

Emotional Health and Well-Being Policy

Author(s):	MF/EN
Governors Committee:	C&P
Date Reviewed:	May 2022
Next Review Due:	May 2023
Review Cycle:	Every Year

Related policies

Behaviour Policy: Incorporating the Code of Conduct

Anti-Bullying

Complaints

Health and Safety

Authorised Drugs and Medicine

Personal Development

PSHEE (Personal, social, health, enterprise education)

Positive Professional Behaviour

Stress at Work

Safeguarding

SMSC (social, moral, spiritual, cultural)

Copies of this policy and the policies listed above are available on the school website www.cedarsacademy.org.uk and from the school office.

This policy applies to all staff, pupils, parents/carers, trustees and partner agencies we may work with now or in the future.

This policy also applies to those students who are educated off site. For example, those students accessing local further education college provision.

Rationale & Mission Statement

Ours is a community of learning, where secure partnerships create opportunities for students, staff, governors, parents and carers alike to participate and grow to become intellectually, emotionally and socially *fit for life*.

The emotional health and well-being of all members of Cedars Academy fundamental to our philosophy and aims.

We aim to promote positive emotional health and well-being to help pupils and staff to understand and express their feelings and build their confidence and emotional resilience and therefore their capacity to learn, accept change and move forward.

We are a specialist school for young people aged 3 to 19 years with physical, sensory and medical needs, speech, language and communication disorders, autism, and a wide range of other complex needs often associated with emotional vulnerability. It is within this context that we have developed our Emotional Health & Well-Being Policy.

We believe that emotional healthy people will be able to:

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

Emotional Health and wellbeing is one of the four aspects of work that schools need to develop when working towards and maintaining National Healthy School Status.

The department of Health's White Paper recognises that there should be more support for emotional well-being and resilience as it is "fundamental to people's capacity to get the most out of life for themselves and for their families"

It also recognises that there is "an inseparable link between good emotional and physical health and success in learning and achievement"

"life skills and emotional resilience acquired in childhood and adolescence help people cope with challenges throughout their lives."

Curriculum Organisation

The Culture and ethos of Cedars Academy is positive and is proactive in its approach and welcomes opportunities to promote emotional health and wellbeing through the formal and informal curriculum.

Staff use a variety of methods to ensure that emotional health and well-being is being addressed.

These complement and reflect the overall aims and philosophy of the school. Our approach includes:

- Class codes of conduct
- Clearly identified rewards and sanctions understood by all
- Rewarding 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
- Encouraging co-operation and collaboration
- Developing social competence
- Encouraging and developing coping strategies and resilience

Emotions play a huge role in a person's ability to learn effectively. We believe that positive emotions and thoughts are central to effective learning. We place high value on a child's emotional intelligence and positively seek to develop and enhance the emotional curriculum in a number of ways:

- Mutual Respect
- Teachers model the behaviour we expect from pupils, parents and carers.
- Positive self-esteem is key to our learning and teaching and is developed through: Focus on positive praise and rewards, whole class rewards systems, clear, known system of sanctions
- Positive strategies for responding to negative comments
- Care – teachers care

- Parents are connected with what happens at school through regular newsletters, volunteer help at school, social events organised by school, Parent Council and the Friends of Cedars, curriculum events
- Trust exists between pupils, staff, governors, parents and carers
- Close links between other professional agencies who support our pupils
- Excellent systems of pastoral care via our Access to Learning Team
- Integrated curriculum – PSHE/Circle time focus on emotion, self-awareness, relations skills and social awareness
- Creativity, innovation, developmental learning are highly valued

The Language of emotion is used to gain an insight in to how children are feeling. The school places emphasis on encouraging students to participate in school and community events. A wide range of extra-curricular and enrichment opportunities exist that enable our young people to extend interests and talents beyond the formal curriculum these include – lunchtime clubs e.g. film, art activities, playing musical instruments, singing karaoke, computers, seasonal outdoor activities – afterschool activities which may take place at school or at a local venue e.g. the leisure centre, bowling - residential trips with a specific focus e.g. outdoor and adventurous education.

The delivery of Personal, Social, Health and Citizenship Education is fundamental to our promotion of emotional health. Through the planned programmes and informal curriculum opportunities exist to explore issues appropriate to pupils’ ages and stages of development. Staff deal sensitively with these issues and differentiate according to the carrying needs of the pupils in their care.

Pastoral Organisation

Cedars Academy believes that a whole school approach is essential to ensure consistency and effectiveness for all students. Our methods include:

- High quality in class support - All class teachers and TA teams have a pastoral group and therefore all members of staff are responsible for the emotional well-being of students
- Additional support is provided by a member of Access to Learning and a member of the Senior leadership Group
- 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 their child’s emotional health and well being
- Liaising with appropriate agencies to enlist advice and/or support.

Clear policies on Child Protection, Behaviour and Anti-bullying, and Attendance are promoted in school and provide the foundations for emotional health and well-being. Alongside these are other practices to promote well-health:

- A very active Student School and College Councils with elected membership from all year groups that meet every week
- A school system of awards for curriculum based efforts and achievements
- Achievement assemblies that take place every week
- Termly Achievement Assemblies, including rewards for attendance

Parental Involvement

Cedars Academy sees parental involvement as a vital part of emotional well-health.

Opportunities exist to promote partnership with parents through:

- Regular Parents' Evenings, coffee mornings and drop in sessions
- Involvement in the Annual Special Educational Needs (SEN) Review
- "Open Door" Policy where parents can ring to speak to a member of staff with their concerns or arrange a mutually convenient visit (either in school or at their home)
- Parental workshops e.g. Speakeasy (Sex and Relationship Education Course)
- Meeting with parents and other professional agencies to support them and their child

Continuing Professional Development

Training to support all staff working with young people will be updated either through whole school INSET or on an individual needs basis. This training will be delivered by staff within the school, partner schools or a Professional Specialist will be invited to address Cedars Academy staff.

Cedars Academy Health and Emotional Well-Being Policy Statement (Employees) (See Staff Health & Wellbeing: Our Framework for Good Health & Wellbeing)

Cedars Academy recognises the importance of positive emotional well-being among its employees. It also recognises the potential adverse effects on both individuals and groups of:

- High levels of occupational and organisational stress
- The effects of factors within the workplace that cause unacceptable levels of occupational and organisational stress.

The school recognises its responsibility to:

- Identify the causes and factors which may cause occupational and organisational stress and assess the levels of risk involved
- To take all reasonable practicable steps to reduce or minimise risks

Due to the changing nature of Cedars Academy we are very much aware of the need to support members of staff in continuing professional development.

Cedars Academy recognises the potential adverse effects on the emotional health of staff through harassment, victimisation or intimidation at work. The school has a Behaviour Policy Incorporating the Code of Conduct issued to all staff.

Evaluation

This policy and associated procedures will be evaluated every year by the Department Team Leader (T&L) in collaboration with the Governing Body (Curriculum & Pupils sub-committee) to ensure it is still fit for purpose. Circumstances may require more frequent modifications.

Ratified by Cedars Academy Governing Body
Chair of the GB

UNCRC Reference: Articles 5, 6