Well-Being Policy 2024

September 2024
Review: September 2025

Intent

There has never been a more important time to speak about mental health and wellbeing – especially for thousands of children, young people and teachers who have been through an upheaval in their learning through a global pandemic.

Schools are often a safe haven for children but the challenges we have faced during recent times mean that we are all more likely to feel anxious or sad – no matter our age or circumstances.

New Hall Primary promotes a caring, supportive environment in which each individual is valued and respected. We have high expectations for all and aspire to achieve excellence. We want all of our pupils to feel happy, safe and secure.

Implementation

New Hall has achieved the Sapere Gold Award for P4C. Research has shown that Philosophy for Children leads to increased confidence and self-esteem and increased feelings of inclusion. Our school values are based around the 4Cs – Caring individuals, Collaborative learners, Creative minds and Critical thinkers

New Hall Primary recognises that all children need the foundation of positive mental health to benefit fully from all of the opportunities available to them.

Everyone experiences life challenges that can make us vulnerable. At times, anyone may need additional support to maintain or develop good mental health.

- 1 in 10 children and young people aged 1 – 15 years have a clinically recognisable mental disorder in any one year

- 1 in 4 adults will experience mental health difficulties; at least half of these difficulties can be traced back to childhood

The mental health of children and young people, adults in schools, parents and carers and the wider whole school community will impact on all areas of development, learning, achievement and experiences.

All children have the right to be educated in an environment that supports and promotes positive mental health for everybody. All adults have the right to work in an environment that supports and promotes positive mental health for everybody.

New Hall Primary recognises these needs and rights. It is committed to raising awareness, increasing understanding and ensuring that we can and do make a difference by providing a place where all children feel safe, secure and able to achieve and experience success and well-being.

New Hall Primary offers a learning environment that promotes and enhances positive mental health. A consistent approach means that the school environment and school ethos all promote the mental health of the whole school community.

Healthy relationships underpin positive mental health and have a significant impact.

We strive to create a mentally healthy environment that has:
- A clear and agreed ethos and culture that accords value and respect to all
- A commitment to being responsive to children and young people's needs
- Clearly defined mental health links in school policies
- Clear guidelines for internal and external referrals
- Strong links with external agencies to provide access to support and information
- A named lead for mental health promotion with the expectation that there is support and involvement and an ethos that 'mental health is everyone's business' – Lynette Card (Pastoral Manager)

Key staff supporting Mental Health and Wellbeing at New Hall

Named Mental Health Lead – Lynette Card - Pastoral Manager

Assistant Headteacher with Well-Being Responsibility – Kirstie McElroy-Stringer – SENCO

Wellbeing Team

Lucy Bell – Teacher and Well-Being Lead including Outdoor Learning and Forest schools
Tina West – Teaching Assistant
Bianca Wilks - Teacher

Pupil and Staff Wellbeing Governor – Sian Hanley-Jones

Our Mental Health and Well Being Leads:

- Lead and work with all staff to co-ordinate whole school activities to promote positive mental health and wellbeing.
- Work with the PSHE leader (Abbie Daly) regarding teaching children about mental health and well-being.
- Provide advice and support to staff and organises training and updates.
- Liaise with mental health services and makes individual referrals to them.

Children:
- Have opportunities to participate in activities that encourage belonging
- Have opportunities to participate in decision making
- Have opportunities to celebrate academic and non-academic achievements
- Have their unique talents and abilities identified and developed
- Have opportunities to develop a sense of worth through taking responsibility for themselves and others
- Have opportunities to reflect
- Have access to appropriate support that meets their needs

Policies/Procedures

- Have a right to be in an environment that is safe, clean, attractive and well cared for
- Are surrounded by adults who model positive and appropriate behaviours, interactions and ways of relating at all times

Staff:
- Have their individual needs recognised and responded to in a holistic way
- Have a range of strategies that support their mental health, eg a named person to speak to, signposting
- Have recognition of their work-life balance and a manageable workload
- Have the mental health and well-being of the staff reviewed annually
- Feel valued and have opportunities to contribute to decision making processes
- Celebrate and recognise success
- Are able to carry out roles and responsibilities effectively
- Are provided with opportunities for CPD both personally and professionally
- Have their unique talents and skills recognised and opportunities are provided for development
- Have time to reflect
- Can access proactive strategies and systems to support them at times of emotional needs in both the short term and the long term
- Access to Employee Assistance Programme (EAP) which provides support through Vivup including face counselling.

Parents/carers:
- Are recognised for their significant contribution to children and young people's mental health
- Are welcomed, included and work in partnership with schools and agencies
- Are provided with opportunities where they can ask for help when needed
- Are signposted to appropriate agencies for support
- Are clear about their roles and expectations of their responsibilities in working in partnership with school
- Opinions are sought and valued and responded to
- Strengths and difficulties are recognised, acknowledged and challenged appropriately

The whole school community:
- Is involved in promoting positive mental health
- Is valued for the role it plays in promoting positive mental health
- Contributes towards the ethos of the school

A healthy learning environment provides opportunities that promote positive mental health, through the standard curriculum and extended provision, eg Circle Time, P4C, play, nurture groups, scaffolded learning activities, individual timetables, parents/carers groups, before and after school clubs, outdoor learning, challenging stereotypes, wellbeing survey and pupil voice etc.

The implementation of the policy for promoting positive mental health in schools:
- Creates a cohesive and co-ordinated approach to mental health

Policies/Procedures

- Underpins all policies and practices currently used in schools
- Raises awareness as to how the whole school community can look after their own mental health and that of others
- Helps to de-stigmatise mental health
- Supports people and provide opportunities that enable everyone to reach their potential
- Strengthens relationships and provide opportunities for different ways of working
- Provides foundations for life-long learning
- Promotes and strengthens resilience throughout the whole school community and empower everyone to face life's challenges

This policy promotes positive mental health. It is a working document and has been developed in consultation with school staff and the Well-being Team.

Measuring Impact

This policy offers opportunities to measure the impact in a variety of ways:

- School policies
- The school's ethos
- Child/Staff/Volunteer well being
- Staff/Governor/class and school council meetings
- Feedback from the whole school community via questionnaires and verbally, formally and informally
- The number of external referrals, Compass, Health Service, Early Help, Our Place, Social Care
- Training and development internally, for example 'Safeguarding', 'Mental Health and Wellbeing' inset
- Induction and professional development of Staff and Volunteers

The promotion of positive mental health for children and young people is everyone's business