

One Side Guide to.... The 2020 Vision: Emotional Wellbeing



Promoting the emotional wellbeing of pupils and students has the potential to improve their educational outcomes and their health and wellbeing outcomes. The culture, ethos and environment of a school influences the health and wellbeing of pupils and their readiness to learn.

Schools have a statutory duty to *“promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life.”*

At LFPA, we aim to:

- Provide an excellent personalised education, helping all to achieve, with effective strategies for narrowing achievement gaps.
- Tackle the impact of disadvantage on children’s ability to learn and progress, ensuring that all children have opportunities to realise their full potential;
- Ensure that every child has adults who know them well; monitor their progress and respond quickly if problems emerge and helps them set ambitious goals for their future development;
- Contribute, with other agencies, to all aspects of children’s well-being such as protection from harm, health, social and emotional development, with a focus on early identification and prevention, both because these outcomes support educational achievement and because they are important in their own right.

Social and Emotional Development

A number of specific social and emotional competencies have positive effects on academic achievement. We want to develop pupils who:

- are confident about their learning and who have a ‘growth mindset’
(they believe their skills can be developed through dedication and hard work)
- are resilient and can persist when faced with challenges
- can set goals, manage stress and organise their learning
- use problem-solving skills to overcome obstacles

A Whole-School Approach

A whole school approach is one that goes beyond the learning and teaching in the classroom to pervade all aspects of LFPA including:

- culture, ethos and environment: the health and wellbeing of pupils and staff is promoted through leadership practice, the LFPA’s values and attitudes, together with the social and physical environment
- learning and teaching: using the curriculum to develop pupils’ knowledge, attitudes and skills about health and wellbeing
- partnerships with families and the community: proactive engagement with families, outside agencies, and the wider community to promote consistent support for children and young people’s health and wellbeing.