

The Federation of



Chadsmoor Community Infant and Nursery School
And
Chadsmoor C.E (VC) Junior School

Wellbeing Policy

This policy outline is intended to support staff and colleagues in supporting the wellbeing of pupils, staff and parents/ carers.

Written by:	Miss E Curtis and Mrs J Gainey	Date: January 2024
Approved by:	Full Governing Body	Date: March 2024
Last reviewed on:	New policy	
Next review due by:	November 2026	



Intent

Mental health is 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 make a contribution to her or his community.

(World Health Organisation)

At our school, we aim to promote wellbeing (physical and mental) for all of our pupils, staff and parents/carers through our caring and supportive ethos. We achieve this by promoting our Federation's vision and values to ensure that all children feel valued as a unique child of God and are able to reach their potential and flourish within our caring Christian community (appendix 1). We pursue this aim by adopting whole school approaches and specialised, targeted approaches aimed at supporting pupils who need additional help.

We ensure that children learn how to maintain their wellbeing by learning what affects their mental health and what they can do to support this further. Additionally, we promote discussing issues surrounding mental health to help reduce the stigma as well as signposting where they can go for help and support both in and out of school.

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 encouraging our Federation to promote their wellbeing is everyone's responsibility.

In summary, we aim to:

- Promote wellbeing for all pupils, staff and parents/carers
- Increase understanding and awareness of wellbeing and mental health issues
- Alert staff to early warning signs of emotional wellbeing issues
- Provide wellbeing training and support for staff working with children with wellbeing issues.
- Provide support for pupils and parents/carers who are experiencing issues with their wellbeing.

Implementation

Staff roles and responsibilities

Whilst all staff have a responsibility for promoting wellbeing for all stakeholders, staff with a specific, relevant remit include:

Mrs J Westley - Executive Headteacher and Designated Safeguarding Lead

Mrs S Johnson - Head of Chadsmoor Infants School, Designated Safeguarding Lead and SENCO

Miss J Derry - Head of Chadsmoor Junior School, Designated Safeguarding Lead and SENCO

Mrs V Wainwright- Pastoral Support and Deputy Designated Safeguarding Lead at Chadsmoor Junior School

Mr W Moreton- Pastoral Support and Deputy Designated Safeguarding Lead at Chadsmoor Infants School

Mrs M Whiteman - Designated Safeguarding Lead Governor

Miss E Curtis- PSHE Lead across Chadsmoor Federation

The wellbeing team - Mrs L Hackett, Mrs J Westley, Mrs J Gainey, Miss H Judson, Miss A Edmunds, Mrs S Cross, Mrs A Reynolds, Miss E Curtis, Mrs J Carter and Miss Z Schaefer.

Any member of staff, who is concerned about the wellbeing of a pupil, should follow the Safeguarding Policy and report on *thesafeguarding company* (my concern) or speak to a DSL if the concern requires immediate attention. DSL's and DDSL can then make appropriate referrals as required e.g. CAMHS, Action for Children, Autism Outreach etc.

Teaching

The skills, knowledge and understanding needed by our students to keep themselves and others in a state of good wellbeing are included as part of our spiral PSHE curriculum (Jigsaw). Jigsaw follows the PSHE Association Guidance as well as the Statutory guidance on relationships education, relationships and sex education (RSE) and health education, which ensures that we teach wellbeing in a safe, sensitive and age-appropriate context. Teachers are able to adapt the specific content of lessons to ensure the needs of all pupils are being met. Within this, there will always be an emphasis on enabling pupils to develop their emotional literacy by allowing them to have the skills, knowledge, understanding, language and confidence to express themselves and seek help when required (for themselves or others).

Wellbeing across the Federation:

- Promoting our school vision and values, which encourage a sense of belonging and the importance of wellbeing.
- Promoting pupil voice and opportunities to participate in decision-making through the Student Council and Wellbeing Ambassadors.
- Promoting our three Federation rules (be responsible, be respectful and be ready to learn) which allow pupils to learn and grow to their full potential in supportive environment.
- Celebrating academic and non-academic achievements in our celebrations assemblies and show and tell.
- Providing opportunities to develop a sense of worth through our behaviour policy (class dojo) and extracurricular opportunities (Young Voices, after school clubs etc.)
- Ensuring access to appropriate support for all stakeholders.
- PSHE is taught weekly
- Fitness Friday's half termly (which look at developing mental wellbeing and physical wellbeing)
- Worry monsters are available for children in every classroom, which are checked weekly by teachers.
- Positivity boxes are available for children in KS2 to foster a happy and enjoyable environment.
- Daily affirmations are shared and repeated by all children at the start of each day to ensure they feel safe, valued and appreciated going into the school day.
- A Chadsmoor Federation Wellbeing Facebook page has been created to promote services within the community for families to access or refer to.
- Mrs S Cross (business manager) sends emails to staff regarding access to services for wellbeing support.
- Class dojo and the Federation's website are used to signpost wellbeing services.

Pastoral Support

Children are unable to reach their full potential and flourish if their wellbeing is challenged; therefore, we have two trained pastoral support workers in our Federation, whose primary focus is ensuring children feel valued and that their wellbeing is supported. Pastoral support work with children by:

- Emotional check-ins
- Movement breaks
- Rainbow room at the Infants

- Sensory corner
- Draw and talk therapy
- Discussions of feelings and worries
- Referrals to external services for children or families

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. As a Federation, we use both statutory and volunteer agencies to help our families. Children may be referred to one of the following services for additional support.

- Behaviour support through Littleton Green behavioural unit
- Educational Psychology Services
- Early help
- CAMHS (child and adolescent mental health service)
- School Nursing Service
- Children's and Family Services
- Therapists
- Speech and language therapists
- Autism Outreach
- Family support workers
- Social workers
- SCSB resource bank, which provide support over multiple areas.
- Action for Children
- New Era
- Therapy Dogs at Chadsmoor Infants
- Horse Riding Therapy at Chadsmoor Juniors

Signposting

We will ensure that staff, pupils and parents are aware of what support is available within our school and how to access further support. Class dojo, notice boards, the Federation website and the Chadsmoor Federation Wellbeing Facebook page are used to promote services within the community (see Appendix 2).

Warning Signs

School staff should be aware of a range of factors which can negatively impact children's mental wellbeing including:

- Attendance
- Punctuality
- Relationships (at home and in school)
- Family circumstances
- Recent bereavement
- Health issues

All staff should be aware of the warning signs, which could indicate a student is experiencing emotional wellbeing issues including:

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating or sleeping habits
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing - e.g. long sleeves in warm weather
- Secretive behaviour
- Skipping PE or getting changed secretly
- Lateness to or absence from school
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

Any concerns, that are observed, should be reported to the designated safeguarding leads via my safeguarding hub as per the safeguarding policy.

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 pupils safe. The National College learning portal provides free online training suitable for staff wishing to develop their knowledge to support pupils, themselves and parents.

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.

Links to other policies

Anti-bullying, attendance, behaviour, class dojo, first aid, healthy eating, SEND, Keeping children safe in Education, Safeguarding, Preventing Extremism and Radicalisation, PSHE, RSE, Supporting pupils with medical conditions and teaching and learning.

Staff wellbeing

Staff wellbeing is a priority across our Federation. To help improve and sustain staff wellbeing we employ a range of different strategies such as:

- We encourage staff to raise their wellbeing concerns and seek support where needed including talking to trusted members of the team.
- Around staffrooms and in toilets, affirmations and information regarding further support are displayed.
- As part of our continual evaluation, staff have access to the anonymous questionnaires posed on Staff Pulse. Within the survey, questions are asked regarding workload, stress and mental wellbeing. Staff have the ability to make suggestions and comments anonymously.
- A weekly staff exercise class is held at the Junior School to promote both mental and physical health.
- Mrs S Cross sends links to additional support for staff regarding their wellbeing.
- Functions are organised (end of term meals) to improve teamwork and morale.
- The Senior Leadership Team plan staff CPD to accommodate more challenging times in the academic year e.g. assessment week.


Evaluate

Monitoring and reviewing

The Wellbeing Policy will be published on the school website - hard copies are available on request. The policy will initially be reviewed in January 2025 due to its initial introduction; henceforth, it will be reviewed every three years.

Pupil, parent and staff voice will be regularly (once a term) carried out to determine how successful the policy is being implemented across the Federation and where improvements can be made.










Appendix 1 - Chadsmoor Federation Vision and Values



Chadsmoor Federation Vision and Values

Everyone in our school family is valued as a unique child of God and encouraged to reach their full potential and flourish within our caring Christian community.

“Love your neighbour as you love yourself.”
Luke 10:27

	C O M P A S S I O N	
	H O P E	
A S P I R A T I O N		
	I N D E P E N D E N C E	
	R E S I L I E N C E	
E N J O Y M E N T		
	F O R G I V E N E S S	
	H O N E S T Y	
	R E S P E C T	

Appendix 2 - Useful Services

- Child and adolescent mental health services (CAMHS)
- Young Minds
- Anna Freud Centre
- Place 2Be
- Mind
- Families Health and Wellbeing Service.
- Action for Neurodiversity Support Group.
- Virtual School Nurse
- New Era
- Stars
- Malachi
- Action for children
- NSPCC