Shine as Lights in the World

St. Michael's Woolmer Green C of E Primary School

Wellbeing Policy

Date of review: *September 2022*
Date of next review: *September 2023*
Responsibility: *LPP*
Classification: *Public*

Contents

1. Introduction

The wellbeing of all members at St Michaels Woolmer Green Primary School is fundamental to our philosophy and aims. We know 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 and adults who are mentally healthy 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
• Play and learn
• Develop a sense of right and wrong
• Face challenges, resolve issues and setbacks and learn from them

In addition to promoting positive wellbeing for every member of our school, we also aim to respond to mental ill health.

We have a Governor whose link area is Wellbeing. This Governor is Gail Lumsden. Sarah Holden (SENCo Assistant) is a qualified Mental Health Lead.

2. Background

The department of Education (DfE) and Health (DH) are committed to improving the mental health and wellbeing of young children.

'In order to help their pupils succeed, schools have a role to play in supporting them to be resilient and mentally healthy.' Department of Education – Mental health and behaviour in schools. March 2016'

3. When should it be used?

This policy should be used, when concern is raised by a member of the St Michael's community regarding the mental health of a child or member of staff.
Possible warning signs which may indicate that a student or member of staff may be experiencing mental health or wellbeing issues, include:

• Physical signs of harm that are repeated or appear non-accidental
• Changes in sleeping/eating habits
• Increased isolation from friends and family, becoming socially withdrawn
• Changes in activity or mood
• Lowering academic achievement
• Talking or joking about self-harm
• Abusing drugs or alcohol
• Expressing feelings of failure, uselessness or loss of hope
• Secretive behaviour
• Skipping PE or getting changed secretively
• Lateness or absent from school
• Repeated physical pain or nausea with no evident cause

- An increase in lateness or absenteeism
- Changes in personal hygiene or consistent poor hygiene

4. Principles

At St Michael's Woolmer Green School we follow the five ways to Wellbeing, which is promoted through Hertfordshire County Council. These areas are

- Connect – Connect with people around you
- Be active – Regular exercise
- Take Notice – Be aware of the world around you and how you are feeling.
- Keep learning – Learn new things that will make you more confident as well as being fun
- Give – Link yourself to the community around you.

We will help the children in our school to 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.

Curriculum organisation

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

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

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:

- Nurture groups
- Class teaching and reinforcement of our school and British values
- 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
- Clear and publically available school policies in areas such as Anti bullying, Behaviour and Child Protection.

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 their care.

We see parental involvement as a vital part of emotional well-being. The views, wishes and feelings of the pupil and their parents/carers should always be considered, regular opportunities exist to promote partnership with parents, including:

- Parent Consultations twice each year
- Weekly homework opportunities
- Parent council meetings
- Annual parental and children questionnaires, to help us build on what we do best and identify areas for improvement
- Meeting with parents regarding issues/concerns regarding their child's behaviour.
- Assessment of pupils social and emotional needs.
- Coffee mornings

Pastoral organisation for pupils

Alongside high quality in class pastoral support, we have experienced Teachers and Teaching Assistants who work together to support certain individuals and groups that may be experiencing emotional and behavioural difficulties.

We actively promote the support that can be provided by a range of agencies. Where appropriate, our SENCo or the SENCo assistant may become involved to support a child experiencing emotional and behavioural difficulties. We recognise the effectiveness of our early intervention approach and our commitment to pastoral care for all.

Our SENCo is Mrs Sudan and our SENCo Assistant is Mrs Holden
senco@woolmergreen.herts.sch.uk

Pastoral organisation for staff

Pastoral support for all members of the school community is fundamental to the aims and philosophy of St Michael's Woolmer Green. 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. We at St Michael's will be aware of signs of stress of our fellow work colleagues and support and signpost where needed.

Our line management structure promotes in-house support, alongside the range of agencies that can be accessed via the staff notice board.

We follow 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.
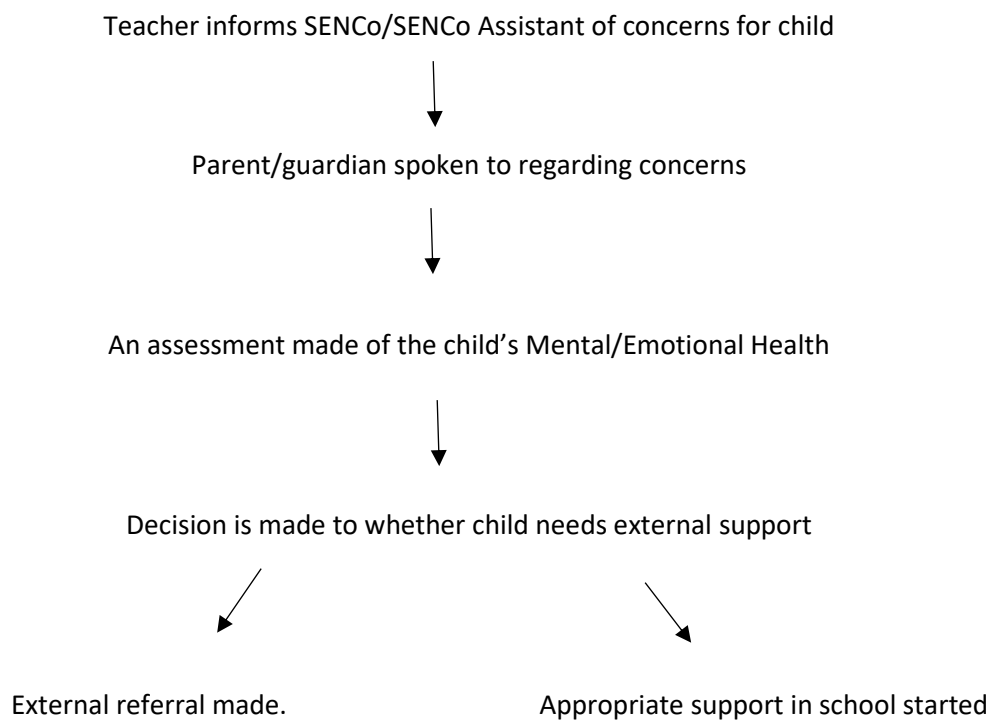
Procedure

As a school we are well placed to observe children on a daily basis and identify those whose behaviour suggests that they may be suffering from a mental health problem or be at risk of developing one. This may include withdrawn pupils whose needs may otherwise go unrecognised. There are often two key elements that enable us to reliably identify children at risk of mental health problems:

- **Effective use of data** - so that changes in pupils' patterns of attainment, attendance or behaviour are noticed and can be acted upon.
- **An effective pastoral system -** so that at least one member of staff (e.g. class teacher) knows every pupil well and can spot where bad or unusual behaviour may have a root cause that needs addressing.

Where a concern is identified, the flow chart below indicates the procedural steps the school would follow:

Flow Chart

Teacher informs SENCo/SENCo Assistant of concerns for child

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Parent/guardian spoken to regarding concerns

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An assessment made of the child's Mental/Emotional Health

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Decision is made to whether child needs external support

↙   ↘

External referral made.   Appropriate support in school started

POLICY APPROVED:

DATE: