



## Chafyn Grove School Pupil Health and Wellbeing Policy

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## 1. Vision statement

To create a learning community which enables all members to become successful, independent and responsible citizens.

At Chafyn Grove School we will promote high achievement and learning for life by ensuring all pupils:

- acquire skills in literacy, numeracy and scientific enquiry
- develop skills in the fields of information and design technology, humanities, R.E. and the expressive arts
- make progress commensurate with their ability
- have curious minds and a desire to learn
- enjoy a supportive atmosphere of security, happiness and care which encourages success
- experience an environment of clearly understood values and attitudes within which they are guided and encouraged to develop their own potential for the benefit of themselves and the rest of society
- develop morally, spiritually and culturally, so enabling them to develop an understanding of those concepts needed as a basis of a happy and caring society
- forge links with the local community, and begin to appreciate different cultures in the wider community, so that they have knowledge and understanding of other people and their surroundings
- leave our school, having achieved their academic potential and being self-motivated, considerate, responsible and enthusiastic

## 2. Rationale

The emotional health and wellbeing of all members of Chafyn Grove 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 to enable children to become independent, responsible citizen.

We believe that emotional health is closely linked to mental health and that as a school we can encourage positive development of mental health in childhood. We believe that children who are mentally healthy will be able to:

- Develop psychologically, emotionally, creatively, intellectually and spiritually
- Initiate, develop and sustain mutually satisfying personal relationships
- Use and enjoy solitude
- Become aware of others and empathise with them
- Play and learn
- Develop a sense of right and wrong
- Face challenges, resolve issues and setbacks and learn from them

### 3. Aim

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, now and throughout their lives.

### 4. Curriculum organisation

Emotional health and wellbeing 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 wellbeing through the formal and informal curriculum.

We have been awarded a Bronze Health Schools Award from Wiltshire for our commitment to health and wellbeing.

Staff use a variety of methods for ensuring sound emotional health and wellbeing for children. These complement and reflect the overall aims and philosophy of the school. Our approach includes:

- Mindfulness sessions (whole year groups and class) embedded into the curriculum.
- Yearly Wellbeing Weeks, which include outside speakers, and themes such as Failure to Succeed and Resilience
- Codes of conduct, developed from our school motto
- Clearly identified rewards and sanctions, understood by all
- Rewards for positive behaviour and achievement
- Setting appropriately challenging tasks
- Providing a forum for listening and talking, e.g. using circle time as a tool for personal, social and health education and citizenship, bushcraft, school council, Mini Eights
- A Wellbeing Hub as part of the library, run by a qualified teacher who runs activities and book clubs at break and lunchtimes.
- Encouraging co-operation and collaboration – such as Chafyn Champs and The Chafyn Challenges.
- Developing social competence
- Full sports programme which encourages and develops coping strategies and resilience
- Termly first aid lessons
- Specific talks – eg. age appropriate period talks for the girls
- Two fully trained ESLA assistant
- Using Restorative Justice to deal with difficult situations amongst peers.

The school places emphasis on problem-solving, positive self-assessment, time for reflection, quality feedback and encouragement to participate in school and community events. A range of extra-curricular opportunities exist for children that enable them to extend interests and talents beyond the classroom.

The delivery of personal, social, health and economic education 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. The head of PSHEE and teaching staff deal sensitively with these issues and differentiate according to the varying needs of the children in their care.

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, including setting arrangements for numeracy, and within the form structure. Regular review of setting arrangements helps to ensure that children gain maximum benefit. Where any change of set groups is proposed, parents are notified in advance and given opportunity to discuss the change.

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

- New parents evening in September- a chance to find out about tutors in a more informal setting
- Parents' Evenings across the year
- Open door policy
- Parent reps meetings once a term
- Staff/parent drinks parties
- The Friends of Chafyn Grove School
- Talks from outside agencies
- Whole school events (usually for charity)
- Annual ski trip for parents and pupils
- Parent lunches (1 per term per year group)

## **5. The Health Centre**

The Health Centre at Chafyn is run and maintained by staff who are well qualified to administer first aid, administer prescribed medicines, manage the ongoing health considerations of the children, and look after the physical and mental health of the children. The worry box is kept here, and regularly checked by the health team.

The centre comprises of an office and a 'rest and recuperation' room for the children.

## **6. Pastoral organisation for pupils**

We pride ourselves on the exceptional care that is given to all pupils at Chafyn Grove. Our methods include:

- Recognising and responding positively to a child's emotional and/ or behavioural needs
- Communicating with parents positively and realistically to create a partnership approach to children's emotional health and wellbeing
- Liaising with appropriate agencies to enlist advice and/or support
- Highly effective Teaching Assistant Support

Alongside the high quality in class pastoral support, we have a skilled and committed specialist Teaching Assistants who work together to support individuals and groups throughout the school. Whole school approaches to pastoral care are contained in our code of conduct and behavioural posters around the school. Clear policies for Safeguarding, Anti-Bullying and E-safety are promoted in school. Together, they provide the foundations for emotional health and wellbeing.

Alongside our policies are a range of practices to promote wellbeing:

- Clear transition arrangements
- A School Council with elected membership from all year groups
- Reward systems
- An effective behaviour policy

We have an excellent referral system which follows through from tutor, to head of year, to the deputy head. The heads of year and deputy, plus the school nurse, headmaster, head of boarding, DSL, ELSAs and SENDCO meet weekly to discuss any children about which we have pastoral or safeguarding concerns.

We actively promote the support that can be provided by a range of agencies.

If staff have serious concerns about the mental wellbeing of a pupil, discussions will need to take place during our weekly pastoral meetings to decide which support structures should be put in place, and whether external agencies need to be involved, such as Wiltshire Family Services or CAMHS. In an emergency, the DSL would safeguard the child by involving the IFD (Integrated Front Door) or the Police.

## **7. Pastoral organisation for staff (see also Staff Wellbeing Policy)**

Pastoral support for all members of the school community is fundamental to the aims and philosophy of Chafyn Grove School. We believe that a well-supported, valued staff with clear and shared purpose are best placed to provide emotional wellbeing for children in their care. Our line management structure promotes in-house support, alongside the range of agencies that can be accessed if required. We follow county guidelines and policies for supporting personnel, including those for harassment, anti-bullying, race equality and managing staff absence. A clear system of line management exists to monitor and support staff needs. Staff wellbeing is discussed during SMT, and opportunities for staff wellbeing are promoted – eg: Staff discount at the local gym, mindfulness courses offered, Staff mental health inset, support offered through the pension fund actively promoted, wellbeing lead actively promotes staff mental health – courses and support offered. See Staff Wellbeing policy for more information.