



# Reedness Primary School Wellbeing Policy



## Defining mental health

'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 contribute to her or his community'

(World Health Organization)

As teachers, we define mental wellbeing as children and young people's happiness, life satisfaction and positive functioning- "Children and young people feeling good, feeling that their life is going well, and feeling able to get on with their daily lives."

Positive wellbeing is the oxygen that makes all the other subjects breathe.

## Context and rationale

At Reedness Primary School our shared vision is that every child deserves to succeed. We aim to influence pupil mental wellbeing through: providing a supportive culture, ethos and environment that can serve as a buffer to difficult circumstances, teaching and learning that help pupils to build important life skills and a growth mindset; supporting the development of skills and character traits such as self-management, compassion and team work, partnerships with parents/carers and the wider community.

At our school, we aim to promote positive mental health culture for every member of our staff, all pupils and the extended community. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches. Mental health affects all aspects of life and behaviour

The introduction of Wellbeing Wednesday has created a school culture that promotes school success and improvements by:

- Promoting positive mental, physical, spiritual, creative and emotional wellbeing by providing information and support.
- Creating a shared understanding of all aspects of mental health
- Enabling those with mental health related issues to self-disclose and seek support in a safe confidential manner.
- Offering guidance and strategies to support pupils and staff to be mentally healthy
- Creating a culture to support and maintain positive wellbeing

## Safeguarding

Reedness Primary School fully recognises the contribution it can make to protect children and support pupils in school and beyond. We are fully committed to safeguarding our pupils through prevention, protection and support. We are also committed to actively promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils are encouraged to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. It is our duty to protect children and young people against the messages of all violent extremism and to prevent terrorism. Any concerns should be referred to the Designated Child Protection Person who have local contact details for referrals.

## Aims of the policy

The purpose of this policy is to have:

### **General**

- Resilient, happier and more motivated pupils and staff who get more out of life

### **Teaching and Learning**

- Pupils who are more engaged in the learning process
- Pupils who can concentrate and learn better
- Improved standards in all subjects, including literacy and numeracy

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- Improved attainment
- More effective teaching
- Parents and carers who are more involved in school life and learning
- Behaviour and Attendance
- Pupils with high self-esteem and confidence
- Pupils who have a say in what happens at school
- More engaged learners
- Good concentration, behaviour and attendance
- Positive peer relationships

### **Staff Confidence and Development**

- High morale
- Staff with high wellbeing leading to lower absenteeism
- Stable, content and consistent workforce
- Positive and effective relationships with pupils

### **Policy statement**

Reedness Primary School is committed to promoting the health and wellbeing of pupils and staff. We are at a stage where every single member of staff needs to take responsibility for being aware of pupils' mental health.

The Education Act and Inspections Act 2006 place a requirement on schools to promote pupils' wellbeing (as identified in the Children Act 2004) as well as their academic achievement. We are committed to promoting the health and wellbeing of pupils, and of the whole school community, and fully recognise the important cyclical relationship between wellbeing and learning.

People working in schools should have it in the back of their minds at all times that pupils have a mental health. We all have a mental health as well as a physical health, and if we can acknowledge that simple fact this will help our pupils significantly.

To promote mental health and emotional wellbeing, our school will:

### **Promoting Mental Health and Wellbeing (Prevention)**

Ensure 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 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 students to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others. We will:

- Encourage and support the whole school community to be positive in its approach to mental health wellbeing.
- Promote knowledge and understanding of both internal and external support services.
- Provide guidance and support to all those connected with the organisation to help them develop confidence in their ability to manage mental health and emotional wellbeing.

- Provide appropriate training and information to staff on mental health and emotional wellbeing (MindEd).
- Keep this policy under review and make changes when legislation and best practice requires.

### **Addressing Needs (mechanisms to support children and staff)**

- Promote a culture which supports and encourages self-disclosure – open & supportive team, chaplaincy arrangement (Rev Smith).
- Provide a framework for responding appropriately to mental health wellbeing.
- Recognise that staff have the responsibility to alert others to potential and actual indicators of mental health needs and to take this action whenever necessary.
- Co-operate with other organisations involved in the delivery of mental health and emotional support services – ‘CAMHS’, ‘Younger Minds’, GPs, School Nurse, Rev Smith, School Nurses, a number of voluntary organisations etc.
- Observe the principles of confidentiality and data protection in respect of mental health and emotional wellbeing.

### **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.

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
- 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

### **Signposting**

We will ensure that staff, pupils and parents are aware of what support is available within our school and how to access further support. Support includes: CAMHS, Younger Minds, Rev Smith, ELSA, GPs, School Nurses, a number of voluntary organisations such as ‘Education Support Partnership (08000 562561), East Riding County Council Staff Counselling Service.

### **Supporting staff to positive mental health and wellbeing**

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The Governing Body's 'duty of care' towards employees, legislation and case law, require them to manage and safeguard the physical and psychological well-being of the school's employees. To help meet these objectives, the School has adopted:

- Attendance management policy and procedure which provides a framework with clear milestones enabling managers effectively to manage attendance;
- Health and safety policy which provides a framework for, and measurement of, safe places of work
- Mental Health and Wellbeing Policy which focuses on the School's obligations to supporting staff's health and wellbeing.

It is vital that all staff are aware of these policies and the role all employees undertake to ensure we all work in healthy workplaces. We need to have a clear understanding of the causes of absence in order to formulate strategies that address non-attendance (sickness absence).

The Governing Body will continue to promote and work towards performance improvement and efficiency, getting the very best from our staff, retaining and attracting the people who are best skilled and well-motivated.

Wellbeing in the workplace is relevant to all employees and everyone can contribute to improved wellbeing at work. Addressing workplace wellbeing can help strengthen the positive, protective factors of employment, reduce the risk factors for mental ill health and improve general health.

To fulfil this commitment the Governing Body and Senior Leadership Team will:

- Make health and wellbeing a core priority. Value the strategic importance and benefits of a healthy workplace. We will encourage a consistent, positive approach to all staff health and wellbeing.
- Make clear the link between employees' health and wellbeing and improved performance.
- Ensure all leaders, including Senior leaders and Governors, are committed to the health and wellbeing of staff and act as good role models.
- Make communication clear to ensure that staff have realistic expectations of what's possible, practical and affordable.
- Be aware that a return to work from sickness does not necessarily indicate that an employee's health and wellbeing has improved. Return to work interview takes into account that aggressive return to work procedures can encourage presenteeism to the detriment of our school.
- Recruit staff who have the positive leadership traits associated with improved staff health and wellbeing. These traits include being open and approachable and encouraging new ideas.
- Ensure health and wellbeing policies are included in any induction, training and development programmes for new staff.

- Have a proactive and visible commitment to health and safety and its role in improving the health and wellbeing of staff, that is, view health and safety as part of the culture of a caring and supportive employer – not only a statutory requirement.
- Create a supportive environment that enables employees to be proactive when and if possible to protect and enhance their own health and wellbeing
- Seek to identify potential circumstances that may affect the wellbeing of staff and conduct risk assessments.
- Increase awareness and understanding of how to promote wellbeing at work and the avoidance of absence
- Ensure advice and guidance is available to leaders in dealing with wellbeing concerns of staff
- Ensure that there is a culture where there is no expectation that staff communicate about work outside of normal working hours (except in an emergency, eg child protection issues)
- Ensure that all staff take part in a supportive performance management process
- Conduct an annual (anonymous) staff survey in order to collate information from all staff groups, which will inform future strategies to support the health and wellbeing of staff.

Where possible, staff are supported with their work/life balance and wellbeing outside the school. Examples of this could include providing staff with paid leave for both special events and celebrations, and time off to deal with family problems All staff are encouraged to take a responsible approach to health and wellbeing issues, including adopting a robust self-management to their own health.

### **Physical, Social, Health and Citizenship Education**

#### **National Curriculum:**

The National Curriculum states that all schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. It must also:

- Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

#### **Ongoing Development:**

We are committed to the ongoing development of PSHCE in our school. We will use the following indicators to monitor and evaluate our progress:

- a coordinated and consistent approach to curriculum delivery has been adopted
- the content of the SRE curriculum is flexible and responsive to pupils' differing needs which are:

- pupils are receiving an entitlement curriculum for PSHCE in line with national and local guidance
- opportunities for cross-curricular approaches are being used where appropriate
- the impact of training for staff and governors on practice is evaluated
- policy and practice is revised regularly and involves staff, governors and, where appropriate, pupils
- opportunities are provided for parents/carers and members of our community to consider
- the purpose and nature of our PSHCE, for example, through parent/carer information sessions
- a variety of methods is employed to communicate the key points of the policy and curriculum to the community

Our approach to PSHCE consists of a comprehensive and developmental programme of teaching and learning, which is delivered in the context of a Healthy School where the health and wellbeing of pupils and of the whole school community are actively promoted. Our PSHCE programme has a positive influence on the ethos, learning and relationships throughout the school. It is central to our values and to achieving our school's stated aims and objectives.

Our PSHCE programme helps pupils to develop the knowledge, understanding, skills and attitudes they need to live confident, healthy, independent lives now and in the future, as individuals, parents/carers, workers and members of society. It is embedded within the wider learning offered by the school to ensure that pupils experience positive relationships with adults and with each other and feel valued, and that those who are most vulnerable are identified and supported. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and community.

The overarching aim for PSHCE education is to provide pupils with:

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes,
- beliefs, rights and responsibilities
- the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives

Within this, the school aims to develop pupils' understanding of:

- identity, including personal qualities, attitudes, skills, attributes and achievements and what influences these
- relationships, including different types and in different settings
- a healthy lifestyle, including physically, emotionally and socially

- a balanced lifestyle, including within relationships, work-life, exercise and rest, spending and saving
- and healthy diet
- risk, including identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others
- safety, including behaviour and strategies to employ in different settings
- diversity and equality, in all its forms
- rights, including the notion of universal human rights, responsibilities including fairness and justice and consent in different contexts
- change and resilience, the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance
- power in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes career, including enterprise, employability and economic understanding

### **Safeguarding and Child Protection**

PSHCE plays a very important part in fulfilling the statutory duties all schools have to meet and the PSHCE policy is closely aligned to the school's safeguarding policy. PSHCE helps pupils to know and understand how to keep themselves and others safe, make informed decisions and manage risk and equips them with the knowledge and skills to get help if they need it. When teaching any sensitive issue, pupils may give cause for concern, and a link needs to be made with the pastoral system and safeguarding arrangements. All adults involved in PSHCE delivery need to be aware of the pastoral system and safeguarding arrangements in place.

### **Healthy Eating:**

At Reedness we are committed to encouraging and developing positive attitudes towards food and a healthy diet. Promoting a healthy life style is integral to our curriculum and we recognise the importance of offering children the opportunity to make informed choices about what, when, where and why they eat. As a school we endorse fresh, local food and know that food is fundamental to the quality of a child's life; not just in providing essential nutrition but in communicating and sharing positive values, attitudes and experiences with each other.

### **Aims:**

- To improve the health of pupils, staff and the whole school community by helping to influence eating habits through increasing knowledge and awareness of food issues including what constitutes a healthy diet.
- To ensure pupils are well nourished at school and that every pupil has access to safe, tasty and nutritious food and a safe, easily available water supply during the school day.

### **Spiritual, Moral, Social and Cultural Development**



At Reedness Primary School we recognise that the personal development of children; spiritually, morally, socially and culturally (SMSC); plays a significant role in their ability to learn and achieve. We therefore aim that our education and overall provision provides children with opportunities to explore and develop:

- their own values and beliefs;
- their own spiritual awareness;
- their own high standards of personal behaviour;
- a positive, caring attitude towards themselves and other people;
- an understanding of their own and other peoples social and cultural traditions;
- an appreciation of the diversity and richness of their own and other people’s cultures.

We consciously facilitate development in these four areas both through the academic curriculum and wider opportunities.

### **Spiritual development**

This refers to facilitating the development of a pupil’s beliefs, religious or otherwise, which inform their perspective on life and their interest in, and respect for, different people’s feelings and values.

### **Moral development**

This refers to the development of a pupil’s understanding, attitudes and behaviours to what is right and what is wrong.

### **Social development**

This refers to developing a pupil’s progressive acquisition of the competencies and qualities needed to play a full part in society.

### **Cultural development**

This refers to developing pupil’s understanding of the beliefs, values and customs in social, ethnic and national groups different to their own.

### **Policy Links**

This policy is to be read in conjunction with the following other policies and documents:

- SEND Policy
- Behaviour Policy
- East Riding Attendance at Work Policy and Procedure

### **Senior Mental Wellbeing Lead**

Mrs Amanda Deighton

### **Review and Monitoring:**

This policy will be reviewed by the Governing Body.

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This is a working document

Date: September, 2023

Date to be reviewed: September, 2025

Approved by: Governing Body

Signed: M.Herbert