

‘Plannu hadau i dyfu am oes – planting the seeds for a lifetime of growth’
Respect, Care, Community - Parch, Gofal, Gymuned



Pontlliw Primary School Ysgol Gynradd Pontlliw



Well-being Policy

Article 3: Everyone who works with children should always do what is best for each child.

Article 12: All children have the right to give their opinion, and for adults to listen and take it seriously.

Article 28 : All children have the right to a good quality education.



Name	Position	Signature	Date
Alison Norman	Headteacher		January 2023
Ian Humphreys	Chair of Governors		January 2023

School Policies and Documents

Pontlliw Primary School has a range of policies and documents which cover the areas of Statutory requirements, Curriculum, Health and Safety etc. Some of the policies have been formulated by school staff while others are produced by the LA and/or Consortium and adopted by the Governing Body. These are stored on the office shared drive, HWB and the school website when appropriate. Paper copies of these policies are available from the school office and are stored in the school office.

Introduction

At Pontlliw Primary School, we are committed to supporting the positive mental health and wellbeing of our whole school community. Our school values focus on respect, care and community and we have a supportive ethos, where each individual and contribution is valued.

At Pontlliw Primary School, we aim to promote positive mental health and wellbeing, helping children become more resilient, happy and successful. We endeavour to ensure that children are able to manage times of change and stress and aim to ensure that they are supported to reach their potential or to access help when they need it. We also have a role to ensure that children learn about what they can do to maintain positive mental health, what affects their mental health and where they can go if they need help and support. At Pontlliw Primary School, we know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support.

This policy is intended as guidance for all staff including non-teaching staff and governors. This policy should be read in conjunction with other school policies such as our safeguarding Policy and positive behaviour policy.

Teaching about Mental and Emotional Health

At Pontlliw Primary School, we take a whole school approach to promoting positive mental health. We pursue our aim using both universal, whole school approaches and specialised, targeted approaches.

We aim to promote positive wellbeing 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.
- Enabling access to appropriate support.
- Themed days/weeks linked to local and national priorities/initiatives/events.
- Access to information around the school
- Class routines/procedures, e.g. daily check-in.
- Health and Wellbeing curriculum lessons.

Health and Wellbeing AoLE

The skills, knowledge and understanding needed by our children to keep themselves and others physically, mentally and emotionally healthy and safe are included as part of our developmental Health and Wellbeing AoLE curriculum. The content of lessons will be determined by the specific needs of the cohort but there will always be an emphasis on enabling children to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others. We will follow the new Health and Wellbeing AoLE guidance to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner.

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

- MySelfie
- Framework on embedding a whole School Approach to emotional and mental health.
- HAPPEN data
- SHRN (School Health Research Network) for Primary Schools
- The Boxall Profile
- School tracker (Health and Wellbeing)

Targeted support

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

- Circle time approaches
- Targeted use of HWB resources.
- Thrive sessions
- Counselling sessions
- Therapeutic activities including mindfulness techniques.

*See Pontlliw Stepped Approach for further information (Appendix 1)

Signposting

We will ensure that staff, children and parents are aware of sources of support within school and in the local community. We will display relevant sources of support in communal areas such as classrooms, on display boards, in the staffroom and in the toilets. Information will also be sent out via email/newsletters and posted on our school website.

Early Identification and Warning Signs

All staff will be vigilant in identifying a range of possible difficulties that may be contributing to a pupil's emotional health and wellbeing, including:

- Attendance
- Punctuality

- Relationships
- Approach to learning
- Physical indicators
- Negative behaviour patterns
- Family circumstance
- Recent bereavement
- Health indicators

School staff may also become aware of warning signs which indicate a pupil is experiencing mental health or emotional wellbeing issues.

Possible warning signs include:

- Changes in eating/sleeping habits
- Becoming socially withdrawn
- Changes in activity and mood
- Talking 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

Any member of staff who is concerned about the wellbeing of a child should speak to the class teacher, a member of the SLT team or the headteacher in the first instance. If there is a fear that the child is in danger of immediate harm then the normal safeguarding procedures should be followed. If the child presents a medical emergency then the normal procedures for medical emergencies should be followed, including alerting the first aid staff and contacting the emergency services if necessary.

Managing disclosures

A child may choose to disclose concerns about themselves or a friend to any member of staff so all staff need to know how to respond appropriately to a disclosure. If a child chooses to disclose concerns about their own mental and emotional health and wellbeing or that of a friend, the staff members response should always be calm, supportive and non-judgemental. Staff should listen rather than advise.

All disclosures should be recorded in writing.

This written record should include:

- Date
- The name of the member of staff to whom the disclosure was made
- Main points from the conversation
- Action to be/has been taken.

This information should be shared with the HT/ALNCo/SLT who will store the record appropriately (using MyConcern) and offer support and advice about next steps.

Working with Parents and carers

Parents are often very welcoming of support and information from the school about supporting their children's mental and emotional health and wellbeing. In order to support parents, we will:

- Highlight sources of information and support about common mental and emotional wellbeing issues on our school website, via newsletters and in emails.
- Ensure that all parents are aware of who to talk to, and how to go about this, if they have concerns about their own child or a friend of their child
- Use the Framework for whole school approach to emotional and mental health to gather the views of parents and carers.
- Make our wellbeing policy easily accessible to parents
- Share ideas about how parents can support positive mental wellbeing in their children through parents evenings and parental workshops.
- Share information about topics the children are learning about in Health and Wellbeing AoLE, e.g. via our school blog.

When a concern has been raised, relevant staff will:

- Contact parents to discuss the outcome of any assessment (Although there may be cases, parents and carers cannot be involved due to safeguarding issues.)
- Discuss any relevant referrals to external agencies.
- Signpost parents to further information or provide resources to take away.
- Agree action plan where appropriate, including clear next steps.
- Discuss how parents can support their child through strategies or signposts to support groups.

Working with specialist services

As part of our targeted provision, the school will work with other agencies to support children's emotional health and wellbeing. Children may be referred to one of the following services for additional support.

- Behaviour support
- Educational Psychology Services
- CAMHS (child and adolescent mental health service)

- School Nursing Service
- Early Help Hub
- Counselling Services

Training

As a minimum, all staff will receive regular safeguarding training to enable them to keep children safe. Some Pontlliw Primary staff have received training in ACEs (Adverse Childhood experiences), DV, growth mindset, mindfulness, attachment and PREVENT. Some staff are trauma informed. All staff received training on 'self-injury'. All staff are trained in using Thrive and we have specialist THRIVE practitioners.

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 developing situations with one or more children.

Monitoring and evaluation

The Wellbeing Policy will be published on the school website. The policy will be reviewed at least every three years or when required.