



Water Orton Primary School – Well-being Policy

Intent

At Water Orton Primary School, we are committed to supporting the emotional health and wellbeing of our pupils and staff. We have a supportive and caring ethos and our approach is respectful and kind, 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 is everybody's business and that we all have a role to play.

Through our teaching of well-being and mental health strategies, we aim to:

- Help children to understand their emotions and feelings.
- Help children feel comfortable sharing any concerns or worries.
- Help children socially to form and maintain relationships.
- Promote self-esteem and ensure children know that they count.
- Encourage children to be confident and 'dare to be different'.
- Help children to develop emotional resilience and to manage setbacks.

We promote a mentally healthy environment through:

- Promoting our school values and encouraging a sense of belonging.
- Promoting pupil voice and opportunities to participate in decision-making.
- Celebrating academic and non-academic achievements.
- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others
- Providing opportunities to reflect.
- Access to appropriate support that meets their needs.

Implementation

We pursue our aims through:

- Universal, whole school approaches.
- Support for pupils going through recent difficulties including bereavement.

- Specialised, targeted approaches aimed at pupils with more complex or long-term difficulties including attachment disorder.

Signposting and support:

We will ensure that staff, pupils and parents are aware of what support is available within our school and how to access further support.

We will regularly refer parents to support available through our weekly newsletter and on the school website.

We will regularly discuss mental well-being with pupils in lessons and assemblies.

The school buys into well-being support training for all staff and purchases access to additional support (available to all) through the Local Authority. The SLT and Mental Health lead regularly refer staff to support should they need it and support is signposted for those staff who wish to access this confidentially.

The Senior Mental Health lead, heads a staff well-being group who meet regularly to discuss staff needs and to promote positive strategies for self-help.

Identifying needs and Warning Signs:

All staff recognise the following as potential indicators of declining well-being in both staff and pupils.

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

School staff may also become aware of other warning signs which indicate a student 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 designated safeguarding lead.

Possible warning signs include:

- Changes in eating / sleeping habits
- 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
- Ensure that all parents are aware of who to talk to, and how to get about this, if they have concerns about their child.
- Make our emotional wellbeing and mental health policy easily accessible to parents
- Share ideas about how parents can support positive mental health in their children.
- 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.

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
- CAMHS (child and adolescent mental health service)
- Counselling services
- Family support workers
- Therapists

Scope

This policy should be read in conjunction with our Pupils with Medical Needs policy and our SEND policy in cases where pupils mental health needs overlap with these. This policy should also be read in conjunction with policies for Behaviour and Anti-bullying, and PSHE/RSE policies. It also sits alongside child protection policy and procedures.

Lead Members of Staff

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

- Leanne Mach – Senior Mental Health Lead
- Chris Plow - Designated Safeguarding Lead / SENDCo
- Emma Smith - Designated Safeguarding Lead
- Jackie Williams- Learning Mentor
- Sally Addis – Learning Mentor
- Jess Price – Thrive Practitioner
- Jenny Ward - Designated Safeguarding Lead / Online Safety Lead

Teaching about Mental Health

The skills, knowledge and understanding needed by our students to keep themselves mentally healthy and safe are included as part of our developmental PSHE curriculum which is taught using the Jigsaw Scheme.

Impact

Targeted support:

The school will offer support through targeted approaches for individual pupils or groups of pupils which may include:

- Circle time approaches or 'circle of friends' activities.
- Calm Club which targets specific children who feel anxious about coming into school.
- Managing feelings resources e.g. 'worry boxes' and 'worry eaters'.
- Managing emotions resources such as 'Zones of Regulation'.
- Emotional Coaching and Social Stories.
- Support groups.
- Therapeutic activities including art, lego and relaxation and mindfulness techniques.
- Blossoms Club (lunchtime).
- Mentoring/Anger gremlins.
- Thrive

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 help pupils and themselves and refer pupils or themselves for further support as and where necessary.
- 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.

- The school will ensure that one member of staff is trained as a Senior Mental Health Lead and one member of the Evergreen Team is a Mental Health First Aider.

The school will make use of resources to assess and track wellbeing as appropriate including:

- Boxall Profile
- Emotional literacy scales
- Thrive assessments