

Wallsend Jubilee Primary School

Aims and Philosophy

At Wallsend Jubilee Primary School, 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.

We have high expectations of all pupils in all areas. We reflect upon our practice to provide imaginative and stimulating educational opportunities and skills for life.

Our ethos is a caring one which develops respect, self esteem and gives a voice for all. We believe that, at Wallsend Jubilee Primary, every child does matter. Our school is passionate about meeting the needs of every child.

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
- We are leaders in best educational practice

Rationale

The emotional health and well-being of all members of Wallsend Jubilee Primary School 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.

When a school promotes positive emotional health and wellbeing pupils can better understand and express their feelings. This builds their confidence and emotional resilience and therefore their capacity to learn.

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

Aim

That 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.

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 proactive 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 children. These complement and reflect the overall aims and philosophy of the school. Our approach includes:

- Class codes of conduct, developed from our school charter.
- Clearly identified rewards and sanctions, understood by all.
- Rewarding positive behaviour and achievement.
- Setting appropriately challenging tasks.
- Providing a forum for listening and talking, e.g. using circle time as a tool for personal, social and health education and citizenship.
- Encouraging co-operation and collaboration.
- Developing social competence.
- 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, social and health education and citizenship is fundamental to our promotion of emotional health. 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. Regular review of seating arrangements helps to ensure that children gain maximum benefit. We see parental involvement as a vital part of emotional well-health. Regular opportunities exist to promote partnership with parents, including:

Inclusion

All curriculum policies make reference to 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 Equal Opportunities and Race Equality Policies. These needs include specific policies for SEN children and those who are more able. Our Teaching and Learning Policy contains our expectations in planning, the learning environment and teaching strategies. Differentiation and awareness of a

Pastoral organisation for pupils

We pride ourselves on the whole school, team approach that is integral to our way of working at Wallsend Jubilee Primary School. Our methods include:

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

Clear policies for Child Protection, Anti-Bullying and Attendance are promoted in school. Together, they provide the foundations for emotional, mental health and well-being.

Alongside our policies are a range of practices to promote positive mental health;

- Jubilee Junction—A lunchtime drop in session for children to talk about issues that are upsetting them.
- Bespoke small group programmes to help children understand and explore emotions, build resilience and improve self esteem.
- A Student Council with elected membership from R -Y6.
- Achievement assemblies.
- A whole school system of rewards for individuals.
- The school has been proud to achieve National Healthy School status.

Where appropriate, our SENCO may become involved to support a child experiencing emotional, mental health and / or behavioural difficulties. If appropriate, the child will be given time to work with our Learning Mentor. We recognise the effectiveness of our early

Monitoring and evaluation

Provision across the school is monitored by the headteacher. The headteacher will provide support and advice to members of our school community about the provision and implementation of pastoral care in school. Regular staff meetings, SLT meetings, Regular Meetings with the SENCo and Learning Mentor, T.A., Dinner duty staff meetings and termly governor meetings provide regular opportunities for the quality of care to be evaluated and developed.

Reviewed:

To be reviewed:

Signed: