

Georgetown Primary School

Well-being Policy  
September 2020



## **Well-being Policy**

### **Background**

Georgetown Well-being Policy has been written using the following guidance:

- National Assembly for Wales Circular 03/2003: Respecting Others: Anti- Bullying Guidance
- National Assembly for Wales: Evaluation of Anti-Bullying Policies in Schools in Wales (2006)
- Blaenau Gwent Anti Bullying Toolkit (2012)

At Georgetown 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.

### **Links to other policies**

This policy links to our policies on Safeguarding, Medical Needs, RSE, Anti-Bullying, , SEND and Equalities. Links with the School's Behaviour Policy are especially important because behaviour, whether it is disruptive, withdrawn, anxious, depressed or otherwise, may be related to an unmet mental health need.

### **Curriculum for Wales**

The Health and Well-being Area of Learning and Experience (Area) provides a holistic structure for understanding health and well-being. It is concerned with developing the capacity of learners to navigate life's opportunities and challenges. The fundamental components of this Area are physical health and development, mental health, and emotional and social well-being. It will support learners to understand and appreciate how the different components of health and well-being are interconnected, and it recognises that good health and well-being are important to enable successful learning.

Engagement with this Area will help to foster a whole-school approach that enables health and well-being to permeate all aspects of school life.

### **Covid 19**

During the Covid 19 pandemic there has been a blend of in school face-to face teaching and distance learning. During this time, it has been a priority for all teaching and learning throughout the school to focus on supporting the mental health and well-being of our school community.



## **Statement of Intent**

### **At our school we:**

- help children to understand their emotions and feelings better
- 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

### **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.

### **Lead members of staff:**

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

- Lisa Thomas (Head Teacher)- Designated child protection / safeguarding officer
- Hayley Kaya - Designated child protection / safeguarding officer
- Sarah Powell- ALNCo
- Leeanne Rees - AOLE Wellbeing lead.
- Sian Howells - RSE lead
- Kay Sutherland and Leanne Evans - Emotional Literacy Support assistant -ELSA
- Rhannon Fryatt and Daniel Powell - Thrive practitioners.



### **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 Association Guidance to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner.

### **Targeted support**

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

- Circle time approaches or 'PALS' activities.
- Targeted use of SEAL resources.
- Managing feelings resources e.g. 'worry boxes' and 'worry eaters'
- Managing emotions resources such as 'the incredible 5 point scale'
- Primary Group Work/Mental health and wellbeing groups
- ELSA support groups.
- Therapeutic activities including art, lego and relaxation and mindfulness techniques.

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

- o Happen survey
- o RSE Toolkit
- o SEAL

### **Identifying needs and Warning Signs**

All staff will complete termly wellbeing trackers on their pupils aimed at identifying a range of possible difficulties including:

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

School staff may also become aware of 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 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**

In order to support parents we will:

- Highlight sources of information and support about mental health and emotional wellbeing on our school website
- Share and allow parents to access sources of further support e.g. through parent forums.
- 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:

- o The school nurse
- o Educational psychology services
- o Paediatricians
- o CAMHS (child and adolescent mental health service)
- o Counselling services
- o Family support workers
- o Therapists

## **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. The MindEd learning portal provides free online training suitable for staff wishing to know more about a specific issue. 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.

## **Staff Identification**

It is recognised at Georgetown Primary School that promoting staff health and emotional well-being should be an integral part of the whole school approach to mental health and wellbeing. Therefore:

- Training and signposting to materials about mental health and emotional wellbeing will be made available for all staff.
- An open door policy to senior leadership is always made available if staff is in need of speaking to someone about any issues of concern and a fully committed supportive governing body.
- Adhered to advice on managing workload to maintain a fair and reasonable amount, therefore reducing unnecessary pressure.
- Providing high quality CPD that meet the needs of individuals.
- A clear and consistent information sharing protocol.
- Access to communal areas for breaks.
- Leaders encouraging and role-modelling good work life balance.
- Major changes planned annually and shared via School Development Plan.
- Gaining views, feedback and input from staff to support the school plan and prioritise improvements.



**Review of policy**

In line with all policies, this policy will be reviewed after 2 years – **deadline: May 2022**

It may also be reviewed and amended, in consultation with all stakeholders, in the light of events or experience. The stakeholders of this policy are children and young people, staff, parents and carers, governors and people from other organisations involved with the life of Georgetown Primary School.

Data from the monitoring and recording of incidents (including 'nil' returns) will also inform policy review and will be seen by governors.

This policy will be available to all staff, governors, pupils and parents.

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| <b>Date of adoption by Governing Body:</b> |  | <b>Date of proposed review (academic year)</b> |  |              |  |
| <b>Signed (Designated governor):</b>       |  | <b>Print:</b>                                  |  | <b>Date:</b> |  |
| <b>Signed (Head teacher):</b>              |  | <b>Print:</b>                                  |  | <b>Date:</b> |  |