



### Pupil's Well Being

A child's wellbeing in school is about many factors that we take into consideration. A child's wellbeing in school is not just about being with their friends or children of their parents' friends. School years are key to developing social and emotional skills, knowledge and behaviours. Many factors are taken into consideration:

- The importance of helping children to develop resilience. Supporting young people to build emotional resilience can help them to cope with and bounce back from adversity, and can ultimately help to prevent the development of mental health problems in later life.
- The importance of helping children to develop social skills and wider friendship circles. It's good for children to learn how to make new friends and find common ground with all kinds of people. It helps them develop their all-important social skills, confidence, and to be more open-minded as they interact with different kinds of people. Making new friends is a good thing.
- Helping your child to develop and understand a tolerance of different children/people is a very important life skill.
- Developing more self-confidence through making and exploring new friendships.
- Motivational (e.g. being able to bounce back from failure in order to work towards goals) • Children learn to work and grow independently.
- Developing children's ability to manage and understand the emotions of mood, anxiety, fear and fun.

Each year when new class structures are created, we ask parents to support your child's movement to a new class and social circle in a positive way, encouraging them to see the opportunities and excitement of a new adventure. The school knows how your child works with their peers and knows if they need a different dynamic or work better with a different teacher.

Sometimes parents find it hard to accept and understand why children do not always stay in the same classes with their best friends in school and feel that this is important to their child's wellbeing. The style of learning as children go through Y1 to Y6 is very much independent to friendships, in fact within the more formal learning environment friendships can sometimes be a significant distraction to learning.

It is only natural that parents want to protect their children. One of the best forms of protection is to help your child build the life skill of resilience and move forward when things don't always go their way and events happen that upset them. Help them to see the opportunities of making new and wider friendships.

### Belonging

It is really important for pupils to feel they belong to and in our school community, this helps them emotionally and encourages them to attend and take part in school.

### Relationships

We understand that children learn best within positive, trusting relationships informs our approach to managing and then to adapting behaviour. The most effective way of encouraging good behaviour is to develop positive relationships between staff and children and to set high

expectations of behaviour. Focusing on developing good relationships also ensures pupils feel valued and supported. At Holway Park School all behaviour is understood as communication.

Everyone at Holway Park understands that they have a responsibility to support the growth of positive relationships, that sustained effort is required to maintain them and that there will be times when relationships rupture but that we all have a duty to help repair these.

***“Kind words are short and easy to speak but their echoes are endless” - Mother Theresa.***

Behaviour is a form of communication. Within the structure of our school there is someone who knows each pupil, their strengths and interests, the class teacher is the person who usually fulfils this role; however, we also have pastoral staff to support more complex relationships and needs.

Our expectations underline our understanding that positive, trusting relationships enable learning. Pupils spend time exploring what the expectations mean through a variety of ways e.g. stories, PSHE, Think Like a Learner, discussions, Art, Trauma Informed School (TIS) activities, Forest School/Woodlands, educational trips etc.

#### Protect

Our priority is to ensure that children are safe. This means not only physical safety but also within the relational environment. By creating a warm and calm environment that is consistent, we reduce stress for the child. There are emotionally available adults in school and that children know who they are and where to find them.

#### Relate

At Holway Park our understanding of Relate is underpinned by the knowledge that the ability to form meaningful relationships is fundamental to mental health and happiness.

#### Regulate

At Holway Park we support children and adults in school to ensure that they are not left in toxic stress. One of the most powerful ways to do this is to talk to children and help them to talk about what is bothering them.

Pupils regularly participate in pupil voice and give their words and opinions.

We have several staff who support our pupil's well being

Class Teachers

Support Staff

ELSA

Trauma Informed Key Practitioners

Pastoral Worker

PFSA

SENCo

Forest School Worker