



Chapelford Village

Primary School

Emotional Health and Wellbeing Policy

Links to:

Managing Staff Attendance

Managing Pupils Attendance

Safeguarding

PHSCE

Values

Learn

Achieve

Respect

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1	November 2015	Draft Document
1	Spring 2016	adopted by Full Governing Body
2	Spring 2019	Updated and adopted by Full Governing Body

POLICY



Emotional Health and Wellbeing Policy

School Vision



The national criteria states:

"A healthy school ensures that when pupils are unhappy, anxious, disturbed or depressed there are open channels for them to seek or be offered support, without stigma and with appropriate confidentiality. A healthy school actively seeks to promote emotional health and well-being and helps pupils to understand their feelings".

At Chapelford Village Primary School, we work towards positive Emotional Health and Wellbeing in the whole of our school community for adults as well as children.

CONTEXT AND RATIONALE

Emotional health and wellbeing promotes school success and improvement by:

- contributing positively to priorities such as enhancing teaching and learning, raising standards, promoting social inclusion and improving behaviour and attendance
- involving pupils more fully in the life and wellbeing of the school
- helping pupils and staff feel valued, happier, more confident and motivated to fulfil their roles
- helping to meet statutory, ethical and curricular obligations

Emotional health and wellbeing is central to the development of the school family community.

AIMS

General

- Happier and more motivated pupils and staff who get more out of life and fulfil their potential

Teaching and Learning

- Pupils who are engaged and intrinsically involved in their learning
- Pupils who are fundamentally motivated to learn and find out about the world
- Improved outcomes in all areas of the curriculum with a specific focus on disadvantaged, SEND and pupils in receipt of the Pupil premium to ensure that they attain at least as well as pupil groups nationally
- Improved attainment and outcomes for all pupils
- Ensure that all teaching is consistently at least good and often outstanding overtime
- Parents and carers involved in and contribute to school life and learning
- Behaviour and Attendance
- Pupils with high self-esteem, belief and confidence
- Pupils who have an active voice in the life and direction of the school
- Further improved behaviour for learning
- Further improved attendance
- Exceptional behaviour and high levels of respect between all pupils

Staff Confidence and Development

- Further improved morale, motivation and job satisfaction
- Lower absenteeism
- Extended opportunities for growth and development into leadership for staff across school
- Recruitment yield of high quality applicants for available posts across the school
- Positive and effective professional relationships with pupils and staff

VEHICLES FOR EMOTIONAL HEALTH AND WELLBEING

The school promotes and provides a range of services to pupils:

- Hygienic and attractive toilets which ensure privacy and safety - unisex facilities at KS 1 and unisex facilities available for KS 2 pupils
- Changing room facility for pupils for PE - Year 4 onwards
- Happy Lunchtimes Programme being rolled out to support positive behaviour and emotional wellbeing during lunchtime - 17-18 KPI
- School council and Ambassadors to act as role models
- TA mentors assigned to identified pupils for emotional health and wellbeing support - Team Teach Trained
- Trained Mental Health First Aider as part of the SLT
- Trained Stonewall Champion in school to promote equality and diversity across the school
- Trained staff in Drawing and Talking Therapy - 2
- The school employs a trained Play Therapist and Counsellor for identified pupils - Jane Fay
- A range of extracurricular clubs to support pupil's health and wellbeing with PE lead identifying and supporting

- Schools "Values Team" established as a team to support PHSCE, Equality and Values across the school - staff and year group representatives
- Breakfast club facility for identified pupils to support learning and well being
- Qualified first aiders
- Co-ordinated support from a range of external organisations including behaviour specialist, Papyrus, CAHMS, NSPCC
- Dedicated room "My Space" for 1;1 personal support and therapy to take place
- Open Evenings to support and advise prospective parents
- "Welcoming Newcomers" to the school policy for in year admissions
- Welcome meetings and transition events for new pupils to the school and at all key stage transitions

The school promotes an anti-bullying culture through:

- A strong school ethos which empowers tolerance and respect, including respect for difference and diversity - Stonewall, No Outsiders in Our School
- School participation in "Wise Up" award - school has achieved Gold Standard and is now working on developments to achieve the Platinum Standard.
- High profile of anti-bullying procedures and policy through corporate posters, assemblies
- Events such as national anti-bullying week, PHSCE week and using SEAL materials when required for identified support
- Active listeners, including assistants and adults to whom the victim may turn

The school promotes and strengthens the pupil voice through:

- A democratic process for the election of school council representatives
- Timetabled meeting time for members of the school council
- Involving pupils in interviews for members of staff
- Consulting pupils about change and policy development
- Allocating a school council budget
- Pupil led assemblies
- The selection of House Captains through a democratic voting system
- The nomination of school ambassadors on a termly basis

The school promotes the involvement of parents and carers in the life and learning of the school through:

- Annual Parent questionnaires
- Consultation about change and development through open evenings, questionnaires and family days in school - Mums, Dads and Grandparents to school afternoon
- Sports and Theme Weeks and Concerts/Music Events
- Involvement in school trips and extracurricular activities
- Regular communication and involvement over pupil progress, behaviour and pastoral issues

The school facilitates a context for learning through:

- Enhancing high expectations through school and classroom layout; facilities and resources
- Recognising the background of individual pupils and their physical, social and emotional needs
- Establishing clear rules, routines and expectations about behaviour for learning and social cohesion.
- Encouraging positive, caring and constructive relationships

The school enhances pupil motivation and learning through:

- Consistent support for vulnerable children and those with SEND from trained teams of pastoral, learning support assistants and other agencies where appropriate.
- An exciting and developing varied range of residential visits from Year 2 - Year 6, extra-curricular events and educational visits
- A creative and balanced curriculum with opportunities for intellectual, physical and expressive development
- Recognising a range of learning styles
- Encouraging independence in learning
- Using a range of teaching styles such as Circle Time appropriate to pupils' age, ability and level of maturity
- Using the SEAL materials to raise self-esteem and confidence levels.

The school enhances pupil self-esteem and personal development through:

- The Personal Development Curriculum which includes Citizenship and PSHE
- Information, advice and guidance on sex and relationships and drugs
- Opportunities for pupil leadership through school council, Buddy systems, Peer mentors and Play Leaders
- An emphasis on praise and reward - Headteacher's Tea party, Secret Post Cards Home, Three Phone Calls
- Opportunities for reflection and spiritual development through art, literature and the values and RE curriculum

The school enhances staff motivation, learning and professional development through:

- Additional time, within the school day, given to staff half termly to support medium term planning with specialist support - Maths, Reading, Writing, Curriculum
- Late night opening two nights per week - staff request
- Early closing on a Friday - 4.45pm
- Flexible PPA time at home at times of high workload
- Governors give serious consideration to flexible working requests for all staff
- 6 annual considerations given to paid/unpaid leave during term time
- Flexible staffing cover that enables staff requests for family events to be supported
- High quality whole school training events, including Safeguarding

- Access to appropriate high quality external training as identified through SSE
- Involving all staff in decision making and change and proposed change regular through Phase Meetings
- Consultation on training and support needs through regular review and planned Performance Management
- Alternative support for staff - car valeting, ironing service, in school therapy sessions

Communications:

- As a school to support the management of workload and reduction in unnecessary tasks emails and correspondence **will only be sent to staff that are relevant** - staff will not be sent emails or any correspondence that is not related to their role and responsibilities.
- Staff will only be expected to read and respond to emails during work hours. This will be added as a footer to all work email addresses.

Roles and Responsibility

- The promotion of Emotional Health and Social Well Being and raising the achievement of all pupils is the responsibility of the whole school staff and governors.
- The Headteacher, Deputy Headteacher and Leadership Team - will demonstrate through their personal leadership the importance of this policy, ensure all staff are aware of it and understand their role and responsibility in relation to it.
- Governors - The Governing body will consult on this policy with pupils and staff and will assess and monitor its impact annually.
- Staff - Staff will be expected to know what their responsibilities are in ensuring the policy is implemented. They will be aware of the implications of it for their planning, teaching and learning strategies, management of activities, as well as behavioural issues.
- Pupils - Pupils will be made aware of how the Emotional and Social Well Being policy applies to them as part of the school aims, values and in the curriculum.
- Parents/Carers - Parents and carers will be encouraged to participate fully in implementing it in partnership with the school.

External Support

- DfE Mental Health in Schools
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf
- Public Health England Promoting Childrens and Young Peoples Mental Health and Wellbeing
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/414908/Final_EHWP_draft_20_03_15.pdf
- NCB <https://www.ncb.org.uk/resources-publications/resources/whole-school-framework-emotional-well-being-and-mental-health>
- Mentally Healthy Schools <https://www.mentallyhealthyschools.org.uk/>

- What works Wellbeing <https://whatworkswellbeing.org/>
- Young Minds <https://youngminds.org.uk/>
- Happy, Ok, Sad <http://happyoksad.warrington.gov.uk/>
- The Childrens Society <https://www.childrenssociety.org.uk/back-to-school/childrens-well-being-and-mental-health>
- Anna Freud <https://www.annafreud.org/what-we-do/schools-in-mind/resources-for-schools/supporting-staff-wellbeing-in-schools/>
- PSHE <https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-preparing-teach-about-mental-health-and?ResourceId=570&Keyword=&SubjectID=0&LevelID=0&ResourceTypeID=3&SuggestedUseID=0>
- Childline <https://www.childline.org.uk/>
- MIND <https://www.mind.org.uk/>
- Mental Health Foundation <https://www.mentalhealth.org.uk/>
- Futures in Mind

Monitoring/Review

- The Governors are committed to reviewing the impact of the Emotional Health and Wellbeing policy as part of the rolling programme, taking into account the following aspects: -
- Motivation
- Self esteem
- Behaviour
- Anti-bullying
- Anti-racism
- Anti-hate
- Anti-sexism
- Anti-homophobia
- Attendance
- Attainment
- FGM
- Extremism (Prevent)
- Teaching and Learning



Chapelford Village Primary School
Emotional Health and Wellbeing Three Year Strategy 2017 - 2020

Chapelford Village Primary School acknowledges that the positive emotional health and wellbeing of all staff, pupils and the school community will create a learning community that enables great teachers to teach and wonderful pupils to learn – a harmonious school with high expectations, excellent behaviour, committed staff, first class continuous professional development and a purposeful, manageable workload that achieves high standards and progress for all pupils. To enable this to be an embedded ethos and culture of the school the Governing Body have committed Emotional Health and Wellbeing as a key school improvement priority. This strategy outlines the vision to achieve effective Emotional Health and Wellbeing at Chapelford Village Primary School.

Areas to be included:	Foundation Work Pre 2017	2017 - 2018		2018 - 2019		2019 - 2020	
		Pupils	Staff	Pupils	Staff	Pupils	Staff
Behaviour Emotional and Mental Health and Wellbeing Climate/Ethos Work / Life Balance Workload reduction	Pupils: <ul style="list-style-type: none"> Values Curriculum introduced across the school as part of RE and Values to enable pupils to learn vital skills in SEMH Play Therapy space designed in 2013 as a designated “My Space” with high quality play therapy brokered within the school – Jane Fay for identified pupils – sand therapy, drawing therapy, bereavement therapy, pupils 1:1 counselling support. Pilot “Healthy Schools Week “with a focus on physical and emotional/mental health – pupils trying new skills – Yoga, Tia Chi etc as part of healthy school’s week. Pupils start to work towards Wise Up Anti Bullying Award with WBC – Gold Standard achieved. PIP and RIP Strategy devised across the school to achieve positive behaviour strategy being consistently developed across the school – mantra – catch them being good with a focus on praising those pupils who are doing the right thing. (CPD for staff Jason Bangbala) Updated Behaviour and Anti 	<p>Happy Lunchtime philosophy developed across the school – activity zones for lunchtime play and positive praise recognition.</p> <p>2 staff trained in drawing and talking therapy to support identified pupils across the school</p> <p>Achieved the Wise Up Gold Award – second consecutive year</p> <p>0.6 Family Support worker deployed within the school to support pupils and families at Early Help.</p> <p>Ambassador roles across the school developed to allow pupils recognition of high expectations and contributions across the school – roles in</p>	<p>Staffroom kitchen updated to include a social eating space and improved lunchtime and PPA facilities.</p> <p>PPA time devised so that all staff within a year group can work with experienced members of staff and share expertise.</p> <p>Additional planning time in addition to PPA and NQT time to support staff – 1.5 days per term working with specialist leads in reading, writing, maths and wider curriculum</p> <p>Target Tracker rolled out across the school to support staff in purposeful and highly effective data inputting and analysis</p> <p>Letter Join handwriting package rolled out</p>	<p>Introduction of lunchtime clubs to support Happy Lunchtimes – vulnerable pupils at lunchtime.</p> <p>Established provision My Zone - to support SEND and SEMH identified pupils in school with Team Teach Training and other specialist area staff - teaching and HLTA – resources to be shared and costed across the MAT</p> <p>Lunchtime drop in listening space developed for pupils to talk to staff</p> <p>Development of My Zone as designated area for pupils with access to small group SEMH support and therapeutic play</p> <p>FT SENDCO and Speech</p>	<p>Staff suggestion box introduced to allow staff to develop ideas to support MHWB – coffee machines, shout out board, fruit smoothie maker</p> <p>Prosecco Pyramid rewards developed to celebrate contributions of staff each half term</p> <p>Additional directed time to support Year group leadership including TLR</p> <p>Further development of professional support from high quality professional partners to support highly effective AFL and moderation – reading, writing and maths</p> <p>School pilot for Writing Pathways – devised English curriculum – Literacy Company –</p>	<p>1 day per week in house SEMH support from professional mental health professional to support in school initiatives (possibly shared across MAT schools)</p> <p>Increased capacity of My Zone to meet the needs of additional pupils including SEMH - to include personal mentor mental health provision for identified pupils – CAHMS Trained at tier 2 for additional support</p> <p>Early help to Tier 2/3 CAHMS accessed within school as part of the school offer for SEMH</p> <p>Further improve outside play areas across the school with additional play equipment that</p>	<p>OMEGA MAT 10 Year career pathways devised and shared with staff to ensure explicit career development opportunities.</p> <p>Staff in house counsellor service 0.5 day per week to support staff personal and wellbeing needs</p> <p>Increase by 0.5 MHFA capacity in school with full training to support increasing school needs - support for staff and reduction in staff stress due to behaviour pupil need</p> <p>1 day per week in house SEMH support from professional mental health professional to support staff at risk of absence or recovering from absence at work</p>

	<p>Bullying Policy September 2016 and reviewed annually with staff, pupils and Govs.</p> <ul style="list-style-type: none"> Increased opportunities for family to work alongside pupils in school – Mothers/Fathers and Grandparents Afternoon annually Additional recognitions for pupils achievements and behaviour– Headteachers Teaparty - half termly, Secret Postcards Home <p>Staff: Initiatives for supporting work life balance</p> <ul style="list-style-type: none"> PPA at home at times of high workload (Report Writing/Christmas) Ironing pick up and drop off service Car valeting Requests for paid/ unpaid leave from school – up to 6 per year Time given (paid) to staff for one off family events – graduations, assemblies, sports days, performances etc In school alternative therapy sessions for staff that have included Reflexology, Manicures, Massage As part of the schools Early Career Framework - NQT's joining the school introduction of a paid Induction Week – Summer Term before employment commenced. Clear frameworks and practices (and a successful track record) to support staff returning to work from identified mental and emotional health issues HT and DHT open door philosophy to support staff Development of a culture of fairness, equality and equal voice despite experience or length of time at the school - culture of respect and equal dignity regardless to length of employment at the school Easy and confidential access to OH support on identified need or 	<p>Open evening, Assemblies etc.</p> <p>Introduce a Parent Forum to allow parent and child voice to be maximised across a growing school</p> <p>Further bike and scooter storage installed to increase pupil activity on the journey to school</p>	<p>across the school - planning, resources and structure evident to reduce staff work load</p> <p>Dedicated half termly subject leadership time introduced in addition to PPA and planning time to support work load</p> <p>Additional directed time devoted to school based tasks – report writing and ISPP meeting preparation etc</p> <p>Dedicated Phase leader time in addition to PPA, subject leadership time and planning time</p> <p>Core Leadership Programme for middle leaders and SBM to develop leadership skills to support role and staff across a growing school</p>	<p>and Language HLTA posts devised with role as Mental Health first aid leads across the school to support pupils – designated Mental Health First Aiders to support staff and pupils</p> <p>Ambassador roles across the school further developed from pupil's voice to include Head Boy and Head Girl who are part of the executive school council, weekly Ambassador Awards and Ambassador lunches with the SLT each term to gather ideas and celebrate successes.</p> <p>Pupil yoga and wellbeing to be developed as part the teaching and learning pathway and curriculum – summer term</p> <p>Increase in physical daily activity for pupils and staff – Daily Mile initiative</p> <p>Work towards the Wise Up Platinum Award for anti-bullying initiatives</p> <p>Implement a week dedicated to a community Anti Bullying Pledge - involving the local community - whole school and community anti bullying pledge designed and rolled out across the school</p>	<p>English planning reduced work load –</p> <p>Babcock Spelling purchased - planning for spelling.</p> <p>Increased dedicated non pupil facing time for subject leadership and year group leadership in addition to TLR rewards</p> <p>Introduce staff yoga and wellbeing initiatives at the end of the school day</p> <p>Chaplaincy Service to be established for staff to share concerns in a non-work confidential manner on a regular basis</p> <p>Development of Year Group Leads to allow for open and honest communication in a small year group team with the support of AAHT and SLT</p> <p>Termly bespoke training and ongoing support for all support (TA's) staff - includes regular training, coaching, feedback (appraisal) and ongoing support from Davina Woods - school professional partner</p> <p>Core leadership for Office Manger to support in leadership and strategic planning for the administration team</p>	<p>promotes additional physical activity Year 1 – 6 - £5000 spend target</p>	<p>Pledge to develop time in lieu for staff who support residential visits and educational activities outside of the working day - overtime or time in lieu to be banked</p> <p>Increase staff activity as part of the school day – Yoga, Zumba etc.</p> <p>SAS staff wellbeing embedded as an SLA which will include increased medical benefits (online 24/7 GP service) for staff, weight management and counselling services as a support package for staff</p>
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	<p>request</p> <ul style="list-style-type: none"> • Annual staff audit to allow personal preferences to be considered in a confidential and Develop and enrich playground provision professional manner • Flexible working requests seriously considered and accommodated in the best interests of the school and staff - school embraces flexible working in the best interest of the needs of staff and pupils. • Environment - high quality facilities for staff – kitchen, teaching spaces, bathroom and parking • HT trained as MHFA with an awareness of staff early mental ill health signs - including presenteeism • Work place Pressure Support Plans are available when signs of stress are recognised (internally and externally) within staff members and these include recommendation from OH reports and personal 1:1 support meetings with staff - reasonable adjustments developed to meet the needs of staff 			<p>Future in Mind Support from mental health worker to support Mental Health First Aiders in school – to support pupils at tier one and two</p> <p>HLTA to undertake Forest School training to enhance a range of outdoor activities to innovate new approaches to outdoor learning including Forest Schools.</p> <p>Evaluate the impact of the new lunchtime innovations and club provision to include pupil voice.</p> <p>£2,000 invested in more play equipment by June 2019 – priority area Year 3-4 for all age groups.</p>	<p>Gold Standard CPD for all administrative staff and regular coaching meetings with Rebecca Wray</p> <p>Difficult Conversations training from Rebecca Wray for all staff across the school to support</p> <p>Review of ISPP paperwork to ensure only essential tracking and pupil progress paperwork is prepared for pupil progress meetings – increased use of target tracker across the school – Spring Term Review</p>		
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Chapelford Village Primary School - Early Career Framework:

- Once appointed full paid week induction period (July) before period of employment commences to become familiar with staff, pupils (at least a full day in the class with the current class teacher, comprehensive handover and training on key school policy and practice including teaching and learning, academic guidance and safeguarding)
- Dedicated support from NQT named mentor who is part of the SLT and a commitment to high quality in house and external CPD from specialist professional partners for the entire period of employment at the school
- Assigned to a recognised body (not local authority) for NQT Year – Great Sankey High School Teaching School – OMEGA MAT – bespoke NQT CPD devised with the needs of NQT's and school at the heart – this continues through to RQT and RQT+1 years
- Additional dedicated non pupil facing time for planning, with experienced support (additional to 10% PPA and 10% NQT time) for maths, English and wider curriculum
- Support for curriculum planning from experienced staff and SLT as part of an experienced team
- Small year group support and shared team PPA time – capacity to share expertise and experience in a supportive environment that allows for risk taking and experimentation in a secure and supportive environment
- Leadership support from a professional leadership consultant - experience in difficult conversions and managing workload
- Wellbeing incentives which include car valeting, online, in work, Christmas shopping allowed in school and in school delivery service, genuine staff suggestion system and capacity to be able to apply for unpaid time from work six times per academic year - this allows for those weekends away/ hen do's / weddings/ special birthdays that the rest of society (non-teachers) can do in term time!
- Capacity to work cross school within in collaborative OMEGA MAT – capacity for explicit career development across 4 key stages and a range of schools – excellent networking opportunities that include peer to peer support and professional opportunities through the recognised NPQ qualification system
- Dedicated MAT that puts wellbeing and value of staff and staff career development at the heart of the vision and values of the OMEGA MAT

Procedures Emotional Health and Wellbeing

The following procedures will be followed:

