

JENNETT'S PARK CofE PRIMARY SCHOOL



Policy on Wellbeing.

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At Jennett's Park CE Primary School, we are proud of our distinctive ethos and our caring atmosphere, where everyone is encouraged to feel part of a strong family, all working together to meet the needs of all our children. We aim for all our pupils to grow into well-rounded, happy and curious learners in an environment where they feel safe and well supported. We want for children to live life in all its fullness (John 10:10).

We promise as a staff and community to try to serve the common good with our work as part of the Church of England.

Educating for Wisdom, Knowledge and Skills	To help grow resourceful , resilient and reflective children who are equipped with the skills , knowledge and tenacity empower themselves, their learning throughout their lives.
Educating for Hope and Aspiration	To inspire and enrich lives beyond current opportunities and experiences in order to open minds to the potential their future holds
Educating for Community and Living Well Together	To be a multi-cultural, inclusive community of individuals loved by God who feel valued and involved where we create qualities of character to enable people to flourish.
Educating for Dignity and Respect	That children might know how much that they are loved and valued by so that they might show dignity and respect for themselves and others by carefully and safely thinking through their actions.

Policy Statement

Mental health is a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community. (World Health Organization)

There are different definitions of ‘wellbeing’, -Mental Health Foundation:

Wellbeing is defined by the Oxford English Dictionary as “the state of being comfortable, healthy, or happy.” However, it is important to realise that wellbeing is a much broader concept than moment-to-moment happiness. While it does include happiness, it also includes other things, such as how satisfied people are with their life as a whole, their sense of purpose, and how in control they feel.

We believe that everyone working in education should have the opportunity to enjoy the highest possible standard of wellbeing and mental health. We are united in our view that improved wellbeing among the community is a key outcome for education policy. Jennett’s Park CE Primary School wants to ensure that our staff, our children and their families are supported and encouraged to develop personally and professionally. We do this to empower all of us to flourish and achieve under God’s love.

We recognise that true wellbeing is important to pupil achievement and the school’s performance. The intensifying levels of change in school due to the pandemic, the turbulent government policy environment, and the increasing demands and expectations on staff, students and families have exacerbated feelings of stress and mental health challenges within schools. We are a large proactive and supportive community which faces an unprecedented amount of complexity and pressure, both collectively and individually.

Our staff and children are a precious resource: valuing them, and their wellbeing and mental health, is a duty we all share. Not only is this a good thing itself, it is critical in recruiting and retaining high quality education staff now and in the future. It is also crucial in securing better outcomes for young people, including regarding their own wellbeing and mental health.

Jennett's Park CE Primary School is committed to making sure that being well is implemented so that each individual is able to cope successfully with the demands in their lives, whatever the challenge. In our school our Christian vision shapes all we do –We want to empower children to flourish and achieve under God's Love because we believe we should live life in all it's fullness (John 10:10)

Our school ethos and our Rainbow Promise which supports staff and children's health and wellbeing by making sure that all employees are treated fairly, equally and with respect.

We want to see a sector that is free from mental health discrimination, guided by emotional intelligence, and characterised by supportive, nurturing cultures. A sector where the conditions are such that every member of the community can thrive. We recognise that everyone has a role to play in creating and sustaining those conditions, including government, leaders, employers staff, children and families themselves.

In addition we aim to promote positive mental health for every member of our staff and pupil body. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable pupils.

In addition to promoting positive mental health and wellbeing, we aim to recognise and respond to need as it arises. By developing and implementing practical, relevant and effective mental health and wellbeing policies and procedures we can promote a safe and stable environment for pupils affected both directly, and indirectly by mental health and wellbeing issues.

This is not a 'soft' issue. A high level of organisational wellbeing is not only part of our duty of care as school, but research has demonstrated the link between wellbeing and fewer sick days, better health and higher outcomes at all levels. Difficult conversations, unpopular decisions and choices can always be met with dignity, honesty and respect, we need to cultivate an environment that enables freedom to express conflicting views in a mutually respectful way.

We signal our intent to come together with people across the system with the shared aim of improving wellbeing at every level. We will hold ourselves accountable in the delivery of the vision.

Scope

This document describes the school's approach to promoting positive mental health and wellbeing. This policy is intended as guidance for all staff including non-teaching staff and governors.

This policy should be read in conjunction with our medical policy in cases where a pupil's mental health and wellbeing overlaps with or is linked to a medical issue and the SEND policy where a pupil has an identified special educational need.

The policy aims to:

- Promote positive mental health and wellbeing in all staff and pupils
- Increase understanding and awareness of common mental health issues
- Alert staff to early warning signs of poor mental health and wellbeing
- Provide support to staff working with young people with mental health and wellbeing issues
- Provide support to pupils and staff suffering mental ill health and their peers and parents/carers

Any member of staff who is concerned about the mental health or wellbeing of a pupil should speak to the Mental Health Lead in the first instance. If there is a fear that the pupil is in danger of immediate harm then the normal child protection procedures should be followed with an immediate referral to the Designated Child Protection Office staff or the head teacher. If the pupil presents a medical emergency then the normal procedures for medical emergencies should be followed, including alerting the first aid staff and contacting the emergency services if necessary. Where a referral to CAMHS is appropriate, this will be led and managed by our Inclusion Leader and Mental Health Lead. Speak to them for more guidance

Individual Care Plans

It is helpful to draw up an individual care plan for pupils causing concern or who receives 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

Teaching about Mental Health and Wellbeing

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 developmental PSHE curriculum.

The specific content of lessons will be determined by the specific needs of the cohort we're teaching but 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.

We will follow the PSHE Association Guidance¹ to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner which helps rather than harms.

Signposting

We will ensure that staff, pupils and parents are aware of sources of support within school and in the local community.

We will display relevant sources of support in communal areas and toilets and will regularly highlight sources of support to pupils within relevant parts of the curriculum. Whenever we highlight sources of support, we will increase the chance of pupil help-seeking by ensuring pupils understand:

- What help is available

- Who it is aimed at
- How to access it
- Why to access it
- What is likely to happen next

Warning Signs

School staff may become aware of warning signs which indicate a pupil 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 a member of the wellbeing team who support our Mental Health and Emotional Wellbeing Work. They may advise for the person to see the Headteacher as appropriate.

Possible warning signs include:

- 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
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing – e.g. long sleeves in warm weather
- Secretive behaviour
- 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

Confidentiality

We should be honest with regards to the issue of confidentiality. If it is necessary for us to pass our concerns about a pupil on then we should discuss with the pupil:

- Who we are going to talk to
- What we are going to tell them
- Why we need to tell them

Ideally, we would receive their consent, though there are certain situations when information must always be shared with another member of staff and / or a parent. Particularly if a pupil is in danger of harm.

It is always advisable to share disclosures with a colleague, usually a member of the wellbeing team, this helps to safeguard our own emotional wellbeing as we are no longer solely responsible for the pupil, it ensures continuity of care in our absence and it provides an extra source of ideas and support. We should explain this to the pupil and discuss with them who it would be most appropriate and helpful to share this information with.

Parents should be informed if there are concerns about their mental health and wellbeing and pupils may choose to tell their parents themselves. If this is the case, the pupil should be given 24 hours to share this information before the school contacts parents. We should always give pupils the option of us informing parents for them or with them. If a child gives us reason to believe that there may be underlying child protection issues, parents should not be informed, but the designated safeguarding leader must be informed immediately.

Working with Parents

Where it is deemed appropriate to inform parents, we need to be sensitive in our approach. Before disclosing to parents we should consider the following questions (on a case by case basis):

- Can the meeting happen face to face? This is preferable.
- Where should the meeting happen? At school, at their home or somewhere neutral?
- Who should be present? Consider parents, the pupil, other members of staff.
- What are the aims of the meeting?

It can be shocking and upsetting for parents to learn of their child's issues and many may respond with anger, fear or upset during the first conversation. We should be accepting of this (within reason) and give the parent time to reflect. We should always highlight further sources of information and give them leaflets to take away where possible as they will often find it hard to take much in whilst coming to terms with the news that you're sharing. Sharing sources of further support aimed specifically at parents can also be helpful too e.g. parent helplines and forums.

We should always provide clear means of contacting us with further questions and consider booking in a follow up meeting or phone call right away as parents often have many questions as they process the information. Finish each meeting with agreed next step and always keep a brief record of the meeting on the child's confidential record.

Working with All Parents

Parents are often very welcoming of support and information from the school about supporting their children's emotional and mental health. 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 get about this, if they have concerns about their own child or a friend of their child
- Make our mental health policy easily accessible to parents
- Share ideas about how parents can support positive mental health in their children through our regular information 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

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 by the pupil who is suffering and their parents 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

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 pupils safe.

We will host relevant information on our virtual learning environment for staff who wish to learn more about mental health. The MindEd learning portal provides free online training suitable for staff wishing to know more about a specific issue.²

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 Liz Savage our CPD Coordinator who can also highlight sources of relevant training and support for individuals as needed

Staff Guidance on Wellbeing & Wellbeing Charter

Staff well-being and a work-life balance are essential requirements in maintaining healthy, creative staff. The school actively promotes the well being of staff in the following ways:

- The SLT will consider the work-life balance opportunities for the staff.
- We have signed and actively promote the dFE wellbeing charter



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Your wellbeing matters. We have signed up to the Education Staff Wellbeing Charter to:

- **Prioritise staff mental health**
- **Give staff the support they need to take responsibility for their own and others' wellbeing**
- **Give managers access to the tools and resources they need to support the wellbeing of those they line manage**
- **Establish a clear communications policy**
- **Give staff a voice in decision-making**
- **Drive down unnecessary workload**
- **Champion and enable flexible working**
- **Create a good behaviour culture**
- **Support staff to progress in their careers**
- **Include a sub-strategy for protecting leader wellbeing and mental health**
- **Hold ourselves accountable, including by measuring staff wellbeing**

Education Staff Wellbeing Charter
For more information: www.gov.uk/dfe

- The Governors will consider the work-life balance opportunities for the Head teacher and deputies.

- Water cooler in staffroom
- Clear directed hours outlined in handbook within 1265 hours
- Regular review of policies – ensuring whole school approach
- Regular review of workload – what works well? What doesn't?
- PPA time for all teaching staff
- INSETs that support the delivery of teaching in the class and continued CPD for all.
- INSET time where staff select their own professional development needs and work on these. e.g. planning in teams, creatively in a lesson,
- Streamlined planning – aiming to collate all weekly and medium term plans on the school central system and available for future staff to use.
- Streamlined assessment – making it manageable, relevant and appropriate
- Listen to staff, we make time to listen to our staff. Using the shout out post-its in the staff room to thank and praise staff.
- Return to work meetings on the same day to allow for pastoral care to each person
- Care for all our staff and where possible, act upon positive suggestions that address work-life balance and support the learning and teaching in the school
- Use staff meeting time effectively –not duplicating meetings unnecessarily
- Improvements to the work environment and encourage the use of the outdoors i.e. Gym equipment –Mary's Garden – Pond Area
- Lap tops available for teaching staff
- Training offered to ensure staff safety and security
 1. Fire training
 2. First aid
 3. Personal – lone working
 4. Child protection
 5. Health and Safety
- Formal access to courses and training is through individual performance reviews and through audits of subject needs.
- We encourage everyone to report any incidents of bullying or unacceptable behaviour.
- Individuals have a job description which details the job demands and this is part of the recruitment procedure before agreed contracts are signed.
- Treats provided in the staffroom
- Pigeon holes for staff
- Well-being questionnaire/ anonymised is completed every year.
- Regular Appraisals are done
- Good communication systems **all organised during the day**
 1. Weekly Briefing
 2. SLT meetings
 3. Admin Meeting
 4. Curriculum/staff meetings
 5. Lesson study for Staff to buddy up and share practices
 6. Phase Meetings
- CPD opportunities → peer observations, learning walks
- Laughter around school
- Encourage staff to leave at a sensible time to gain a work-life balance and encourage to have one earlier evening
 - We are all responsible for tidying the communal areas.
 - School closes early on the last day of the Autumn, Spring and Summer Terms (1:30)

- Induction for new staff
- Buddy for new staff
- Making all aware we have a well-being board, well-being basket, well-being Team and a book swap box.
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