



HEALTH AND WELLBEING POLICY

Date Reviewed	2 nd July 2026	
Signed Headteacher		
Signed Chair of Curriculum & Standards		
Date Revised	Summer Term 2028	

Rednal Hill Infant School and Nursery Class is committed to providing a happy caring, welcoming atmosphere in which the best quality education is provided for each child to achieve to achieve his/ her full potential. In order to achieve this, both our staff and pupils need to feel safe and secure with high levels of wellbeing.

Definitions:

The emotional wellbeing of children is just as important as their physical health. Good mental health allows children and young people to develop the resilience to cope with whatever life throws at them and grow into well-rounded, healthy adults. (Mental Health Foundation)

‘Emotional health and wellbeing is the emotional resilience that enables us to enjoy life and to survive pain, suffering and disappointment. It is a positive sense of wellbeing and an underlying belief in our own worth and of others. Emotional health and wellbeing is embedded in social relations built upon social skills that are developed from birth.’ (Elizabeth Hartley-Brewer, 2001)

What does ‘good’ emotional health and wellbeing look like in our school?

- The ability to recognise, acknowledge and manage their feelings
- The ability to develop caring and concerns for others
- The ability to develop meaningful, positive and long lasting relationships
- The ability to take responsibility for themselves and make practical decisions

We want our children to:

- Be effective and successful learners.
- Make and sustain friendships.
- Deal with and resolve conflict effectively and fairly.
- Solve problems with others for themselves.
- Manage strong feelings such as frustration, anger and anxiety.
- Be able to promote calm, optimistic states that support the achievement of goals.
- Recover from setbacks and persist in the face of the difficulties.
- Work and play cooperatively.
- Compete fairly, win and lose with dignity and show respect for other competitors.
- Recognise and stand up for their rights and the rights of others.
- Understand and value the differences and commonalities between people, respecting the rights of others to have beliefs and values different from their own.

Rationale

The emotional health and wellbeing of all members of our school is fundamental to our philosophy, ethos and aims. 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.

Curriculum organisation

Emotional health and wellbeing 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 wellbeing through the formal and informal curriculum.

Staff use a variety of methods for ensuring sound emotional health and wellbeing for children. These complement and reflect the overall aims and philosophy of the school. Our approach includes:

- Creating emotionally safe classrooms.
- Clearly identified rewards and sanctions, understood by all.

- Restorative practice
- Rewarding positive behaviour and attitudes is embedded in our school culture.
- Relax Kids strategies to reduce anxiety and regulate emotions.
- Setting appropriately challenging tasks.
- Encouraging co-operation and collaboration.
- Developing social competence.
- Encouraging and developing coping strategies and resilience.
- Promotion of the 'No Outsiders' programme to better understand differences and everyone own uniqueness.

The school places emphasis on problem-solving, positive self-assessment, time for reflection, quality feedback and encouragement to participate in school and community events.

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.

We see parental involvement as a vital part of emotional well-health. Regular opportunities exist to promote partnership with parents, including:

- Welcome meeting in September – a chance to meet the staff, find out about the organisation and routines and curriculum in each class.
- Parent consultations in both the Autumn and Spring terms.
- Parental workshops and Family Fridays.
- Annual parental questionnaires, to help us build on what we do best and identify areas for improvement.
- Involvement in pupil profile plans and reviews for children with special educational needs.
- Inviting parents to Christmas Nativities, congratulation assemblies, class assemblies, Harvest celebrations and End of Year Service.
- Regular updates through Tapestry and The Rag.
- An open door policy which encourages families to interact and seek advice and support.

Inclusion

All curriculum policies make reference to 'inclusion' as this is 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. Differentiation and awareness of a variety of teaching and learning styles are used to provide appropriate curriculum approaches for different children's needs.

Pastoral organisation for pupils

We pride ourselves on the whole school, team approach that is integral to our way of working at Rednal Hill Infant School. We are a Trauma Informed, Attachment Aware School (TIASS).

Our methods include:

- Recognising and responding positively to a child's emotional, mental health and/ or behavioural needs.
- Continuous and up to date training on child attachment, childhood adverse experiences and emotion regulation training.
- Creating individual responses for children, so that all can experience achievement and success.
- Communicating with parents positively and realistically to create a partnership approach to children's emotional, mental health and wellbeing'.
- Liaising with appropriate agencies to enlist advice and/or support.
- Weekly nurture sessions.

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

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 Pastoral Support. We recognise the effectiveness of our early intervention approach and our commitment to pastoral care for all.

Pastoral organisation for staff

We believe that a well-supported, valued staff with a clear and shared purpose are best placed to provide emotional wellbeing for children in their care. We follow L.A. guidelines and policies for supporting personnel, including those for harassment, anti-bullying, race equality and managing staff absence.

We have named members of staff for health and wellbeing to implement and monitor the procedures for supporting emotional wellbeing within our school. Helen Drinkwater is the school's Mental Health First Aider and is a point of contact for both staff and parents.

Supervision of roles is monitored, with debriefs and time to process difficult incidences built in.

(See Mental Health and Wellbeing Statement for further details)

Monitoring and evaluation

The Head teacher, together with members of the health and wellbeing committee will provide support and advice to members of our school community about the provision and implementation of pastoral care in school. Regular staff meetings and termly full governor meetings provide regular opportunities for the quality of care to be evaluated and developed.