



Learn, Aspire, Achieve

Wellbeing Policy



This policy was written in consultation with staff, pupils, parents and professionals involved in supporting the mental health and wellbeing of our academy community.

Policy Statement

At Churwell Primary Academy 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 their contribution is valued. Our staff firmly believe that 'Every child needs a champion'.

At our academy 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.

At our academy we:

- help children to understand their emotions and feelings
- help children feel comfortable sharing any concerns or worries
- help children socially to form and maintain healthy relationships
- promote self-esteem and ensure children know that they count
- encourage children to be confident
- help children to develop emotional resilience and to manage setbacks by developing Growth Mindset across all areas of the curriculum.

We promote a mentally healthy environment through:

- Wellbeing assemblies
- Promoting our academy 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 to meet their needs
- Celebrating Children's Mental Health Week and World Mental Health Day

We pursue our aims through:

- Universal whole school approaches – daily Circle Time and Mindfulness
- 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
- Zones of regulation

This policy should be read in conjunction with 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. It should also sit alongside child protection 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:

- Mrs Barson – Headteacher and Designated Child Protection / Safeguarding Officer
- Mrs Hutchinson - Deputy Designated Child Protection / Safeguarding Officer / Mental Health and Emotional Wellbeing Lead
- Mrs Tindale – Deputy Designated Child Protection / Safeguarding Officer
- Mrs Oakley - Mental Health and Emotional Wellbeing Lead
- Mr Bibb, Mrs Horsfall – Inclusion Team
- Miss Holland - SENDCO

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.

The specific content of lessons will be determined by the specific needs of the cohort we're teaching but we will also use the PSHE 'One Decision' Guidance and PolEd materials to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner.

Targeted support

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

- Circle time approaches / activities
- Managing feelings resources e.g. worry boxes and speak out boxes
- Managing emotions resources such as Zones of Regulation / Blob Tree
- Learning Mentor Nurture Groups and 1-1 work
- Therapeutic activities including art, Lego, relaxation and mindfulness techniques
- Referrals to Morley Cluster for Therapeutic support

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

- Questionnaires for children, teachers and parent/carers
- Timely responses to the questionnaires
- Social Emotional Mental Health Lozenge on CPOMS

Signposting

We will ensure that staff, pupils and parents are aware of what support is available within our academy and how to access further support via information leaflets, ParentMail and the academy website.

Identifying needs and warning signs

All staff are trained to be vigilant to signs and indicators of possible difficulties including:

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

and will follow procedures for additional support.

Academy staff may also 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 with the designated Child Protection and Safeguarding Officer or the Emotional Wellbeing lead as appropriate.

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/Carers

In order to support parents / carers we will:

- Highlight sources of information and support about mental health and emotional wellbeing on our academy website

- Ensure that all parents are aware of who to talk to and how to go about this, if they have concerns about their child via Parentmail and the academy website
- Make the Emotional Wellbeing and Mental Health Policy easily accessible to parents
- Share ideas about how parents can support positive mental health of their children
- Keep parents / carers 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:

- School Nurse
- Educational psychology services
- Behaviour support
- CAMHS (Child and Adolescent Mental Health service)
- Morley Cluster: Counselling, Family Support Workers, Art Psychotherapist and Wellbeing Practitioner

Staff Wellbeing

As an Academy we have a keen focus on staff wellbeing. This includes:

- Well planned staff meeting focus areas and time allocated to put training into practice
- Opportunity for training on a wide range of curriculum and pastoral areas
- Planned assessment calendar, staff meetings and initiatives in school – dates are distributed well in advance of activities taking place
- Readily available wellbeing support shared with the team on a regular basis
- Dedicated Mental Health First Aiders: Mrs Hutchinson, Mrs Tindale and Mrs Oakley
- Opportunities to access support services, as and when required
- A range of activities to promote wellbeing including: Chill and Chat, Feel Good Friday, Secret Santa, Guided mindfulness sessions

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 keep students safe.

Training opportunities for staff who require more in depth knowledge will be considered as part of our Performance Management process and additional Continuing Professional Development will be provided throughout the year where it becomes appropriate due to developing situations with one or more pupils.