

## KING EDWARD'S JUNIOR SCHOOL POLICY DOCUMENT

**Title: Emotional Health, Safety & Wellbeing  
Policy**

Policy Category	Pastoral
Status	Approved
Approved by	JMT
Current Author	RJH
Last Approved/Updated	October 2022
Frequency of Review	One Year
Date of Next Review	October2023
Application	Junior School
Staff Responsibility	Head & JMT

## **Rationale:**

Pastoral care is of the highest importance at King Edward's Junior School, we pride ourselves on our caring environment and recognise the vital importance of procedures and practices which lead to a safe environment for every child in our care. We understand that there is a need to promote a culture where the safety and wellbeing of our children is a collective responsibility. To this end it is fully integrated into the school's daily routines through our specific PSHEE (and RSHE) programme, curricular and extra-curricular activities.

*'Respect for ourselves, respect for each other, respect for our school and the wider community'*

## **Aims:**

1. To ensure safeguarding procedures are followed by all adults.
2. To support children's emotional needs and development where we value individuality, within a climate of trust and respect for each other.
3. To nurture and encourage positive aspects of self: self-confidence, self-discipline, self-motivation, self-esteem, self-awareness, and selflessness.
4. To promote the fundamental British values including generosity of spirit, sincerity, empathy, and kindness as well as our core character virtues (resilience, integrity, courage, drive, curiosity, service, focus and charity).
5. To promote safe practices so that children understand how to keep themselves safe on the way to and from school.
6. To ensure that children feel safe and nurtured whilst in school, whether in class or at playtimes.
7. To ensure that staff know where pupils are during the course of the school day.
8. To ensure that there are safe hand-over arrangements to parents at the end of the school day.
9. To alert pupils to dangers outside the school day and how to handle them with the minimum risk to themselves.
10. To ensure that entry to the building is restricted to official authorised entry points.

### **1. Safeguarding procedures**

All Junior School Staff and visitors expectations are highlighted in the whole school [Safeguarding and Child Protection Policy](#).

## 2. Supporting children's emotional needs and development

**Staff** take responsibility for every child's emotional health through their role as a Form tutor, subject teacher or teaching assistant. They are regularly updated on relevant training regarding the support required for the children with particular emphasis on focus areas related to the school's vision.

**Pupils** partake in regular PSHEE lessons and Form time, based around the '[Jigsaw](#)' curriculum programme and the Junior School's values system '[CARERS](#)', where their emotional health is developed through a topic based approach as well as the less formal student voice platform.

**Parents** are communicated with and given regular updates through Twitter, the VLE and the Pastoral (Emotional Health and Wellbeing) section of the Messenger Parents communicate with their child's Form tutor in regard to working in partnership to support their child's growth in this area.

**Year 10 Mentors - Peer support programmes** are also used to support emotionally vulnerable children. These Year 10 pupils have been trained, using an in-house programme, to give them the skills needed to help the younger pupils and are expected to act as positive role models. They discuss social and emotional issues such as social and / or academic anxiety, anger management, setting goals, having a voice as well as provide practical help with homework, interactive play or an opportunity to create a joint project together.

**Year 5 and 6 Buddies - Peer support programme** working with the Year 2 and 3 children respectively to create a safe and secure environment that enhances learning. This is done through regular buddy sessions or regular physical, creative and academic activities.

**Year 6 Head Boy and Girl - student voice** work alongside the supervising adults on a half termly basis with the Pre-Prep children during their Forest School activities, as well as prepare and present at Open Mornings and Presentation Evenings (including Final Assemblies)

**School council - student voice** 'officers' are voted in by their peers and attend a regular school council meeting. Following class meetings, this will lead to discussion and voting in suggestions made by children on how the school can be improved. At times, the school councillors may focus on a certain area of school development, ask questions on a topic, or carry out surveys.

**House representatives - student voice** 'officers' are voted in by their peers on a termly basis, with regular house meetings with all representatives, supported by the Year 13 SS Prefects allocated to the JS. Each year's charities will be determined following presentations from the aforementioned representatives. Regular fund-raising events occur on a termly basis and further awareness of the chosen charities, including going out to visit as well as inviting visitors in is part of their role.

**Social skills including social stories and Lego Therapy** are developed during sessions led by the SEND team on a group or individual basis, dependent on need. These programmes allow the child to develop social and collaborative skills within a safe, small group situation.

**ELSA** – a programme that helps children recognise their emotions including anxiety, low self-esteem, building social and friendship skills, anger management and coping with loss and bereavement

**TISUK** - Trauma-Informed school (UK) is an approach adopted for staff to become more aware of children who have experienced one or more ACE (Adverse Childhood Experience) and we provide them with daily access to emotionally-available adults, who believe in them, relate to them with compassion, empathy and unconditional positive regard, provide appropriate limit setting, understands their attachment and mental health needs, knows their life story, and offers repeated enriched relational, regulatory and reflective opportunities.

**School counsellor** is used to support the children who have been assessed as requiring professional support to develop their emotional health

### **3. Nurturing and encouraging positive aspects of self**

**Staff** will respect each child as an individual, develop the whole child intellectually, emotionally, morally, socially, spiritually and physically, provide a broad and balanced curriculum that will cater for the full range of abilities within the school and enable all children to experience success. Staff make every effort to 'know' the children well. Time is spent talking to them formally and informally.

Each adult has an annual discussion with the Headteacher, regarding both their personal and professional development. INSET options include wellbeing and TIS (Trauma Informed Schools) workshops, interactive and group-based training sessions on 'The Key', 'Optimus' and other platforms. Staff socials are organised.

**Pupils** record their progress and involvement in school life through the completion of termly records of achievement and weekly with 'On a positive note ...' in their learning journal. Appropriate information is shared.

**Briefing** - A weekly staff briefing is held where pupil issues and concerns are discussed. Teaching assistants have an opportunity to highlight any playground or other social problems. All comments are recorded and kept. Monitoring or action required is taken by relevant staff. Confidential correspondence is kept, to record, review and act upon.

**School** will provide a safe, caring, friendly and attractive environment which stimulates learning, a place where all members of the community have a clear understanding of the school rules, a place where positive behaviour is encouraged and recognised, a community which fosters mutual respect and an effective three-way partnership between children, parents and the school.

**Parents** should feel confident to always communicate with the school. The school has an "Open Door" policy and teachers are available at the beginning and end of the day to answer questions or clear up any worries or concerns. If parents would like to speak to their child's teacher, they must sign in at the school office, collect a visitor badge and wait in Reception for the teacher. Parents use the learning journals for more informal concerns or day to day arrangements for their child. Phone calls and emails will be answered as soon as possible. If a longer time is needed to discuss any issues, then an appointment is made with the class teachers in the first instance, then the Lower School co-ordinator, Pastoral or Academic Deputy Head and/or the Head. There are two Parents' Evenings and two written reports each year.

#### **4. Promoting British values**

**Prevent Strategy** - King Edward's Junior School is committed to serving its community. It recognises the multi-cultural, multi faith and ever-changing nature of the United Kingdom. It also understands the vital role it has in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them. It follows equal opportunities guidance which guarantees that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar. We are dedicated to preparing students for their adult life beyond the formal examined curriculum and ensuring that it promotes and reinforces British values to all its students.

The Government emphasises that schools are required to ensure that key 'British Values' are taught in all UK schools. The government set out its definition of British values in the 2011 Prevent Strategy.

The five British Values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

We use strategies within the National curriculum and beyond to secure such outcomes for students. Details of examples that show some of the many ways King Edward's Junior School seeks to embed British values can be found in our SMSC (Social, Moral, Spiritual, Cultural) policy (see appendix 4)

**Core Values** -The core values explicitly taught are under our CARERS acrostic (Charity, Appreciation, Resilience, Ethics, Responsibility, Self-Awareness), mostly through assemblies and Form time. Year 6 students are expected to be ambassadors of these values before they are presented with their Tudor badge. Head Boy/Girl will also lead assemblies on these values.

**House point system** allows pupil voice by expressing, through nominated specific charities from each house, which charity they wish to support. Democratic voting ensues to confirm which local, national and international charity the Junior School will support each academic year.

#### **5. Promoting safe practices so that children understand how to keep themselves safe on the way to and from school**

**A member of staff** crosses the Junior School pupils at the Middle entrance to the school. Pupils are not permitted to cross North Road at any other point, with or without an adult present.

**Designated pathways** must be used when walking to or from the Junior School. Pupils must not text whilst walking around the site.

**Dogs** are not permitted on the school grounds due to health and safety regulations

**Supervision** occurs at the Junior School door, the Middle car park and with the Pre-Prep bus.

**Car Drop Off** is provided for parents to enter the lower entrance of the school and work a rolling system where they remain in their car and drop their child off in the designated loading area.

**Pre-Prep Pick Up and Drop Off** allows parents to walk their child to the lower entrance of the school for morning pick up, where there is a parked bus and a member of the school community supervising them during the journey to the Pre-Prep. At the end of the school day Pre-Prep children are brought back to the Junior School safely with a member of the school community supervising them. Junior School children transfer to the Pre-Prep only after the supervisor has signed them off on the register compiled by the Junior School office. Parents may ring the school office or email to request permission for their child to travel on this minibus.

#### **6. Feeling safe and nurtured whilst in school, whether in class or at playtimes.**

**Care and empathy** is the basis of all our interaction with children and provided by all staff. The Form teacher is always the first port of call for the individual pupil whilst the TA's or Office staff in particular are signposted as ideal people to go to if a pupil has a problem during break or lunchtime.

**First Aid** is provided in the Junior School First Aid Room. Medical support is given by the School Nurse, who is located in the Medical Centre in the Senior School.

**Pupils** are encouraged to bring fresh water in clear bottles (marked with their name) on a daily basis into school. During the summer months they have their own sun hats and sun cream which they are expected to apply themselves and are supervised and kept in the shade when necessary.

**'Chill-out' time** is provided in the Rocket Room if a particular child struggles to handle their own emotions. They are offered this area to use as a private space when they need it. Children with a structured Behaviour Plan may be offered time in that room. Those children meeting with the school counsellor can also use this space.

**The Behaviour Support Policy** supports good behaviour with positive reinforcement in many forms, while setting out clear boundaries and sanctions. Children understand what will happen to them if they break the school rules and what will happen if their teachers are pleased with them.

#### [JS Behaviour Support Policy](#)

**Child on Child Abuse** - is monitored carefully and dealt with swiftly and effectively, following the [Child on Child Abuse policy](#). Documentation is placed on the confidential 'My Concern' platform by one of the JS DSL's.

**Reflection time** allows a child who has continued to make poor choices with their behaviour spend time with a dedicated adult talking about their behaviours and how they can be supported to change these.

**Class Charters** are agreed upon by the pupils at the beginning of each academic year.

**School Rules** are shared with the children and referred to regularly. Children know what they are and why they are needed.

**Anti-Bullying week** and modules within the PSHEE curriculum ensure that Anti-Bullying strategies are regularly revisited. Children understand that if they feel bullied they must tell an adult, preferably while they are still in school. They also understand that there are clear sanctions in place for anyone who bullies in our school. [JS Anti-Bullying Policy](#)

**Pupil questionnaires** are used to gather pupil views about how safe they feel in school, so that appropriate steps can be taken if needed.

**Tudor badge holders** are Y6 pupils who help to monitor and resolve low-level playtime issues, either on the spot or inside the building in the Rocket Room, in the music practice corridor. They are supported by the Pastoral Deputy Head. They are trained to organise group play for other Year groups on a rota basis. They often design their own games and teach them to the other pupils, this can be during outdoor play or wet play as well as the supervised weekly 'Thrilling Thursday' in the hall. They also reinforce and support the CARERS values system to the rest of the JS pupils. There is ongoing training and support from the Pastoral Deputy Head.

#### **7. Ensuring staff know where pupils are during the course of the school day**

**Registers** are taken twice daily to ensure that accurate details are kept of exactly who is in the building in each class. This is recorded on SIMS. If a child arrives late in school, they are asked to sign in, giving a reason for their late arrival. This is tracked so that patterns of poor punctuality can be addressed. If a child is taken out of school by a parent, for a medical appointment or because they have become unwell, their parent is also asked to sign them out and this is registered by the office staff. If no reason for absence has been received by 9.30am, office staff will telephone the family to establish a reason for absence. Should a situation arise where a parent thinks that a child has arrived safely at school when in fact they have not, this procedure will ensure that parents are alerted swiftly.

**Procedures for a missing child** are set out in the school's [Safeguarding and Child Protection Policy](#). It is understood that the Police will be informed immediately in such cases.

**Early morning supervision.** Children may begin to enter the school building from 8.00am where the children are supervised. The members of staff who are on duty will take the children outside to play at 8.15.

**Break-times** are supervised by at least four teachers/assistants on a rota basis. A member of staff is always on duty indoors. Wet breaks are supervised by at least four teachers/assistants. Children stay in their classrooms. The lower school classes will have two Year 6 Tudor Badge holders in each class, as of January each academic year. The library is available for those children whose form room is the Science Lab.

It remains a **Parental obligation** to inform us if a child is not coming to school for any reason and to ensure that their child reaches school safely.

**Supervision during 'Out-of-School' visits** is appropriately managed and correct ratios adhered to. Risk assessment forms are completed and all contact details are taken with a member of staff. Medical kits are taken with the staff. Parents are required to complete an OSA (Off-site

Activities) form for their child each year (see point 10 in safeguarding procedures). Parents are invited to assist where appropriate and correct Safeguarding protocol is followed.

## **8. Ensuring safe hand-over arrangements to parents at the end of the school day**

**End of day hand-over.** The teacher in charge of the children at the end of the day will supervise the children leaving the building. Some parents will collect their child outside the Junior School building. For those parents who have parked outside the middle entrance, their child will walk on the designated paths directly to the middle entrance, crossing with the member of staff on duty. A member of the Junior School staff will meet them at the middle entrance and if anyone has not been collected by 4.15pm, they will be brought back to the Junior School and booked into After School Care.

**Hand-over to After School Care** for those who are staying on until later in the afternoon. Children are registered and managed by the After School Care staff who supervise homework. The responsible adult is expected to come into the building to collect the children and sign them off the register. This provision is available until 6pm.

**Public buses** enable the children (with parental permission) to leave the site at a specific time.

**Pre-Prep bus** enable the children (with parental permission) to leave the site and be driven to our Pre-Prep site. A register is taken and if a child has missed the bus, parents will be informed and an alternative plan will be put into place. Pre-Prep bus children are escorted down to the bus by a member of staff.

**Hand-over at the end of extra-curricular activities.** Children are dismissed by the member of staff running the activity. Children are sent to After School Club if they have not been collected 10 minutes after their extra-curricular activities have finished. All children are expected to be collected from the Junior School building, whatever the time or weather.

**Hand-over after sporting matches (off site).** Children are verbally signed out by their parents and removed from the teacher's register. If that child was on the Pre-Prep bus register, the school office needs to be informed.

**Change to arrangements** can be made by contacting the Junior School office, where the message will be relayed to the pupil prior to the end of the day. In all cases, we refuse to hand-over a child to anyone other than their parents unless we have been asked to do so by the parents themselves, either through a phone call, email or note written in the child's learning journal.

**Driving onto site by parents** before 5.20pm is prohibited, due to the obvious safety risks. Parents are asked to park on North Road and use the Middle entrance and lit paths up to the Junior School to collect their child. The 'V' parking spaces are accessible for emergencies.

## **9. Alerting pupils to dangers outside the school day and how to handle them**

Children are taught in an age-appropriate way about how to stay safe when they are moving to independence. Initiatives such as '**Clever the robot**' are used to reinforce their skill and understanding and these are focuses within school assemblies, following the school [E-Safety Policy](#).



Children are taught about the potential dangers associated with the use of **ICT and the internet** as well as mobile phone usage. [JS Mobile Phone policy](#)

Children are taught about the risks associated with the use of **social media** sites and **internet safety** through assemblies and PSHEE lessons in an age-appropriate way, using the **NSPCC** 'Pants' and 'Share Aware' programmes, as well as **CEOP** and **SWGfL** approved resources on top of the resources presented from the PSHEE Jigsaw curriculum.

Children who own **mobile phones** must hand them into the office first thing in the morning and cannot use them during the school day.

Children are taught in an age-appropriate way about the importance of **Bonfire night safety** and the '**Firework Code**', as well as ways in which they can enjoy themselves safely.

**Lifeskills** is an integral part of the summer curriculum for the Year 6 Personal Award Scheme. This is where they experience various life scenarios and are given advice on how to manage certain situations such as crossing roads, dangers of railway lines, safety in the house, making good choices in the dark, safe play in a park, safety online, to keep themselves and those around them safe.

#### **10. Authorised entry only**

**An electronic door (swipe card entry)** at the main entrance ensures that anyone entering the building has to do so through the entry-phone/ video system. Staff need to confirm a visitor's identity before allowing them access into the building.

**A signing-in book** is then used to ensure that the school has details of who is in the building at any particular time, in case of emergency. All visitors are also required to wear a **badge** whilst in the building. Children are encouraged to report any adult not wearing a badge to the nearest teacher.

**Staff** enter the building through the same entrance using the newly installed **swipe card** system which has been applied to the main entry exit points at the front and rear of the JS.

The [Staff Handbook](#) and [Staff Code of Conduct](#) remind staff that they are expected to **challenge any stranger**. The school is alarmed when not in use.

**Identity badges** - all staff must have their identity badge on them when in the Junior School.