

# **Bickerton Holy Trinity Church of England Primary School**



## **Emotional Health and Wellbeing Policy**

Person responsible for policy:

Paul Sweetnam

Approved:

28<sup>th</sup> March 2022

Signed:

Claire Carman, Chair of Governors

To be reviewed:

FGB 4 2025



### Our School Prayer

This is our school,  
Let peace be here,  
Let it be full of  
Happiness.  
Let love be here.  
Love of one another,  
Love of everyone,  
Love of life itself,  
And love of God.

Amen

### Our Mission Statement

Respect for oneself and others is central to our mission of giving every child in our school the highest standard of education and care within a Christian community.

### Our School Rules

Respect and take care of each other.  
Treat others how you would like to be treated.  
Share and use the school's equipment carefully.  
Listen to each other and to adults at school.  
Help others to learn.

## **Section A: Policies**

### **Introduction**

This policy sets out how we try to develop the resilience, self-esteem, awareness and self-confidence of all children in our school to enable them to play an active part in school and community life.

The emotional health and well-being of all members of our school is fundamental to our ethos. Our policies and practices aim to create and maintain a happy, healthy school, where all learning can flourish. Promotion of positive emotional health and wellbeing helps children to understand and express their feelings better, building their confidence and emotional resilience and therefore their capacity to learn.

### **Definition**

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 and others' worth. Emotional health and wellbeing is embedded in social relations built upon social skills that are developed from birth.

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

- Recognising, acknowledging and managing feelings.
- Showing concern and care for others.
- Building meaningful, positive and long-lasting relationships.
- Taking responsibility for oneself and making practical decisions.
- Demonstrating resilience.

### **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;
- Recover from setbacks and persist in the face of difficulties;
- Work and play cooperatively;
- Understand and value the differences and commonalities between people, respecting the rights of others to have beliefs and values different from their own.

### **Emotional health and wellbeing through curriculum organisation**

All areas of the curriculum, whether formal or informal, offer opportunities to promote emotional health and wellbeing.

Staff seize these opportunities using a variety of methods which complement and reflect the overall aims and philosophy of the school, including:

- Showing every child that they are valued and loved, and that what they do is important;
- Consistent use of clearly identified rewards and sanctions, understood by all;
- Rewarding positive behaviour and achievement through our top tags and behaviour system;
- Setting appropriately challenging tasks;
- Encouraging co-operation, collaboration and discussion;
- Developing social competence;
- Encouraging and developing coping strategies and resilience;
- Giving children the freedom to get things wrong, to experiment and to find things out for themselves.

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

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 our care.

We also promote emotional health and wellbeing through our Christian values which are embedded into all our learning: respect, responsibility, compassion, creativity, forgiveness, generosity, hope, humility, friendship, justice, courage, peace, trust, perseverance, service, truthfulness, wisdom and thankfulness.

Children are grouped in a variety of ways to help them do as well as they can. In the classroom, there are opportunities for children to work in both friendship and ability groups and alone if they wish. Seating arrangements are regularly reviewed so that every child experiences a variety of personalities.

Partnership with parents is fundamental to positive emotional wellbeing. As well as the many formal and informal opportunities which exist to talk with parents, the staff constantly seek additional ways to involve parents in the life of the school.

### **Promoting Emotional Health and Wellbeing (Prevention)**

- Encourage and support the whole school community to be positive in its approach to emotional health and wellbeing.
- Promote knowledge and understanding of both internal and external support services.
- Provide guidance and support to all those connected with the organisation to help them develop confidence in their ability to manage emotional health and emotional wellbeing.
- Provide appropriate training and information to staff on emotional health and wellbeing.
- Have a two named Resilience and Wellbeing Leads on the staff who are the contact point at Bickerton and who are responsible for coordination and delivery of the school's emotional health and wellbeing strategy. These are Sandra Chesworth and Paul Sweetnam.
- Have a Wellbeing Team to implement 'assess, plan, do, review cycle.' This will consist of Sandra Chesworth, Paul Sweetnam, Stella Tudor and Karen Fletcher.
- Seek to integrate emotional health and wellbeing support across the curriculum.

- Keep this policy under review and make changes when legislation and best practice requires.

### **Addressing Needs (mechanisms to support children)**

- Promote a culture which supports and encourages self-awareness.
- Provide a framework for responding appropriately to concerns about emotional health and wellbeing.
- Recognise that staff have the responsibility to alert others to potential and actual indicators of emotional health needs and to take this action whenever necessary.
- Observe the principles of confidentiality and data protection in respect of emotional health and wellbeing.

### **Policy Links**

- Additional Needs and Inclusion Policy
- Behaviour Policy
- Safeguarding Policy
- Intimate Care Policy
- Equal Opportunities, Equality and Diversity Policy
- Anti-Bullying Policy

## **Appendix A**

1. Identify concern about a child's emotional wellbeing e.g. lack of resilience, struggling with friendships, anxiety.
2. If there is an immediate risk to the child, our Safeguarding Policy will be followed.
3. Teacher to complete an SDQ form (Strengths and Difficulties form) on the child.
4. Discuss SDQ form with Emotional Health and Wellbeing Lead who will bring it to the Wellbeing Team.
5. If we feel it will benefit the child, we will then provide the appropriate intervention.
6. Possible interventions are: Friendship Terrace, Circle of Friends, Drawing and Talking, KS1 Wellbeing and Resilience Intervention and KS2 Wellbeing and Resilience Intervention.
7. Wellbeing team and teacher who raised the concern will review the impact of intervention.