

Children's Wellbeing Policy

Leconfield Primary School



Approved by:

Full Governing Body

Date: November 2022

Last reviewed on:

July 2022, November 2022, November 2023

Next review due by:

November 2025 or sooner if legislation changes

The aims of the policy are to:

- describe Leconfield Primary School's approach to emotional, mental health and wellbeing
- increase understanding and awareness of emotional, mental health and wellbeing to facilitate early intervention and support
- describe how we train staff to identify possible warning signs and risk factors and provide support and guidance to all staff, including non-teaching staff and governors,
- describe how we help children who need support with emotional, mental health and wellbeing
- describe how we support peers and parents / carers

Leconfield Primary School's approach to emotional, mental health and wellbeing:

The World Health Organisation (WHO) defines mental health as '*a state of wellbeing in which the individual realises his or her abilities, can cope with the normal stresses of life, work productively and fruitfully, and is able to make a contribution to his or her community.*' This directly links with our school vision 'celebrating our unique community'. We place value in and recognise the unique gifts and experiences of all our community and support them to apply these in their everyday life, local and wider community successfully with kindness.

The emotional health and well-being of all members of our school is fundamental to our vision. Our policies and practices are founded through the strands of our vision: respect, open mindedness, curiosity and kindness.

At Leconfield, our vision is to provide a safe, caring and inspiring environment where children are supported, challenged, and valued personally and academically so they can be the best they can be.

We are:

Respectful – everyone is valued and has a place in our community. We provide a friendly and inclusive environment where quality relationships are important. We value and respect individuals.

Open Minded – our minds are always open to new experiences and we prepare children for the challenges and opportunities of adulthood in a changing world

Curious – we encourage and enable everyone to experience success and help our children to develop lively, enquiring, imaginative and creative minds through our broad and exciting curriculum

Kind – we are kind to others, ourselves and our surroundings. We are respectful of everyone. We take responsibility for our role in the world around us

In conclusion...We ROCK!

We believe that, when a school promotes positive emotional, mental health and wellbeing, children can better understand and express their feelings. This builds confidence and emotional resilience. It allows and supports the development and sustenance of a happy, healthy school and therefore capacity for children to learn.

Emotional health and wellbeing promotes school improvement and success in a various ways:

- Children are happy and engaged with their learning
- Children and staff have high esteem and resilience
- Improved standards in every subject
- Effective teaching and learning
- Improved behaviour
- Improved attendance for staff and pupils
- Positive respectful relationships between pupils and staff

Lead members of staff

- Elaine Allanson (Senior Mental Health Lead, DSL, SENDCO, Medical Needs Lead)
- Katie Tracey (Headteacher, Deputy DSL)
- Rebecca Murrey (ELSA)
- Lindsey Sadler (ELSA)
- Sarah Hogg (Vice Chair & Wellbeing Governor)
- Liz Pollard (Chair & Safeguarding Governor)

Curricular and Extra-curricular Support

Leconfield Primary School is proactive in its approach and welcomes opportunities to promote emotional health and well-being through the formal and informal curriculum.

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

- A strong school vision and ethos which empower respect, including respect for difference and diversity
- Establishing clear rules, routines and high expectations about behaviour
- Encouraging positive, caring and healthy relationships
- Enhancing school and classroom layout with pupils in mind, facilities and resources, e.g. uncluttered & calm rooms, ELSA room
- Recognising the physical, social and emotional needs of all children
- Consistent support for vulnerable children and those with SEND from trained staff and other agencies where appropriate.
- A balanced curriculum with opportunities for intellectual, physical and expressive development
- Using a range of teaching styles such as Circle Time appropriate to pupils' age, ability and level of maturity
- Opportunities for pupil leadership through class jobs, Headers and other roles
- Opportunities for reflection through our curriculum e.g. art & design, PSHE, music, RE, English

The delivery of personal, social and health 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. 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. Regular review of seating arrangements helps to ensure that children gain maximum benefit.

Children at Leconfield 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
- 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

Organisation

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

- Recognising and responding positively to a child's emotional, mental health and/ or behavioural needs.
- Communicating with parents positively and realistically to create a partnership approach to children'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;

- Trained Senior Mental Health Lead
- Celebration assemblies
- A whole school system of rewards for individuals: Teds & Celebration Certificates

Pupil Identification

Our aim is to help develop the protective factors which support positive emotional and mental health and to be a school where:

- All children are valued
- Children have a sense of belonging and feel safe
- Children feel able to talk openly with trusted adults about their problems without feeling any stigma
- Positive mental health is promoted and valued
- Bullying is not tolerated
- PSHE is taught regularly and consistently and gives children opportunities to understand emotions, feelings and learn key skills in how to keep themselves physically and mentally healthy

Any member of staff who is concerned about the mental health or wellbeing of a child should speak to Elaine Allanson, our Senior Mental Health Lead, in the first instance.

School staff may become aware of signs which may indicate a pupil needs support. These signs should always be taken seriously and staff should record concerns via CPOMs and should always follow this up with a conversation with the SMHL (Senior Mental Health Lead).

Possible signs a child may need support include: (this is not an exhaustive list)

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating / sleeping habits
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing – e.g. long sleeves in warm weather
- Secretive behaviour
- Noticeable changes in appearance/behaviour/attitude
- Skipping PE or getting changed secretly
- Lateness to or absence from school
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

Managing disclosures

A student 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 student chooses to disclose concerns about their own emotional, mental health or wellbeing or that of a friend to a member of staff, the member of staff's response should always be calm, supportive and non-judgmental.

We will listen rather than advise and our first thoughts should be of the child's emotional and physical safety rather than of exploring 'Why?'.
If there is a fear that the child is in danger of immediate harm then the normal safeguarding procedures should be followed with an immediate referral to the safeguarding lead or deputies.

If the child presents a medical emergency then the normal procedures for medical emergencies should be followed, including alerting the headteacher and Medical Needs Lead.

Where a referral to CAMHS is appropriate, this will be led and managed by the DSL / Deputy DSL.

Where appropriate, our SENCO may become involved to support a child experiencing emotional, mental health and / or behavioural difficulties. We recognise the effectiveness of early intervention approach and our commitment to pastoral care for all.

Working with All Parents

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

In order to support parents, we will:

- Highlight sources of information and support about common mental health issues on our school website
- Ensure that all parents are aware of who to talk to, and how to go about this, if they have concerns about their own child or a friend of their child
- Make our emotional, mental health & wellbeing policy easily accessible to parents (website and paper copies on request)
- Share ideas about how parents can support positive mental health in their children through our newsletters, information coffee afternoons and parents evenings
- Keep parents informed about the mental health topics their children are learning about in PSHE and share ideas for extending and exploring this learning at home where appropriate

- Regular Parents' meetings (twice a year)
- Parent Workshops- phonics, reading, maths calculations etc.
- Annual parental questionnaires sent out to help us build on what we do best and identify areas for improvement
- Foundation stage interaction with parents through transition visits, home / school / nursery meetings,
- Involvement in SEND support plans and reviews for children with special educational needs
- Inviting parents to special events
- Inviting parents to Christmas Nativities, concerts etc.
- Regular updates in the weekly newsletter and on Seesaw across the school

Parents and staff

If a pupil, parent or staff member requires mental health first aid we follow the action plan below (ALGEE):

- Approach, assess and assist with any crisis
- Listen non-judgmentally
- Give support and information
- Encourage appropriate professional help
- Encourage other supports



- A**pproach, assess and assist with any crisis
- L**isten non-judgmentally
- G**ive support and information
- E**ncourage appropriate professional help
- E**ncourage other supports

Staff Support

We support the emotional, mental health and wellbeing of all staff through:

- Whole school training events, including Safeguarding
- Annual staff surveys to inform decisions
- Wellbeing is a standing agenda item at termly full governing body meetings
- Wellbeing Governor committee
- Work life balance regularly reviewed and acted upon

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 safeguarding training to enable them to keep children safe.

We will make relevant information available to staff who wish to learn more about emotional, mental health and wellbeing.

[MindEd](#) provides free online training suitable for staff wishing to know more about specific topics.

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 students.

Helpful Websites

Young Minds: http://www.youngminds.org.uk/for_parents

Childline: <http://www.childline.org.uk>

Mind: <http://www.mind.org.uk/>

NHS: <http://www.nhs.uk/livewell/mentalhealth/Pages/Mentalhealthhome.aspx>

Mental Health Foundation: <http://www.mentalhealth.org.uk/>

Anna Freud website : <https://www.annafreud.org/>

Heads together : <https://www.mentallyhealthyschools.org.uk/whole-school-approach/>

Monitoring and evaluation

Provision across the school is monitored by the Head teacher and the Governing Body.

The Head teacher, together with members of the Governing Board, will provide support and advice to members of our school community about the provision and implementation of pastoral care in school. Regular staff meetings and termly full governor meetings provide regular opportunities for the quality of care to be evaluated and developed.

This policy will be reviewed every two years or in light of new legislation regarding child welfare.