



Emotional Health and Wellbeing Policy

The Diocese of Chelmsford Vine Schools Trust



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Bulphan C of E Academy, Fen Lane, Upminster, Essex, RM14 3RL
The Diocese of Chelmsford Vine Schools Trust is a company limited by guarantee.
Registered in England No 8709542. Registered Office 53, New Street Chelmsford CM1 1AT

'God's word is a lamp to guide my feet and a light for our path.' Inspired by Psalms
119.105

Bulphan C of E Academy Health & Wellbeing Policy

At Bulphan C of E Academy we celebrate the uniqueness of every child of God in our Christian community and encourage them to flourish and shine in all they do, preparing them for life's journey.

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Inspired by Psalm 119:105

Our aim is that children in our school will develop the self-esteem, awareness and self-confidence to play an active part in school life and be valued and valuable members of their communities.

Definitions:

'Children and young people feeling good, feeling that their life is going well and feeling able to get on with their daily lives'

'Emotional health and wellbeing is the emotional resilience that enables us to enjoy life and to survive pain, suffering and disappointment. It is a positive sense of wellbeing and an underlying belief in our own worth and of others. Emotional health and wellbeing is embedded in social relations built upon social skills that are developed from birth.' (Elizabeth Hartley-Brewer, 2001)

What is 'good' emotional health and wellbeing in our school?

- The ability to recognise, acknowledge and manage their feelings
- The ability to develop caring and concerns for others
- The ability to develop meaningful, positive and long lasting relationships
- The ability to take responsibility for themselves and make practical decisions
- For all in our school

We want our children to:

- Be effective and successful learners.
- Make and sustain friendships.
- Deal with and resolve conflict effectively and fairly.
- Solve problems with others for themselves.
- Manage strong feelings such as frustration, anger and anxiety.
- Be able to promote calm, optimistic states that support the achievement of goals.
- Recover from setbacks and persist in the face of the difficulties.
- Work and play cooperatively.
- Compete fairly and win and lose with dignity and respect for other competitors.
- Recognise and stand up for their rights and the rights of others.

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- Understand and value the differences and commonalities between people, respecting the rights of others to have beliefs and values different from their own.

The emotional health and well-being of all members of our school is fundamental to our philosophy and aims. Our policies and practices are founded in the development and sustenance of a happy, healthy school, where all learning can flourish. When a school promotes positive emotional health and wellbeing pupils can better understand and express their feelings. This builds their confidence and emotional resilience and therefore their capacity to learn.

There are some key approaches to emotional health and mental wellbeing that we follow at Bulphan C of E Academy. These are key actions are embedded in the whole school approach to emotional health and mental wellbeing.

- Management and leadership
- The school ethos and environment
- Curriculum, teaching and learning, student voice
- Student voice
- Staff development, health and wellbeing
- Identifying need and monitoring impact
- Working with parents and carers
- Coordinated support

If these principles are consistently and comprehensively applied across the whole school setting they can have a positive impact on:

- The cognitive development of children, their learning, motivation and sense of commitment and connectedness with learning and with school.
- Staff wellbeing, reduced stress, sickness and absence, improved teaching ability and performance.
- Pupil wellbeing including happiness, a sense of purpose, connectedness and meaning.
- Development of social and emotional skills and attitudes that promote learning, success, wellbeing and mental health, in school and throughout life.
- The prevention and reduction of mental ill health such as depression, anxiety and stress.
- Improving school behaviour, including reduction in low-level disruption, incidents, fights, bullying, exclusions and absence.
- Reducing risky behaviour, such as impulsiveness, uncontrolled anger, violence, bullying and crime.

Curriculum organisation

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Emotional health and well-being cover the spectrum of activities in school and the range of educational and health/ welfare agencies who support our children. Our school is proactive in its approach and welcomes opportunities to promote emotional health and well-being through the formal and informal curriculum.

Staff use a variety of methods for ensuring sound emotional health and well-being for children. These complement and reflect the overall aims and philosophy of the school.

Our approach includes:

- Pupil Parliament
- Clearly identified rewards and sanctions, understood by all.
- Rewarding positive behaviour and achievement through our team point system
- Setting appropriately challenging tasks.
- Providing a forum for listening and talking, e.g. learning mentor time
- Encouraging co-operation and collaboration.
- Developing social competence.
- Encouraging and developing coping strategies and resilience.

The school places emphasis on problem-solving, positive self-assessment, time for reflection, quality feedback and encouragement to participate in school and community events.

The delivery of personal, social and health education and citizenship is fundamental to our promotion of emotional health. Through the planned programmes and informal curriculum, opportunities exist to explore issues appropriate to children's ages and stages of development. Staff deal sensitively with these issues and differentiate according to the varying needs of the children in their care.

We also promote emotional health and wellbeing through our Christian Values which are embedded into all our learning: love, wisdom, perseverance, friendship, respect and courage.

Children are grouped in a variety of ways to promote the achievement of their best. In the classroom, there are opportunities for children to work in both friendship and ability groups. Regular review of seating arrangements helps to ensure that children gain maximum benefit.

We see parental involvement as a vital part of emotional well-health. Regular opportunities exist to promote partnership with parents, including:

- Welcome meeting in September – a chance to meet the staff, find out about the organisation and routines and curriculum in each class.
- Termly Parents' evenings Autumn or Spring Term.

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- Parental workshops- phonics, reading, maths calculations
- Annual parental questionnaires, to help us build on what we do best and identify areas for improvement.
- Involvement in pupil reviews for children with special educational needs.
- Inviting parents to worship every Friday for 'star of the week'
- Inviting parents to Christmas Nativities, Carol Service at the Cathedral, Easter Service and End of Year Service.
- Regular updates on website, newsletters and Tapestry in Reception.

Inclusion

All curriculum policies make reference to inclusion. Curriculum provision is based on an understanding that we may need to cater differently for individuals in order to provide equality of opportunity. These needs include specific policies for SEN children. Differentiation and awareness of a variety of teaching and learning styles are used to provide appropriate curriculum approaches for different children's needs.

Pastoral organisation for pupils

We pride ourselves on the whole school, team approach that is integral to our way of working at Bulphan C of E Academy. Our methods include:

- Recognising and responding positively to a child's emotional, mental health and/ or behavioural needs.
- Communicating with parents positively and realistically to create a partnership approach to children's emotional, mental health and well-being'.
- Liaising with appropriate agencies to enlist advice and/or support.
- Weekly nurture sessions with our learning mentor

Clear policies for Behaviour, Child Protection, Anti-Bullying and Attendance are promoted in school. Together, they provide the foundations for emotional, mental health and well-being. Alongside our policies are a range of practices to promote positive mental health;

- Pupil parliament with 'ministers' for a range of areas in school – learning, values, PE, online learning etc
- 'random acts of kindness' weeks
- Achievement assemblies – star of the week
- A whole school system of rewards for individuals: star of the week, value champions, team points

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Where appropriate, our SENCO may become involved to support a child experiencing emotional, mental health and / or behavioural difficulties. If appropriate, the child will be given time to work with our Pastoral Support. We recognise the effectiveness of our early intervention approach and our commitment to pastoral care for all.

Pastoral organisation for staff

Pastoral support for all members of the school community is fundamental to the aims and philosophy of Bulphan C of E Academy. We believe that a well-supported, valued staff with a clear and shared purpose are best placed to provide emotional well-being for children in their care. We follow L.A. guidelines and policies for supporting personnel, including those for harassment, anti-bullying, race equality and managing staff absence.

Monitoring and evaluation

Provision across the school is monitored by the Head teacher and the health and well-being committee.

The Head of school and executive head together with the health and well-being governor will provide support and advice to members of our school community about the provision and implementation of pastoral care in school. Regular staff meetings and termly full governor meetings provide regular opportunities for the quality of care to be evaluated and developed.