

# ST. PETER'S CE PRIMARY SCHOOL, HESWALL

## WELLBEING POLICY



**Date Prepared:** September 2019

**Date Approved by Governing Body:** TBA

**Date to be reviewed:** September 2021

## **Policy Statement**

At St Peter's, we are committed to supporting the emotional health and wellbeing of our pupils and staff: we aim to create a supportive, Christian ethos where each individual and contribution is valued.

At our school we know that everyone experiences life challenges that can make us vulnerable and, at times, anyone may need additional emotional support: we take the view that positive mental health, both in these difficult times and as part of everyday life, is everybody's business and that we all have a role to play.

### **At our school we :**

- are encouraged to understand our emotions and feelings.
- are encouraged to feel comfortable sharing any concerns or worries.
- are encouraged to form and maintain positive social and working relationships.
- promote self-esteem and a sense of belonging.
- help everyone to develop emotional resilience and to manage setbacks.

### **We promote a mentally healthy environment through:**

- Promoting and modelling our school values: **P**ride, **E**ffort, **T**eamwork, **E**mpathy, **R**espect, **S**pirituality and encouraging a sense of belonging.
- Promoting staff and pupil voice and opportunities to participate in decision-making.
- Celebrating a wide variety of achievements (both academic and non-academic) including Creative Arts, Sport and Music.
- Providing opportunities to develop a sense of worth through taking age-appropriate responsibility for themselves and others.
- Providing opportunities to reflect throughout the school day and the school week, both in and out of the classroom.
- Providing access to appropriate support.

## **We pursue our aims through:**

- Universal, whole school approaches such as: RE lessons; PSHE lessons; Collective Worship; whole- school church services; staff social events; staff and pupil voice; Emotional Literacy sessions for children to address and understand emotions and how to address and regulate them; wellbeing as part of the performance management process for staff.
- Support for pupils and staff going through personal difficulties such as: open door policy from SLT; responsibility of all, for all; a variety of in-house support programmes delivered by trained staff as necessary such as: [ELSA](#) (Emotional Literacy Support Assistance) [Next Steps Programme](#); [SIBS Programme](#).
- Specialised, targeted approaches aimed at pupils and staff with more complex or long term difficulties, working alongside organisations including: [Merseyside Counselling and Therapy centre](#); [Education Support Partnership](#); [Thumbs Up Programme](#) and [CBUK](#)
- Wellbeing is a standing item on the agenda for meetings of the Standards Committee of the Governing Board with updates given to the Full Governing Board each term.

## **Scope**

This policy should be read in conjunction with our Safeguarding Policy and our SEND Policy in cases where mental health needs overlap with these. This policy should also be read in conjunction with policies for Behaviour, Anti-bullying and E-Safety. It should also sit alongside the school's Child Protection, Whistleblowing and Grievance procedures as well as the Staff Code of Conduct.

## **Lead Members of Staff**

Whilst all staff have a responsibility to promote mental health, staff with a specific, relevant remit include:

**Helen Clough** - Wellbeing Governor

**Darren Jones** - Designated Safeguarding Leader (DSL)

**Kate Ball** - Deputy DSL /Mental Health & Wellbeing lead / Year 5/6 Team Leader

**Sara Cookson** - Deputy DSL / Year 3/4 Team Leader

**Emma Buckle** - F2/KS1 SENDCO

**Claire Hesketh** - KS2 SENDCO

**Kerry Ashcroft & Caroline Wood** - Emotional Literacy Support Assistants (ELSA) for pupils

**Emma Birmingham** - Foundation Lead

**Hannah Collins** - Year 1/2 Team Leader

## **Teaching about Mental Health**

The skills, knowledge and understanding needed by our pupils to keep themselves mentally healthy are included as part of our developmental PSHE curriculum, E-Safety curriculum and wider school activities such as:

- Collective Worship
- Whole Class and Small, targeted group Emotional Literacy Sessions
- Designated Wellbeing afternoon per term, designed to raise the profile of the importance of wellbeing for all. Children are taught in houses, mixed age groups, and staff work alongside colleagues from other year bands. This will be a no marking, no meeting, no homework, encouraged to go home early week.
- Promoting the link between physical and mental health via 'Daily 10' workouts and Supermovers/Gonoodle for staff and pupils.
- Use of outside agencies (such as Merseyside Counselling and Therapy Centre) deliver age-group-specific assemblies followed by pupil workshops.
- Promotion of the [NHS Steps to Mental Wellbeing](#) (*Connect, Be Active, Keep Learning, Give to Others, Be Mindful*) amongst pupils, staff and parents through the curriculum, workshops and Wellbeing Weeks.

The specific content of lessons will be determined by the specific needs of individual cohorts or pupils with reference to the [PSHE Association Guidance](#), [HeartSmart Programme](#) and [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#) to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner.

## **Targeted support**

The school will offer support, through targeted approaches, for individuals, small groups or whole cohorts of pupils / staff as appropriate which may include:

- Circle time
- Managing feelings resources e.g. 'worry boxes' and 'worry eaters'
- Thumbs Up
- Next Steps
- Pupil voice through school council
- ELSA support groups.
- Therapeutic activities including Art, Lego Therapy and relaxation and mindfulness techniques.
- Wellbeing Groups & Ambassadors (staff and pupils)
- Staff notice board - information about clubs / classes available outside of school; signposts for sources of support and advice
- Regular reviews of staff workload by Staff Wellbeing Group
- First ten minutes of each staff meeting to include time for staff to raise concerns / questions

The school will make use of resources to assess and track staff wellbeing as appropriate including the use of an annual [Wellbeing Questionnaire](#) as part of the Performance Management process which will be discussed at the end-of-year review, target setting and mid-year review meetings throughout the year.

### **Signposting**

We will ensure that staff, pupils and parents are aware of what support is available within our school and how to access further support, including a Wellbeing Section of the school website and information for staff in a central location.

### **Identifying needs and Warning Signs**

As part of their preparation for Parents' Evenings and Termly Pupil Progress Meetings, teachers will be asked to consider the following, aimed at identifying a range of possible difficulties:

- Attendance
- Punctuality
- Relationships
- Approach to learning
- Physical indicators
- Negative behaviour patterns
- Family circumstances
- Recent bereavement
- Health indicators

School staff are to be trained in spotting Mental Health warning signs which indicate a pupil or colleague is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns with the Safeguarding Leader(s), Emotional Wellbeing Leader, SENDCo or Team Leader as appropriate.

Possible warning signs include:

- Changes in eating / sleeping habits
- Changes in their usual demeanor
- Becoming socially withdrawn
- Changes in activity and mood
- Talking or joking about self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

## **Working with Parents**

In order to support parents we will:

- Highlight sources of information and support about mental health and emotional wellbeing on our school website, including links to the NHS Wirral 0-19 Service, Sleep Clinics, CAMHS, NHS Wellbeing Indicators website, Wirral Local Offer for SEND pupils.
- Allow parents to access sources of further support.
- Ensure that all parents are aware of which members of staff to talk to, and how to go about this, if they have concerns about their child.
- Make our Wellbeing Policy easily accessible to parents
- Share ideas about how parents can support positive mental health in their children.
- During wellbeing week/afternoon per half term (with a focus on a different aspect of wellbeing e.g. Mindfulness) there will be no homework with pupils being encouraged to do activities with their families e.g. building a sandcastle, climbing a tree etc.

## **Working with other agencies and partners**

As part of our targeted provision the school will work with other agencies to support children's emotional health and wellbeing including:

- The school nurse
- Educational psychology services
- Behaviour support
- Paediatricians
- CAMHS (child and adolescent mental health service)
- Counselling services
- Family support workers
- Therapists

## **Training**

As a minimum, 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.

The [MindEd Learning Portal](#) provides free online training that is 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 to developing situations with one or more pupils or staff.