



## **Rationale**

Positively supporting the emotional health and well-being of all members of Pendle Community High School & College (PCHS&C) is central to the philosophy and aims of the school. As a senior leadership team (SLT) we are committed to maintaining a happy, safe, positive and calm learning environment and a culture of positive pupil behaviour.

This policy reinforces our expectations and underpins our core values of Honesty, Embrace Diversity, Ambition, Respect and Togetherness and that in our school and college community, we care for and respect: ourselves, other people, our environment and always try our best. We actively promote:

- A strong sense of community – mutually beneficial relationships and positive attitudes, values and beliefs, which facilitate strong self-discipline and responsible citizens, who in turn value and can co-operate with others.
- An emotionally literate and solution-focussed organisation which fosters positive and desired behaviours, including how to effectively manage conflict and repair harm.
- A restorative culture - working 'with' students to effect change rather than doing 'to' them.
- A personalised approach to negative behaviour - support will always be designed around individual needs and a functional analysis of behaviours, which is subsequently well-planned, implemented, monitored and analysed at various levels and in different ways across school and college.

We believe that emotionally healthy people will be able to:

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

As an SLT we recognise that there should be proactive support for emotional well-being and resilience, as it is fundamental to people's capacity to get the most out of life for themselves and for their families.

We recognise that there is an inseparable link between good emotional and physical health and success in learning and achievement. Life skills and emotional resilience acquired in childhood and adolescence help people cope with challenges throughout their lives.

### **Aim of Policy**

To promote positive emotional health and well-being to help pupils and staff to understand and express their feelings, build their confidence and emotional resilience and therefore their capacity to learn, accept change and move forward.

The culture and ethos of PCHS&C is positive, proactive in its approach and welcomes opportunities to promote emotional health and well-being through the formal and informal curriculum.

PCHS&C actively creates and sustains a wellbeing culture. This is achieved by: -

- An embedded positive approach to pupil relationships and behaviour based in restorative practice and the building of relationships
- Providing opportunities to listen to the child's voice e.g. using check in circles, student and school councils, Mental Health peer mentors
- Actively using resources from Action for Happiness and Mentally Healthy schools
- Dedicated timetabled time for pupils and staff to try new hobbies and interests through extended clubs
- The use of the THRIVE approach with trained THRIVE practitioners
- Providing appropriate programmes of study and topics in PSHE, Physical Development, Cooking and Nutrition and Computing.
- A trauma informed approach: -

Staff at PCHS&C are aware of a range of issues that potentially affect a young person's emotional wellbeing and behaviour. CPD and training includes: the THRIVE approach, courses on the Me Learning and MindEd training platforms on Attachment, Trauma, mental health and Adverse Childhood Experiences (ACEs) and sensory processing and regulation needs.

A programme of annual INSET training on Attachment and Trauma.

Staff are familiar with the effect of Attachment, Trauma and ACEs on the development of the brain, emotional regulation and the effects on relationships.

All staff are aware that a "trauma informed" approach benefits all young people and ensures behaviour is seen in its wider context. A "trauma informed" approach encourages active listening and curiosity by looking for the meaning of behaviour beyond what a young person superficially presents.

Staff have contributed to a document of good practice focusing on the "strategies to bear in mind", as well as specific examples of **Changing the conversation – what we used to say and what we will say and do more consistently to ensure we strive to shift from blame to compassion, disconnection to connection, hopelessness to hope.**

## **Policies**

- Positive relationships, behaviour and SEMH including rewards systems
- Anti-bullying
- Safeguarding and Child Protection
- Online safety
- Staff code of Conduct
- Menopause Policy

## **Key people**

Everyone has their part to play at PCHS&C in promoting positive mental health and well-being within our community. There are particular staff who are well placed to provide support and guidance within their specific role and responsibilities. For our pupils, well-being, positive mental health and promoting the welfare of all our young people falls within our wider safeguarding culture and any issues of well-being or mental health should be initially discussed with the Designated Safeguarding Lead (DSL) Claire Endersby, or one of the deputy DSLs, Debra Grogan (Headteacher), Jo Chatburn (Acting Deputy Head) and Alison McConville (Family Liaison Officer). Alison McConville is currently the Senior Designated Mental Health Lead and a Mental Health First Aider.

As an SLT we consider the well-being of staff and pupils at our weekly SLT meetings and are looking to introduce supervision / check-ins with all staff during the year.

Any staff member wishing to discuss issues concerning their positive mental health and well-being should approach Alison McConville as the designated Mental Health Lead.

## **Internal specialist staff resources**

- THRIVE practitioners Debra Grogan, Claire Endersby, Andrea Huggett, Alison McConville, Karen Butcher, Carlie Gladstone
- Family Liaison Officer
- Special Needs School Nurse
- Music Therapist
- Mental Health First Aiders
- School Counsellor

## **Curriculum**

- PSHE (including RSE)
- Online safety
- Physical Development
- Enriched curriculum including Erasmus+ project, lunch time clubs, after school clubs, residentials, Duke of Edinburgh, well-being sessions, post 16 work experiences / volunteering activities

## **Family support**

- Parental engagement via Annual Reviews, parent evenings, assemblies, Annual Christmas Fair, Pendle's Got Talent, charity events e.g. MacMillan
- Courses (in house or external) – Cygnet, Positive pathways, Triple P
- Referrals to support services e.g. Food banks, Family Wellbeing Service, charities, Paediatric Learning Disability Nursing Team and more.
- Access to Family Liaison Officer and Special Needs School Nurse

### **Training and Development**

Induction Training and CPD including:

- Attachment
- Attachment and Trauma informed practice
- Looked After Children (LAC) / Previously LAC
- Adverse Childhood Experiences (ACEs)
- Domestic Abuse
- MindEd - Use of resources / training
- Mentally Healthy Schools - Use of resources / training
- Action for Happiness website, use of resources and training
- Astute / Me - Learning Lancashire County Council
- Future Learn – CPD courses
- National College – CPD courses

Policy approved by Governors: October 2023

Review date: September 2024

Signed:   
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(Chair of Governors)

Signed:   
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(Headteacher)