

JENNETT'S PARK CofE PRIMARY SCHOOL



Policy on Wellbeing.

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| Policy adopted by the Local Governing Body | May 2025 |
| Policy / Document due for review | May 2028 |
| Published | May 25 |
| Web Publishing requirement | Non statutory |

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 and staff. 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 children and adults 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.

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| 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 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.

Wellbeing and Mental Health Policy

At Jennett’s Park CE Primary School, we believe that everyone in education should have the opportunity to enjoy the highest possible standard of wellbeing and mental health. True wellbeing is essential for pupil achievement, staff retention, and overall school performance. Our Christian vision shapes all we do—we aim to empower children and staff to flourish and achieve under God’s love, living life in all its fullness (John 10:10).

This Wellbeing Policy is aligned with the Bonitas Trust Wellbeing Statement, which applies to all stakeholders across the Trust—including children in its academies, employees, governors, trustees, and volunteers.

Our Commitment

We are committed to fostering a school environment where staff, children, and families feel supported, valued, and encouraged to develop both personally and professionally. As a large, proactive, and supportive community, we acknowledge the increasing pressures in education—such as evolving government policies and rising expectations—that impact mental health and wellbeing.

To address this, we prioritise:

- A culture of respect, fairness, and equality for all.
- Positive mental health for every member of our school community.
- Universal, whole-school wellbeing approaches alongside targeted support for vulnerable individuals.
- Policies and procedures that create a safe, stable environment for those affected by mental health challenges.

Our Shared Responsibility

Wellbeing is a collective responsibility. Every member of our community—leaders, staff, children, families, and policymakers—has a role in creating conditions that allow all to thrive. We aim for an education sector free from mental health discrimination, guided by emotional intelligence, and built on a supportive and nurturing culture.

To uphold this commitment, we:

- Encourage open, honest discussions—even when addressing difficult topics.
- Ensure all staff model and uphold our Rainbow Values to foster unity and belonging.
- Promote an environment where conflicting views can be expressed respectfully.

Wellbeing as a Priority

Prioritising wellbeing is not a ‘soft’ issue; research shows a direct link between staff wellbeing and improved attendance, health, and performance. A healthy school community leads to better outcomes for young people, including their own wellbeing and mental health.

We are committed to working together across the education system to improve wellbeing at every level and will hold ourselves accountable in delivering this vision.

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.

Wellbeing of Pupils Policy

This policy should be read alongside our Medical Policy for cases where mental health and wellbeing overlap with medical issues and our SEND Policy where a pupil has an identified special educational need.

Aims

This policy seeks to:

- Promote positive mental health and wellbeing for all pupils and staff.
- Increase understanding and awareness of common mental health issues.
- Identify early warning signs of poor mental health and wellbeing.
- Provide support to staff working with young people facing mental health challenges.
- Offer direct support to pupils experiencing mental health difficulties, as well as their peers and families.

Responding to Concerns

Any staff member concerned about a pupil's mental health should speak to the Mental Health Lead. If there is an immediate risk of harm, the Designated Safeguarding Lead (DSL) or Headteacher must be informed immediately, following child protection procedures.

In medical emergencies, first aid staff should be alerted, and emergency services contacted if necessary.

If a Child and Adolescent Mental Health Services (CAMHS) referral is required, it will be managed by the Inclusion Leader and Mental Health Lead.

Individual Care Plans

For pupils with mental health concerns or a formal diagnosis, an Individual Care Plan should be created in collaboration with the pupil, parents, and relevant health professionals. The plan may include:

- Details of the pupil's condition.
- Special requirements or precautions.
- Medication and possible side effects.
- Emergency procedures and key contacts.
- The school's role in supporting the pupil.

Teaching Mental Health and Wellbeing

Mental and emotional wellbeing are key components of our PSHE curriculum. Lesson content is tailored to the needs of each cohort but always emphasises:

- Developing the skills, knowledge, and confidence to seek help.
- Recognising and managing emotions effectively.
- Understanding how to support peers in need.

We follow PSHE Association Guidance to ensure that mental health topics are addressed sensitively and safely.

Signposting Support

We ensure that staff, pupils, and parents are aware of mental health support available both within school and in the local community. This includes:

- Displaying relevant information in communal areas and toilets.
- Highlighting support services during curriculum lessons.
- Clearly communicating:
 - What help is available.
 - Who it is for and how to access it.
 - What to expect when seeking help.

Recognising Warning Signs

Staff should be vigilant for indicators of mental health concerns and report them to the Senior Leadership Team, who may escalate concerns to the Headteacher if needed.

Possible warning signs include:

- Unexplained or repeated physical injuries.
- Changes in eating or sleeping habits.
- Social withdrawal or increased isolation.
- Mood swings or changes in activity levels.
- Decline in academic performance.
- Talking or joking about self-harm or suicide.
- Substance misuse.
- Expressions of hopelessness or worthlessness.
- Wearing inappropriate clothing (e.g., long sleeves in hot weather).
- Avoidance of PE or secretive behaviour when changing.
- Frequent unexplained physical complaints (e.g., headaches, nausea).
- Increased lateness or absenteeism.

Confidentiality and Safeguarding

While we respect pupil confidentiality, safeguarding concerns take priority. If a staff member needs to escalate a concern, they should:

- Inform the pupil about who they will speak to, what will be shared, and why.
- Seek the pupil's consent where possible, except in cases of immediate risk.
- If a child protection issue is suspected, the Designated Safeguarding Lead (DSL) must be informed immediately, and parents should not be contacted.

Working with Parents

When informing parents about mental health concerns, staff should consider:

- Holding face-to-face meetings in a comfortable setting.
- Involving the right people (e.g., parents, the pupil, key staff).
- Clearly outlining the purpose of the conversation.
- Parents may initially react with shock or distress. We should:
- Be patient and allow time for processing the information.
- Provide written resources and details of further support (e.g., helplines, forums).
- Offer follow-up meetings or phone calls.
- Keep a brief, confidential record of the discussion and agreed next steps.

Supporting All Parents

To support parents in promoting their child's mental wellbeing, we will:

- Provide information on common mental health issues via our school website.
- Clearly communicate who parents can contact if they have concerns.
- Make our Mental Health Policy easily accessible.
- Offer regular parent information evenings on supporting children's mental health.
- Keep parents informed about PSHE topics related to mental wellbeing and how they can reinforce learning at home.
- Supporting Peers

Friends often want to help but may not know how. In some cases (e.g., self-harm or eating disorders), peers may unintentionally reinforce harmful behaviours. Support for peers will be considered on a case-by-case basis and may include:

- Discussions with the affected pupil and their parents to determine what friends should know.
- Guidance on how to provide support safely.
- Clear explanations of what behaviors to avoid.
- Education on recognizing warning signs of relapse.
- Information on where peers can seek help for themselves.

Staff Training and Development

To ensure our staff can effectively support pupils, we provide:

- Regular training on recognising and responding to mental health issues as part of child protection training.
- Access to additional learning resources via our virtual learning environment.
- Recommendations for online CPD (e.g., the MindEd portal).
- Further training opportunities as needed based on specific pupil needs.
- Twilight training sessions for whole-school learning when appropriate.
- Suggestions for additional training should be discussed with Liz Savage (CPD Coordinator), who can provide guidance on relevant courses and resources.

Wellbeing For Staff Policy

Staff well-being and a positive 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.
- Clear directed hours outlined in handbook within 1265 hours
- Regular review of policies informed by staff – ensuring whole school approach
- Regular review of workload – what works well? What doesn't?
- PPA time for all teaching staff can be taken from home.
- 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 –Opal Playground – Pond Area
- Lap tops or iPad available for teaching staff
- Water cooler in staffroom
- 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
- Regular Angel Week organised by Wellbeing Team
- Well-being questionnaire/ anonymised is completed every year.
- Good communication systems **all organised during the working day**
 1. Weekly Briefing (online)
 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
- Encourage staff to leave at a sensible time to gain a work-life balance and encourage to have one earlier evening
 - School closes early on the last day of the Autumn, Spring and Summer Terms (1:30)
 - Induction and buddy for new staff
 - Making all aware we have a well-being board, well-being basket, well-being Team and a book swap box.