



The
British School
of Monaco

POLICY SECTION: Section - PASTORAL

POLICY NUMBER: 5.12

EMOTIONAL HEALTH AND WELL-BEING OF CHILDREN AND YOUNG PEOPLE POLICY

EFFECTIVE FROM: 15/VIII/22

REVIEWED: 07/VII/23

REVIEW DATE: Summer 2023

The British School of Monaco

Emotional Health and Well-being of Children and Young People Policy

Introduction

Emotional health and well-being has been defined as ‘a holistic, subjective state which is present when a range of feelings, among them energy, confidence, openness, enjoyment, happiness, calm and caring, are combined and balanced.’ *Thinking Positively: Emotional Health and Well-being in Schools and Early Years Settings* (Welsh Assembly Government, 2009). The British School of Monaco recognises that promoting emotional health and well-being helps to ensure happier and more motivated students and staff.

The British School of Monaco believes emotional health and well-being makes a direct contribution to school improvement in three main areas:

Teaching and Learning

- students are more engaged in the learning process;
- students can concentrate and learn more effectively;
- improved levels of literacy and numeracy;
- improved academic achievement;
- more effective teaching;
- parents/carers who are more engaged in school life.

Behaviour and Attendance

- students are more involved in school life and have a say in what happens;
- students with higher self-esteem and confidence;
- fewer students disengaged from learning and school;
- better behaviour in the classroom and improved attendance;
- fewer occurrences of bullying;
- lower rates of truancy, offending and substance misuse;
- lower rates of non-attendance/school phobia.

Staff Recruitment and Retention

- improved morale;
- lower absenteeism;
- better staff recruitment levels;
- better staff retention levels.

The British School of Monaco wants all students to have strong social and emotional skills in order for them to make friendships, deal with conflict, manage their feelings, be calm and optimistic, deal with setbacks, respect the rights of others, value diversity, work in teams and solve problems.

AIM

To promote emotional health and well-being in order to ensure happier and more motivated students and staff who get more out of school life.

ROLES AND RESPONSIBILITIES

The Governing Body

The Governing Body has:

- delegated powers and responsibilities to the Principal to promote emotional health and well-being and to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- make effective use of relevant research and information to improve this policy;
- responsibility for ensuring all policies are made available to parents;
- responsibility for the effective implementation, monitoring and evaluation of this policy.

The Principal

The Principal will:

- work to ensure all school personnel, students and parents are aware of and comply with this policy;
- develop, over a period of time, an emotionally healthy school by a whole school approach encompassing:

- appropriate policies and procedures in place:
 - ❖ anti bullying policy and procedures;
 - ❖ positive behaviour management policy and code of conduct;
 - ❖ appropriate strategies to address multi-cultural, gender, sexual orientation, sexual exploitation, special needs and health issues which avoid stereotyping and discrimination.
- commit to whole staff training on mental and emotional health and well-being related issues;
- the development of a health promoting workplace which recognises the importance of support for mental and emotional health and well-being;
- encourage school personnel to think about their own emotional health and well-being and how they can be role models for the students;
- promote work-life balance for school personnel.

School Personnel

School personnel will:

- comply with all aspects of this policy;
- be encouraged to think about their own emotional health and well-being and how they can be role models for the students;
- undertake appropriate training;
- implement the school's equalities policy and procedures;
- be aware of all other linked policies;
- maintain high standards of ethics and behaviour within and outside school;
- work in partnership parents and carers, keeping them up to date with their child's progress and behaviour at school;
- offer support to help parents or carers develop their parenting skills;
- provide for parents with details of the school's policies on promoting social and emotional well-being and preventing mental health problems;
- report and deal with all incidents of discrimination.

Monitoring the Effectiveness of the Policy

This policy will be reviewed according to the school's policy review schedule or when the need arises by relevant staff, the Principal and the Governing Body, taking account of students' opinions and concerns, and parental views where appropriate.