our Positive Behaviour Policy and Class/ Canteen/Playground rules/Code of Conduct for staff. Clear policies for Pastoral Care, Child Protection, Anti-Bullying, Drugs Education and Drug Related Incidents, Relations and Sexuality, Safe Use of the Internet, Positive Behaviour are also promoted in our school. Together, they provide the foundations for emotional health and well-being.

Alongside our policies are a range of practices to promote Emotional Health and Well Being:

Eg.

* A warm welcoming school ethos where children are treated with respect and dignity and where their views are valued and their comments taken seriously;
* Peer mentoring with a Buddy system and Y7 support for Y1 pupils;
* A School Council with elected membership from all year groups;
* Assemblies which celebrate pupil achievements;
* A whole school system of rewards for individuals and classes; positive point charts, pupil of the week, pupil of the month, show and tell at assemblies, annual prize night and class rewards such as a class party/DVD/trip;
* Friendship Benches;
* Anti-bullying week;
* Listening Ear/Bubble-time; and,
* The Preventative Curriculum (PDMU/Circle-time)

Our School is committed to listening to all members of the school community and strengthening a partnership approach. We have achieved awards in numerous competitions such as:

* Smart Snacks (2006-2017);
* Healthy Munch Box Challenge (2008-2017);
* Hope North West Drugs Education;
* St. Mary’s Public Speaking;
* Environmental Speak (Council);
* Roe Valley Speech & Drama;
* Anti-bullying Poster;
* Road Safety;
* Handwriting; and
* Sports blitzes.

Our Safeguarding and Child Protection/Pastoral Care team includes:

* Designated Teacher for Child Protection/Pastoral Care Co-ordinator – Mrs S. McCafferty
* Deputy Designated Teacher for Child Protection/ - Miss G. Herron

Deputy Pastoral Care Co-ordinator Mrs F. Patton

* Designated Governor for Child Protection - Mr C. Doherty
* Designated Governor for Selection & Recruitment - Mrs F. Patton

All pastoral concerns are recorded in class pastoral books, which are reviewed at regular staff meetings. The team supports children through a whole school system which includes the preventative curriculum (PDMU/Circle-time lessons). This provides a structure for the range of pastoral interventions available in school, including:

* Bubble time;
* Listening Ear Time;
* Pupils’ Comments/Suggestion Boxes;
* Who I can talk to posters (visible around the school);
* Child-line information including phone numbers;
* In-class group/individual support; and,
* Multi-agency involvement as required - including our Educational Welfare Officer, Educational Psychologist, School Counselling Service, Community Medical Officer, Social Services (Family & Child Care Team), WEST, Emotional and Behaviour Support Team and School Nurse.

We actively promote the support that can be provided by a range of agencies. A pupil notice board provides a focal point for children to access support.

Where appropriate, our SENCO may become involved to support a child experiencing emotional and behavioural difficulties. Since the pastoral support system has been set up, we have found that significantly fewer children have needed this support; we recognise the effectiveness of our early intervention approach and our commitment to pastoral care for *all*.

**Emotional Health & Well-Being of Staff**

**Pastoral organisation for staff**

Pastoral support for all members of the school community is fundamental to the aims and philosophy of St. Finlough’s Primary School, Sistrakeel. We believe that a well-supported, valued staff (with a clear and shared purpose) is best placed to provide emotional well-being for children in their care. Our line management structure promotes in-house support, alongside the range of agencies that can be accessed via the staff notice board. We follow CCMS guidelines and policies for supporting personnel (including those for harassment, grievance, equality and managing staff attendance). A clear system of line management exists to monitor and support staff needs. Our school has planned to undertake Staff Emotional Health and Well-Being questionnaires and training during 2018.

In order for all staff to be at their most effective, we believe that they need to have a healthy work life balance in order to:

* Attract and retain the calibre of staff needed for a 21st century Education system.
* Improve the school’s effectiveness by actively reducing staff absenteeism and turnover.
* Develop a more motivated workforce, with high morale, even more able to deliver a better education for our children.
* Improve team work, staff development and cooperation by effectively distributing leadership and creating new leaders.
* Recognise that excessive hours of work do not equal commitment but might reduce staff effectiveness.
* Recognise that improving workplace communication has a positive outcome for the whole school workforce programmes to inform best management practice.

**Practice**

The school will:

* Provide personal and professional development that incorporates regular opportunities for learning and practising health skills such as team building, management of change, stress management, assertiveness and communications etc;
* Provide a range of strategies for involving staff in decision-making processes;
* Operate sensitive and negotiated management and appraisal systems linked to clear job descriptions and PRSD/EPD/BT systems as appropriate to aid them in the delivery of their work and managing the expectations of the job;
* Ensure that new staff are supported with an appropriate level of induction;
* Regular review and annual staff meetings, of how effectively the school

is taking into account the work life balance of all staff. Working with staff to agree and provide appropriate training to enable them to do their jobs competently and effectively within normal working hours;

* Involve staff in agreeing and setting realistic work related targets for the staff and the school;
* Provide a system for encouraging efficient and effective working practices, and discouraging staff from working excessively long hours;
* Continually look at existing and new practices to make systems as efficient and time saving as possible;
* Involve, encouraging and enabling staff to manage their own careers and personal development;
* Provide additional support at times of particular stress, change and/or difficulty;
* Provide information about and access to supportive services;
* Work towards a school ethos where staff feel valued and where respect, empathy and genuineness are cornerstones of school relationships;
* Regularly assess the risk of work activities including the risk of harmful stress and act upon such findings;
* Through training and building security provide staff with a sense of safety and the confidence to deal positively with stressful incidents;
* Regularly review the demands on teacher time spent on paperwork and seek alternative solutions wherever possible;
* Raise awareness and have procedures in place to prevent staff harassment and bullying (CCMS guidelines);
* Have an open door listening management system that responds quickly to problems;
* Respond sensitively and flexibly to external pressures that impact on lives of staff;
* Maintain contact with staff when they are absent for long periods and on returning to school avoiding the situation of payback time and extra workload;
* Maintain positive staff–pupil relationships to ensure an effective Learning and Teaching environment;
* Ensure that Staff Health and Well Being is part of staff development & is linked to the School Development Plan;
* Put in place a non competitive staff praise/ acknowledgement / reward system that is supported by all staff;
* Have a welcoming staff room sensitive to issues of race, gender, culture and disability;
* Provide information and useful contacts on Emotional Health & Well-Being on the staff notice-board (see useful contacts – appendix1);
* Provide adequate staff facilities and accommodation;
* Monitor staff absences, feelings and understandings, staff/parent/pupil relationships and the recruitment and retention of staff;
* Ensure decision making processes are clearly understood and supported by all staff;
* Provide opportunities for staff to socialise for all staff to socialise and relax together;
* Ensure that the confidentiality, rights and dignity of all staff will be maintained at all times;
* Provide opportunities, where possible for flexible working practices; and,
* Have a monitoring, evaluation and review mechanism, linked to performance management and the school improvement plan, for work life balance initiatives and strategies.

**Board of Governors**

The Board of Governors recognise its responsibility with regard to the work life balance of the Principal. The Principal in turn, will have regard to the work life balance of other staff. The governors of St. Finlough’s Primary School have the overall responsibility for the wellbeing of all staff.

**Principal**

The Principal will:

* Ensure the provision of a healthy working environment;
* Take responsibility for her own work life balance and be aware of the role model they are setting for others to the work life;
* In collaboration with senior staff, set positive role models;
* Provide pastoral/welfare support for individual staff as required;
* Ensure that all staff are treated in a fair, sensitive and confidential manner;
* When issues arise, discuss options as appropriate to the circumstances; and,
* Support as far as possible any initiatives and recommendations in relation to staff welfare as advised by CCMS or the EA – Western Region if appropriate.

**Staff**

Individual staff members have a responsibility towards their own health and well-being at work and are advised to raise any matters of concern:

* Any member of staff who has a concern regarding his/her welfare should address this initially with the Principal.
* Staff also have a responsibility to be sensitive and responsive to the welfare of others at work, and are required at all times to act in a way that respects the health and well-being of others.
* Every member of staff must take responsibility for their own work life balance and be aware of the role model they are setting for others.

**Support Services**

Staff are advised that information and advice will be made available in relation to areas of concern where required:

* CCMS and EA – Western Region policies and procedures relating to staff health & welfare.
* Staff care and specialist counselling.
* Occupational health services and occupational medical referrals arranged in relation to staff welfare concerns.
* Support groups providing specialist support for individual circumstances eg. CRUSE (Bereavement), RELATE (Relationship and family matters), the Derry WELL WOMAN CENTRE (Woman’s Emotional Health & Well-Being), AWARE (Defeat Depression), MEN TO MEN (Men’s Emotional Health & Well-Being) and Inspire Wellbeing etc.

**Emotional Health & Well-Being of Parents, Carers & the Community**

St. Finlough’s PS, Sistrakeel values our partnerships with parents, carers and the wider community. We recognise the positive impact that these partnerships have on our pupils’ emotional health and well-being, behaviour, attendance as well as their all round achievements including standards of attainment.

As part of our supportive and inclusive ethos, open door policy, and network of support services, we believe that we can contribute positively to the Emotional Health and Well-being of parents, carers and the community which in turn impacts positively on the development of our children.

Parents, Carers and members of the community are encouraged to participate in the life of the school as illustrated below:

* Parents’ Teacher meetings in the Autumn and Summer Term (optional).
* Open door policy - where teachers are available after school to discuss any aspect of pastoral or curriculum development.
* Parental workshops- ICT (parents & pupils – including Safe Use of the Internet)/Parent Literacy Workshops/Parental Involvement in Numeracy).
* Parental questionnaires, to help us build on what we do best and identify areas for improvement.
* Involvement in individual education plans and reviews for children with special educational needs.
* Parents as volunteers (educational trips/Gaelic sports coaches /Gardening extended schools clubs).
* Parent Teacher Association – parental support for a wide range of school events & fundraising activities (Book Fair, class assemblies, Bring N’ Buy sale, Carol Service, Nativity play, school shows, Annual Quiz , Sponsored Walk , Ladies night and Movie night etc.).
* Open invitations to a variety of schools events as above for parents, carers and members of the wider community.
* Keep-Fit (parents & wider Community).
* First Aid/Defibrillator training (parents & wider Community).
* Emotional Health and Well-being information and training sessions in consultation for parents, carers and the wider community.

Parents, carers and the wider community are also encouraged to avail of information on Emotional Health and Well-Being posted on a notice-board in the school dedicated to them (see appendix 1 – useful contacts).

**Monitoring And Evaluation**

Provision across the school is monitored by the Principal/Acting Principal and Board of Governors. The Principal /Acting Principal will provide support and advice to members of our school community about the provision and implementation of Pastoral Care and Emotional Health and Well Being in our school.

The staff will be asked to regularly monitor their own work life balance and to report any concerns to the Principal/Acting Principal. The Principal/Acting Principal will report the outcome of staff reviews on Emotional Health and Well Being to the Board of Governors in the Principal’s Report each term.

The Governing body have a responsibility to ensure that the head teacher manages an acceptable work life balance. This includes providing administrative and leadership support and leadership and management time for the Principal/Acting Principal. The Governors will regularly review their own practices and consideration to staff workload at Board of Governor meetings. The Principal/Acting Principal has a duty to monitor their own work life balance, modelling good practice and reporting concerns to the Governing body.

**Implementation Of This Policy**

The member of staff with lead responsibility for the implementation of this policy is the Principal (Mrs S. Mc Cafferty) and in her absence - the Acting Principal (Mrs. F. Patton). The Deputy Pastoral Care Co-ordinator/Deputy Designated Teacher (Miss G. Herron) will also assist the Principal/Acting Principal in overseeing the implementation of this policy.

**Review**

This policy will be reviewed every three years or more regularly in line with developments in Emotional Health and Well Being as necessary.

**Appendix 1**

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| **Useful Contacts For Your Emotional Health And Well Being****Staff, Parents, Carers and the Wider Community** |
| ***Name of Organisation*** | ***Aspect of Emotional Health & Well Being***  | ***Contact Details*** |
| **Citizen’s Advice Bureau** | Legal problemsDebtConsumer IssuesBenefitsHousingLegal MattersEmploymentRedundancyImmigrationForm-fillingRepresent clients at tribunals & at court | Embassy Court, 3 Strand Road, Derry BT48 7BJ. Tel 02871362444lmanderrycab@citizensadvice.co.uk |
| ***Name of Organisation*****Derry Well Woman Centre** | ***Aspect of Emotional Health & Wellbeing***CounsellingEating Disorders SupportMiscarriage SupportMenopause ClinicCardiac Risk AssessmentBreast / Cervical ScreeningCrèche ActivitiesBreast-feeding supportPost Natal Depression Antenatal ClassesBaby MassageBehaviour ManagementDepression & AnxietyAnger ManagementConfidence Building Self- EsteemCancer Support / counsellingDecision-makingNutritionYogaComplementary Therapies* Introduction to massage
* Reiki
* Reflexology
 | ***Contact Details***17, Queen Street, Derry.BT48 7EQTel: 02871370103Fax: 02871360777Email: info@derrywellwoman.org |
| **Cruse Bereavement Care - Foyle** | Loss & BereavementCoping with a crisis | Tel: 02871 262941 |
| **Northlands – Addiction to Recovery** | Issues with Alcohol | Tel: 02871 313232Fax: 02871 345085Email: info@northlands.org.uk |
| **Narcotics Anonymous** | Drug Addiction & Recovery | <http://wsoinc.com> |
| **DAYS – Drugs & Alcohol Youth Service – Derry City Council Area*****Name of Organisation*** | Education on Drugs & Alcohol to youth settings & treatment for those who experience problems due to drug/alcohol abuse***Aspect of Emotional Health & Well being*** | [www.nypdfoyle.com](http://www.nypdfoyle.com)***Contact Details*** |
| **Western Drugs & Alcohol Co-ordination Team** | Information on alcohol & drug issues & services for users, families, carers & the wider community | [www.westernifh.org/wdact](http://www.westernifh.org/wdact) |
| **Aware** | Defeat Depression – information, training & workshops for teenagers, teachers, parents& other vulnerable group.Also Mental First Aid Courses | 10 Clarendon Street, DerryBT48 7ETTel: 02871 260602Fax: 02871 309229ron@aware-ni.orgjudy@aware-ni.org |
| **Men To Men** | Provides one to one counselling on a range of men’s Emotional Health & Well-Being issues | Tel: 02890 247027Helpline: 02890 237779 |
| **Men’s Health Forum** | Advice on Emotional Health & Well-Being issues | Tel: 020 73884449Fax: 020 73884477 |
|  |  |  |
| **The Rainbow Project****Derry** | Emotional & Well Being of gay & bi-sexual men in NI | Tel: 02871 283030Fax: 02871 283060 |
| **Samaritans - Derry** | Confidential emotional support to any person who is suicidal or despairing | 16, Clarendon Street, DerryBT48 7ETTel: 02871 265511 |
| **Relate** | Advice / counselling on relationship s, sex therapy, workshops, mediation & consultations | Main Office3rd & 4th Floor, 3, Glengall Street, BelfastBT12 5ABTel: 0870 242 6091Email: office@relateni.org |

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| **Useful Contacts For *Staff* Emotional Health And Well Being** |
| ***Name of Organisation*** | ***Aspect of Emotional Health & Well Being***  | ***Contact Details*** |
| CCMS – Staff Welfare | Advice for governors, principals & teachers on the development and management of Health and Well Being policies. | CCMS Holywood163, High St. Holywood Co. DownBT 18 9HTTel: 028 90426972 |
| EA – Western Staff Welfare | Advice for staff on welfare issues. | Human ResourcesWelbI Hospital RoadOmaghCo. TyroneBT79 0AWTel: 028 82 411411 |
| Inspire Wellbeing (previously known as Carecall). | Advice for staff on welfare issues. | Inspire Central OfficeLombard House10-20 Lombard Street BelfastBT1 1RD**Visit the website:***www.inspirewellbeing.org* |