



Health and Wellbeing Policy 2022

Health & Wellbeing Policy

Woden Primary School offers a happy, safe and caring environment. We have a unique family atmosphere where every pupil is valued as an individual. We encourage a love of learning and promote a pupil's natural curiosity through varying challenges, experiences and opportunities.

Aim

Pupils 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.

Rationale

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.

Lead Members of Staff

Mrs Sara Walmsley – Headteacher

Miss Leanne Hopley – Assistant Head, Senior Wellbeing Lead and Mental Health First Aider

Mrs Emma Chadwick- Pupil Well-being Lead and Mental Health First Aider

Miss Katy Everett – Safeguarding and Attendance Lead

Mrs Nicola Thomas – Assistant Head and SENCO

Mrs Wendy Jones - PSHE Lead

Miss Marie Goodall - First Aid Lead

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

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

Warning Signs

School staff may become aware of warning signs which indicate a pupil is experiencing mental health or well-being issues. The warning signs must always be taken seriously and staff must always communicate their concerns with Miss Leanne Hopley, Mrs Emma Chadwick or Miss Katy Everett by using the school proforma concern sheet or CPOMS online system.

Managing Disclosures

A pupil may choose to disclose concerns about themselves or a friend to any member of staff so all staff need to know how to respond appropriately to a disclosure. If a pupil chooses to disclose concerns about their own mental health or that of a friend to a member of staff, the member of staff's response will always be calm, supportive and non-judgemental. Staff will listen, rather than advise and our first thoughts should be of the pupil's emotional and physical safety rather than of exploring 'Why?'

All disclosures should be recorded on CPOMS.

This record should include:

- Date
- The name of the member of staff to whom the disclosure was made
- Main points from the conversation
- Agreed next steps

This information is shared with Miss Leanne Hopley/ Mrs Emma Chadwick who will offer support and advice about next steps.

Supporting Peers

When a pupil is suffering from mental health issues, it can be a difficult time for their friends. Friends often want to support but do not know how. In the case of self-harm or eating disorders, it is possible that friends may learn unhealthy coping mechanisms from each other. In order to keep peers safe, we will consider, on a case-by-case basis, which friends may need additional support. Support will be provided either in one to one or group settings and will be guided by conversations with the pupil who is suffering and their parents/carers with whom we will discuss:

- What it is helpful for friends to know and what they should not be told
- How friends can best support
- Things friends should avoid doing/saying which may inadvertently cause upset
- Warning signs that their friend help (e.g., signs of relapse)
Additionally, we will want to highlight with peers:
- Where and how to access support for themselves
- Safe sources of further information about their friend's condition
- Healthy ways of coping with the difficult emotions they may be feeling

Training

All staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection training in order to enable them to keep students safe. We will host relevant information and resources on our virtual learning environment for staff who wish to learn more about mental health. The MindEd and National college learning portal provides online training suitable for staff wishing to know more about a specific issue.

Training opportunities for staff who require more in-depth knowledge will be considered as part of our performance management process and additional CPD will be supported throughout the year where it becomes appropriate due developing situations with one or more pupils.

Where the need to do so becomes evident, we will host twilight training sessions for all staff to promote learning or understanding about specific issues related to mental health.

Suggestions for individual, group or whole school CPD should be discussed with Mrs Sara Walmsley, who can also highlight sources of relevant training and support for individuals as needed.

Curriculum organisation

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

The skills knowledge and understanding needed by our pupils to keep themselves and others physically and mentally healthy and safe are included as part of our PSHE Curriculum. The specific content of lessons will be determined by the specific need of the cohort. There will always be an emphasis on enabling pupils to develop the skills, knowledge, understanding, language and confidence to seek help as needed for themselves or others.

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

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

- Welcome meeting (meet the new Class Teacher)
- Parents/Carers Evenings
- Parental workshops
- Annual parental questionnaires
- Involvement in pupil profile plans and reviews for pupils with special educational needs.
- Inviting parents to school productions/events
- Regular social media updates
- Class Dojo

Inclusion

All curriculum policies make reference to inclusion which is key to our school ethos. Curriculum provision is based on an understanding that we may need to cater differently for individuals in order to provide equality of opportunity. This approach to equal opportunities is extended to all members of our school community and included in our Equal Opportunities and Race Equality Policies. 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.

Individual Care Plans

It is helpful to draw up an individual care plan for pupils causing concern or who receive a diagnosis pertaining to their mental health. This should be drawn up involving the pupil, the parents and relevant health professionals. This can include:

- Details of a pupil's condition
- Special requirements and precautions
- Medication and any side effects
- What to do, and who to contact in an emergency
- The role the school can play

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 pupils

We pride ourselves on the whole school, team approach that is integral to our way of working at Woden Primary School. Our methods include:

- Recognising and responding positively to a pupil's emotional, mental health and/ or behavioural needs.
- Communicating with parents/carers positively and realistically to create a partnership approach to pupil's emotional, mental health and well-being'.
- Liaising with appropriate agencies to enlist advice and/or support.

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;

- A School Council
- Achievement assemblies
- A whole school system of rewards

Remote Learning

Here at Woden Primary, we understand the need to continue to deliver high levels of support for each individual during any school closure, where pupils are still able to access support and guidance for Mental Health and Wellbeing. Staying mentally healthy is extremely important during this time. There are many resources available for parents and carers to use to maintain their families' wellbeing whilst children are studying at home., whether this be for an individual, class or whole school. Social connections alongside exercise, sleep, diet and routine are important protective factors for mental health.

We use class Dojo as a way of communicating with parents and children on a daily basis, this is also used as a platform where work can be uploaded, useful links shared and exercises to keep the children engaged whilst supporting families. During lockdown through class Dojo the school got involved in Wellness Wednesday where different activities were shared to support the Mental Health at a difficult time.

In continuing to support the wellbeing of our children at Woden, wherever needed we aim to;

- Encourage children to access to website for fitness and yoga
- Provide Mindfulness colouring and Art to help maintain a calming mind
- Provide sensory snacks to take a break from learning
- Provide activities sheets to support the children's thoughts and feelings
- Provide access to Mindfulness cards to help parents to engage and support their children in different activities

All the above will be supported by the class teachers and Mental Health and Wellbeing Lead.

Review Date: July 2023