

## Confidence and Self-Esteem

A wide range and variety of extra-curricular activities are provided for pupils that offer them opportunities to take on responsibilities and engage in school projects which assist them in building confidence and self-esteem. These activities cater for all needs, abilities and interests of our school community.

Throughout the year regular displays, communications to parents and school assemblies celebrate the positive activities, achievements and contributions to the community of our children.

## Bullying

The school has a clear policy on anti-bullying which is owned, understood and implemented by the whole of our school community. The staff know their role and are given support by the school leadership team when this is requested.

Our practice is to ensure prompt reporting to parents and carers of any concerns that are raised. We keep records of all bullying incidents and have a follow-up procedure in place which allows us to monitor the children involved in bullying incidents.

## Confidentiality

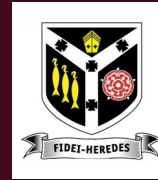
The school follows standard Department for Education, Local Authority and Legal Services' advice on confidentiality issues in all aspects of practice.

The need to protect young people is sensitively weighed against their rights as individuals to privacy and confidentiality. The over-riding principle in all decisions is that they are made with the best interests of the young person in mind and THEIR SAFETY is the most important consideration in any decision that is taken.

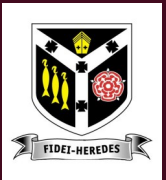
*"But when a child is loved  
Seen as precious  
Listened to  
Touched with reverence  
It knows it belongs  
It is held protected and safe  
It opens without fear"*

Jean Vanier

Saint Augustine's Roman Catholic High School



# Emotional Health and Well-being



Governors' Policy for approval Autumn Term 2014

Children who are emotionally healthy and have a sense of well-being are far more likely to keep healthy and safe, to enjoy and achieve at school, to make a positive contribution to their community and to have good prospects in the world of work.

The promotion of positive emotional health and well-being helps children to understand and express their feelings, builds their confidence and emotional resilience and therefore their capacity to learn.

### **School Ethos and Culture**

Our Mission Statement affirms that: "We want to encourage, inspire, challenge and care for each other, be open to the wider world about us, and celebrate together our reasons for living and hoping." This positive ethos is reaffirmed in all our communications to parents, prospective parents and carers.

Behaviour policies have been developed to ensure that there is a balance between rewards and sanctions and pupils are made aware throughout the year of our high expectations of them and of how their positive behaviour will be rewarded and promoted. Our staff, at every level, give a high priority to our pupils' emotional health and well-being. This is reflected in the 'Outstanding' grades for 'Pupil Care and Guidance' which Ofsted has consistently awarded us.

### **The Needs and Care of Vulnerable Children**

All staff at St Augustine's RC High School follow relevant Department for Education guidance in order to identify children who are experiencing or who are at risk of experiencing behavioural, emotional or social difficulties.

The school has two designated senior members of staff who are responsible for Child Protection. Vulnerable children, including those with specific behavioural, emotional or social difficulties are provided with individual support plans and structured intervention to match their identified needs.

School staff continue to develop their expertise through professional development and liaison with external agencies. When working with other agencies to support and assist individuals and their families, the procedures are based on identified best practice.

Feedback provided by individuals and their families is regularly monitored to ensure that they feel the support they are offered is effective and appropriate.

### **The Curriculum**

Teaching and learning about social and emotional skills is an integral aspect of our school curriculum. This is reinforced by extra-curricular provision ranging from the Rainbows Club which caters for young people who are experiencing loss, through to retreats, which are offered to all pupils and which focus on relationships and making a positive contribution to society.

Our approach as a school to Teaching and Learning and our related CPD provision for staff is underpinned by a holistic approach to the education of the individual as well as promoting positive social skills.

We provide a range of contexts in which our pupils are able to describe how they learn to explore, manage and express their feelings and are able to empathise with others.

### **Support and Advice in Times of Need**

Our pastoral support system proactively enables young people and staff to access advice, especially in times of need, crisis and other major life changes.

We ensure that all pupils and staff understand the pastoral system and are easily able to access it when required. This includes the school's Counselling Service, run by our own qualified and accredited school counsellor who specializes in working with young people.

An additional layer of support is provided by our Pupil Support and Well-Being Room which caters for more pupils who have been identified as struggling to fully access and take advantage of school life. Nurture, academic assistance and/or behaviour mentoring can be offered to support a holistic approach towards emotional health and well-being. We have clearly identified routes of referral to these services for children and staff to enable everyone to be aware of how to seek help and assistance if the need arises.

### **Resisting Stigma and Discrimination**

The school has firm and effective procedures to respond to and combat potential stigma and discrimination. Clear policies have been formulated to take active preventative measures against all forms of stigma and discrimination including racism, sexism, homophobia and slurs against family background and social and economic circumstances, as well as criticism of personal characteristics and physical appearance. This ethos is reflected in all our working practice as well as in all our communications. Staff and pupils are made fully aware of these procedures and policies.