

MOORFIELD PRIMARY SCHOOL



WELLBEING POLICY

Term Of Staff Review:	Autumn 2024
Reviewed & Approved By Governing Body:	Autumn 2024
Committee:	Full Governing Body
Term of Next Review:	Autumn 2026

Inspiring Creative Learners for Exciting Futures

Definition

Emotional wellbeing is not simply the absence of mental illness but is a broader indicator of social, emotional and physical wellness. It reflects the interconnection of mind and body -physical health and mental health - and is concerned with the functioning of the whole person and the extent to which basic fundamental needs are met. It is influenced by the wider contexts within which a child or adult lives and the interaction between the individual, family, school / work and community.

The National Institute for Health and Care Excellence (NICE) sets out the following definition in its guidance on Social and Emotional Wellbeing for Children and Young People:

Wellbeing means:

- Being happy and confident and not anxious or depressed
- Having the ability to problem-solve, manage emotions, experience empathy, being resilient and attentive
- Having good relationships with others and not having behavioural problems – that is, not being disruptive, violent or a bully.

Wellbeing also includes:

- Having a sense of meaning or purpose
- Being successful / having a sense of achievement
- Having a sense of control
- Giving and receiving attention and being validated

Aim

We recognise that the philosophy of reflection within our setting will support and complement the following wellbeing expectations in line with our school mission, vision and values:

- Our pupils will be emotionally intelligent and emotionally resilient, equipped with the skills they need to grow and thrive.
- Our pupils will know when and where to go for support when faced with challenges and will be able to access that support when it is needed.
- Our pupils will be supported to lead happy, healthy and fulfilling lives.
- Our parents and carers will be given the skills and knowledge to understand and respond to the difficulties children face and we will ensure that information, advice and support is readily available to them.
- Our staff team will be supported to protect and improve their own emotional wellbeing and will be equipped to identify and respond to low levels of emotional wellbeing in young people, parents and carers and fellow staff members.

Purpose

To enable pupils, staff and parents to **'thrive'** by:

- Enabling people to become emotionally healthy, confident and resilient
- Reducing risk taking behaviour and minimising harm
- Giving people the knowledge and skills to seek out support
- Offering a structured PSHE programme
- This policy sets out how Moorfield will support pupils, staff and parents to **'cope'** by:
- Offering a range of self-help materials and signposting to services, as needed
- Promoting a safe, nurturing environment and positive behaviours
- Offering one-off / short term support from pastoral staff
- Utilising training and programmes offered in Stockport

To support pupils, staff and parents to **'get help'** by:

- Providing access to in-setting support, such as school nursing and in-house pastoral programmes with our pastoral team.
- Referring pupils to Primary Jigsaw as needed
- Via the School Nurse, Early Help coordinator or Inclusion Lead
- Signposting staff and parents to services as appropriate + referring staff to counselling / therapy services as appropriate

To support pupils to **'get more help'** and / or **'get risk support'** by:

- Supporting pupils to access specialist services as required
- Supporting pupils to reintegrate into their setting's population after times of illness / attendance at alternative educational provision
- Having clear referral pathways with specialist services
- Having clear safeguarding and recording procedures in place through the use of CPOMS and having effective systems for liaising with School Nursing, Early Help and other specialist services, pupils and parents.

Actions

	Pupils/Families	Staff
<p>Thrive <i>Fosters an ethos that promotes mutual respect, learning and successful relationships among young people, parents and carers and staff.</i></p> <p><i>Develops a school environment that promotes wellbeing and resilience and minimises harmful or risk taking behaviour.</i></p> <p><i>Information on the website and regular updates to parents in newsletters etc. on wellbeing.</i></p> <p><i>Our parents and carers know who they can contact in school if they have any concerns and know that their concerns will be acted upon.</i></p> <p><i>Parents are made aware of the Stockport Local Offer, so they can easily find out details of the support available in the borough for children and young people with additional needs.</i></p>	<ul style="list-style-type: none"> • Provide a broad and balanced curriculum, which includes teaching social and emotional skills such as problem solving, coping, conflict resolution, managing feelings and relationships and developing resilience - both on and offline. • A listening culture which promotes supportive relationships by way of explicit activities such as regular circles, check-in etc. • Use a reflection approach and have a structured PSHE and SRE programme, which meets the needs of all pupils. • Information on the website and in school about wellbeing - what it is and offers simple tools to support young people to improve their wellbeing. 	<ul style="list-style-type: none"> • The Senior Leadership Team provide clear leadership around emotional wellbeing. • There is a recognition that 'working with' each other, challenging and supporting each other in equal measure over time is the best way to thrive. • Support for wellbeing is an on-going priority with explicit activities to develop wellbeing for all - see staff handbook. • The school has a designated inclusion team for emotional wellbeing, a member of SLT who is the Lead for mental health and a named governor for wellbeing. However, promotion of wellbeing remains the responsibility of all staff. • All staff are aware of this policy and how it links with other related policies, including Safeguarding, Anti-Bullying, Behaviours for Learning, SEND. • Regular staff meetings that discuss wellbeing and has a clear procedure for communicating information to its whole staff team. • Staff are given time to reflect on their role and are given opportunities to voice opinions and feel listened to in a supportive way. • Staff wellbeing is a priority in our school. All staff are made aware of the 'Moorfield Offer' in the Staff Handbook at the start of the year • The Senior Leadership Team lead by example in demonstrating a good work/life balance and encourage our staff to do the same.
<p>Cope</p>	<ul style="list-style-type: none"> • Know the school community and regularly monitor the number and progress of pupils who are part of a vulnerable group. This monitoring takes place during pupil progress meetings and is discussed regularly by the Senior Leadership Team on a half termly or termly basis. • Moorfield uses restorative and reflective approaches, circle time and nurture/pastoral groups as a way of supporting both the whole school community and pupils who have been identified as vulnerable. The school also uses reflection approaches in professional development meetings and as a way of providing peer support to staff members. • The pastoral team are able to carry out brief interventions and offer appropriate pastoral support. 	<ul style="list-style-type: none"> • The school provides staff with opportunities to improve their wellbeing through for example, social activities and PPA time at home - see staff handbook • The school is mindful of the timings and frequency of staff professional development i.e. staff meetings and INSET, in order to promote both effective working and a healthy work-life balance. • Staff are made aware of the Stockport Staff Counselling Service and know how to access it if required. Staff are also made aware of the wellbeing / support services in the borough and how to access them.
<p>Get Help <i>Moorfield is a school where pupils and staff are able to 'get help' through having access to in-house support and being referred on to other services as appropriate.</i></p>	<ul style="list-style-type: none"> • Our school makes appropriate use of the services available to us through statutory and buy-back procedures. There are clear processes for making referrals to the Inclusion Team, Primary Jigsaw and the School Nursing Service and all staff are made aware of when / how to do this. The Inclusion Lead provides guidance and support to the staff team around this. • Where there is more than one need identified for a child / family, the school will consider carrying out an Early Help Assessment / contacting the MASSH for support. The school will use the Team Around the School and its Early Help Coordinator for support. • Our school regularly considers the needs of its pupils - in particular those in vulnerable groups such as Looked After children, young carers and those who have been through adverse childhood experiences. • Our school monitors the use of services in school (such as school nursing and pastoral support) and measures the impact of these interventions. • Our school commissions a number of outside agencies to provide; advice, guidance and support to school staff and its pupils. The SLT identifies the need for this from pupil progress meetings and an 'open door' policy with staff and parents allowing for concerns to be shared and appropriately addressed. 	<ul style="list-style-type: none"> • Our staff are supported by the Senior Leadership Team - who, in turn, are supported by the Governing Body, to access help and support when needed. • Staff are given access to supervision and support when needed both in school and through accessing outside services.

Get More Help/Get Risk Support

Moorfield is a school where pupils are able to 'get more help and risk support' where needed

- Whilst Moorfield will always try to help pupils within the school setting, in some circumstances, pupils will need additional, specialist support from outside agencies.
- Moorfield has clear referral procedures and pathways in place and has effective links with the Psychology, School Nursing, Jigsaw and Inclusion services.
- Moorfield will complete Early Help Assessments as required and will work in partnership with other agencies, e.g. in Team Around the Child meetings.
- Our school has rigorous safeguarding procedures that align with all guidance produced by Stockport's Safeguarding Children Board. CPOMS incidents are completed by staff and are regularly reviewed by SLT

Monitor and Review

- The headteacher is responsible for reporting to the governing body on how this policy is being implemented. The governors are in turn responsible for monitoring the effectiveness of the policy via the termly report and by in-school monitoring such as learning walks and focus groups with pupils.
- The policy is reviewed every 2 years.