



**Policy:**      **Whole School Approach to Health and Well-being for pupils and staff.**

Date Reviewed by Staff:

September 2020

Date Ratified by Full Governing Body:

01/10/2020

Next Review Date: (3 years unless otherwise advised)

2023

## Health and Wellbeing Policy

**Rationale**

The WHO describes mental health as a “state of wellbeing 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 their community. Mental well-being is enhanced when an individual has a clear sense of their own purpose and value in their own society.”

Mental well-being is not merely the absence of mental illness but a broader indicator of social, emotional and physical wellness. Supporting the well-being of both the staff and pupils in our school is therefore seen as a priority. Well-being is influenced by the wide context within which a person lives and works

**Aim**

To ensure that the children, staff and parents at Barrington Primary School Primary School acquire and develop the knowledge and understanding, skills, capabilities and attributes which they need for supporting the mental, emotional, social and physical wellbeing of both themselves and others, now and in the future.

At Barrington Primary School we are taking a whole school approach to Health and Wellbeing Education based on the following diagram taken from Promoting children and young people's emotional health and well-being (Public Health England 2015)



### Objectives

To meet our aim we will work towards achieving the following objectives that support well-being for all our staff and learners:

- **Achieving:** Being supported and guided in their learning and in the development of their skills, confidence and self-esteem at home, at school and in the community.
- **Active:** Having opportunities to take part in activities such as play, recreation and sport, which will contribute to healthy growth and development, both at home and in the community.
- **Healthy:** Having help to attain the highest standards of physical and mental health, as well as access to suitable healthcare and support in learning to make healthy and safe choices.
- **Included:** Having help to overcome social, educational, physical and economic inequalities and being accepted as part of the school and community.
- **Nurtured:** Having a nurturing place to live and learn and where pupils are treated with an unconditional positive regard.
- **Respected:** Having the opportunities, along with carers, to be heard and involved in decisions which affect them.
- **Responsible:** Having opportunities and encouragement to play active and responsible roles in the school and community.
- **Resilient:** being able to withstand or recover quickly from difficulties and challenges.
- **Safe:** Being protected from abuse, neglect or harm at home, at school or in the community.
- **Development of a positive view of themselves** and an identity that is respected.

### Organisation and Ethos

At Barrington Primary School Primary School we strive to provide a health-promoting environment for working and learning and promote individual, family and community responsibility for health. By embedding these beliefs in all that we do we will enable pupils to realise their full physical, psychological and social potential and increase their self-esteem.

This will be evident in relationships forged in school be it pupil/pupil, staff/staff or staff/pupil. Positive behaviour policies and anti-bullying initiatives will enhance the climate around the school. Achievement will be recognised throughout the school and celebrated through class assemblies and prominent displays of pupils' work throughout the school building.

**Following evidence into approaches that work in promoting social and emotional well-being and responding to mental health problems in schools we will endeavour to use the following approaches:**

#### 1 ADOPT WHOLE-SCHOOL THINKING

- Use a 'whole school approach', which ensures that all parts of the school organisation work coherently together.
- Provide a solid base of positive universal work to promote wellbeing and help prevent problems.
- Develop a supportive school and classroom climate and ethos which builds a sense of connectedness, focus and purpose, the acceptance of emotion and vulnerability, warm relationships and the celebration of difference.
- Involve pupils in the coproduction of school approach; this includes their participation in the identification/ evaluation and review of needs and areas for improvement (including extracurricular and enrichment provision, safe spaces, resilience initiatives).
- Start early with skills based programmes, preventive work, the identification of difficulties and targeted interventions. Work intensively, coherently, and carry on for the long term.
- Promote staff wellbeing, and in particular address staff stress.

## **2 ENGAGE THE WHOLE COMMUNITY**

- Engage pupils through encouraging pupil voice, authentic involvement in learning, decision making, and peer-led approaches.
- Engage parents/carers and families in genuine participation, particularly those of pupils in difficulties whose families may feel blamed and stigmatised.

## **3 PRIORITISE PROFESSIONAL LEARNING AND STAFF DEVELOPMENT**

- Understand and reduce the risk factors that can affect wellbeing, and help pupils develop the resilience to overcome adverse circumstances.
- Raise staff awareness about the widespread nature of mental health problems in children and young people, and the school's responsibility to identify them and intervene early.
- Base their response on a sound understanding of child and adolescent development.
- Help all pupils cope with predictable life changes and transitions, based on a sound understanding of child and adolescent development. Keep abreast of new challenges posed by information technology, such as cyber bullying.

## **4 IMPLEMENT TARGETED PROGRAMMES AND INTERVENTIONS (INCLUDING CURRICULUM)**

- Ensure high-quality implementation of specific programmes and interventions.
- Explicitly teach social and emotional skills, attitudes and values, planning for choices and changes, physical education, physical activity and sport, food and health, substance misuse, relationships, sexual health and parenthood. Using well trained and enthusiastic teachers and positive, experiential and interactive methods and resources. Integrate this learning into the mainstream processes of school life.
- Supporting the development of skills and character traits such as self- management, compassion and team work, problems solving skills and creativity.
- Teaching and learning that help students to build important life skills through such as learning to learn and growth mindset
- Opportunities to mix with wider social groups and develop social skills and empathy (eg house groups)

## **5 DEVELOP SUPPORTIVE POLICY**

- Ensure that there are robust policies and practice in key areas such as behaviour, anti-bullying and diversity, including tackling prejudice and stigma around mental health.

## **6 CONNECT APPROPRIATELY WITH APPROACHES TO BEHAVIOUR MANAGEMENT**

- Respond wisely to 'difficult' behaviour, both responding actively with clear consequences and also understanding its deeper roots, taking opportunities to model and teach positive alternatives.

## **7 IMPLEMENT TARGETED RESPONSES AND IDENTIFY SPECIALIST PATHWAYS**

- Provide more targeted and intense work on social and emotional skill development for pupils in difficulties, including one to one and group work.
- Use specialist staff to initiate innovative and specialist programmes to ensure they are implemented authentically, transferring responsibility to mainstream staff whenever possible, to ensure longer term sustainability and integration.
- Where pupils experience difficulties, provide clear plans and pathways for help and referral, using a coherent teamwork approach, including in the involvement of outside agencies such as CAMHS. Anchor help in the school environment.

### Teaching and Learning

Approaches will be taken to ensure that:

- pupils are engaged and their views and experiences are taken into account - particularly where decisions are to be made that may impact on life choices;
- pupils are encouraged to develop a growth mindset and learning from mistakes is valued and celebrated
- pupils are supported to develop social skills and demonstrate an empathetic approach to others
- teaching takes account of ongoing research - particularly in sensitive areas such as substance misuse;
- a variety of approaches is used including active, cooperative and peer learning, as well as the effective use of technology;
- opportunities to experience challenges in the outdoor environment are taken;
- pupils are encouraged to act as role models within the school environment;
- a commitment to follow a healthy lifestyle is developed through participation in varied, relevant, realistic and enjoyable activities.

### Physical Environment

The school building, facilities and grounds will be maintained in a manner that supports the health message to be reinforced throughout the working life of the school.

A high value is placed on creating and maintaining a litter and graffiti free environment and children will be encouraged to look after the environment. Recycling facilities will reinforce the citizenship message both within school and among the local community. Caring for the environment will be embedded in the life of the school.

### Links with Family and the Community

Parents and carers are valued and welcomed into the school. We will communicate regularly, consult and engage with parents/carers through newsletters, assemblies, daily updates, parents' evenings and teacher communications.

Parents and the wider community will be encouraged to be actively involved in the development and review of our priorities and policies through surveys, and the involvement in school life.

Parents are invited to support the school in numerous ways.

Staff will encourage pupils to be well behaved and considerate to others, both in school and out in the community.

Mechanisms are in place to celebrate pupil's achievements and successes within the community.

### Staff well being

The Governors and Head Teacher of Barrington Primary school recognise the importance of promoting and supporting the health and wellbeing of all staff who work at the school. Teachers and support staff have an enormous influence on the pupils at the school. Teachers need to feel positive about their own health and wellbeing if they are to act as role models for pupils

Wellbeing becomes a sustainable process whereby staff health and wellbeing and motivation are at the heart of all aspects of the school's management. It is recognised that staff are the greatest asset in a school and effective support, communication and teamwork is the key to the success of the school. Healthy, engaged, balanced and collegiate teachers and school staff will support the children in becoming healthy, engaged and well balanced

## 010 Well-being

Responsibility for promoting staff health and wellbeing rests with the head teacher and governing body of the school. They endeavour to seek out effective strategies and examples of good practice to improve the health and wellbeing of the staff

Work life balance is not just about time, it is about head space, relief from worry or anxiety. It is also about knowing that there is understanding and support for the challenges faced and that the school is focussed on the development of the whole team. Finally it is about being able to have time for self, partner, family and friends, where the concerns of school are not constantly in mind.

Whilst being under pressure can improve performance when demands and pressures become excessive they lead to unhealthy stress. There are recognised measures that can be put in place to eliminate unnecessary stress.

The main causes of workplace stress have been listed by the Health and Safety Executive as;

1. Demands (workload, working hours.)
2. Control (the say staff have over what and how they work)
3. Support (from school, resources, line managers, senior leaders and colleagues)
4. Relationships (how they get on with colleagues and how this is managed)
5. Role (staff know what is expected of them and how to manage this with home life)
6. Change (and how it is managed)

The Head Teacher and governors have identified the following strategies to help promote the wellbeing of all staff by providing a supportive environment;

- Establish systems for all to have control over their work – crucial positive factor in promoting wellbeing, e.g. ensure regular team meetings to foster good communication within and between teams
- Ensure all recognise the 'climate and culture' underpin a healthy school
- Ensure performance management systems are effective and the CPD identifies opportunities for appropriate training updates within the areas of:
  - Effective leadership at all levels in school
  - Good team work
  - Open dialogue
- Provide a safe and comfortable environment for all to work in
- Help foster good relationships based on sound role models from senior leadership
- To offer the opportunity for all staff to be involved in the strategic direction of the school
- To permeate a no-blame culture throughout school so that staff feel safe to make mistakes and then learn from them
- To support staff who are experiencing difficulties
- To preserve the staff room as a 'safe haven' for all staff
- Make sure a range of evaluation methods are in place to identify strengths and weaknesses and to measure progress. Use the outcomes to inform future action and to establish effective means of achieving success in different contexts

Within our school all staff are involved in supporting mental health, however the mental health lead takes responsibility for the strategic direction, action plans, identifying and addressing gaps in provision, tracking the impact of support provided, supporting positive outcomes for pupils and ensuring that pupils feel safe. While the mental health HLTA takes on the role of identifying individual pupil's needs, providing nurturing support and space for pupils and identifying gaps in provision. Regular meetings are held between these members of staff to discuss the school provision for mental health and well-being.

## 010 Well-being

### **Health and Welfare of Staff**

The school is committed to encouraging all staff to lead healthy working lives.

A staff room is available where staff can relax. Staff will be involved in drawing up development plans and in most decisions affecting their professional practice. Staff meetings will be held weekly where individuals can air their views and feel supported.

A number of social events will be held throughout the year where staff can relax in a social setting.

### **Whole School Audit**

Using the Academic resilience tools/ YMCA whole school audit to evaluate current provision and help plan an action plan for developing whole school provision.

### **Appendix 1**

#### **Explanations**

These provide definitions of terms or advice on particular experiences and outcomes.

#### **Resilience**

The development of resilience or coping skills is particularly important to young people as increasing numbers are struggling through school and life with social and emotional needs that greatly challenge schools and welfare agencies.

A resilient child can resist adversity, cope with uncertainty and recover more successfully from traumatic events or episodes.

#### **Mental, emotional, social and physical wellbeing**

##### **Mental wellbeing**

Mental wellbeing refers to the health of the mind, the way we think, perceive, reflect on and make sense of the world.

##### **Mental health**

The World Health Organisation describes mental health as:

‘a state of wellbeing in which the individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community.’

##### **Emotional wellbeing**

Emotional wellbeing refers to recognising, understanding and effectively managing our feelings and emotions.

##### **Social wellbeing**

Social wellbeing refers to being and feeling secure in relationships with family, friends and community, having a sense of belonging and recognising and understanding our contribution in society.

##### **Social wellbeing –**

This will be developed by raising the young person’s awareness, understanding and experience of participation in consultation, citizenship and volunteering activities within the formal and informal curriculum.

##### **Self-esteem/Self worth**

Self-esteem is a self rating of how well the self is doing. It means:

- the way we feel about ourselves
- the way we feel about our abilities
- the value we place on ourselves as human beings.

##### **Physical wellbeing**

Physical wellbeing refers to the knowledge, skills and attitudes that we need to understand how physical factors affect our health.

##### **Physical wellbeing**



## 010 Well-being

This applies to all kinds of travel – whether on foot, bicycle, motor vehicle or public transport. To support the reduction of road accidents, it is the responsibility of all adults to teach and encourage good road safety practice and to reinforce this by modelling appropriate behaviour.

Particular attention should be paid at times of transition, especially during the transition from primary to secondary school, where there is a significant increase in road traffic accidents.

## Appendix 2

### Expectations

#### Pupil expectations

I can expect my learning environment to support me to:

- meet challenges, manage change and build relationships
- develop my self-awareness, self-worth and respect for others
- experience personal achievement and build my resilience and confidence
- understand and develop my physical, mental and spiritual wellbeing and social skills
- understand how what I eat, how active I am and how decisions I make about my behaviour and relationships affect my physical and mental wellbeing
- participate in a wide range of activities which promote a healthy lifestyle
- understand that adults in my school community have a responsibility to look after me, listen to my concerns and involve others where necessary
- learn about where to find help and resources to inform choices
- assess and manage risk and understand the impact of risk-taking behaviour
- reflect on my strengths and skills to help me make informed choices when planning my next steps
- acknowledge diversity and understand that it is everyone's responsibility to challenge discrimination.

#### Staff expectations

I can expect the Leadership team in school and my colleagues to:

- recognise and respond to my individual needs
- support me in helping to maintain a healthy work life balance
- my contribution to the life of the school is recognised and valued.
- reduce unnecessary workload
- work collaboratively as a supportive team
- allow time for educational debate and input from all staff into the school improvement agenda
- recognise the importance of allowing time for staff to share good practice and to learn from each other
- support each other in being adaptable and resilient in the face of change
- Treat every member of the team with respect and giving acknowledgement for successes and supporting during challenges.
- Have opportunities to review my mental health and well-being regularly
- Have my unique talents recognised and have opportunities to develop them.