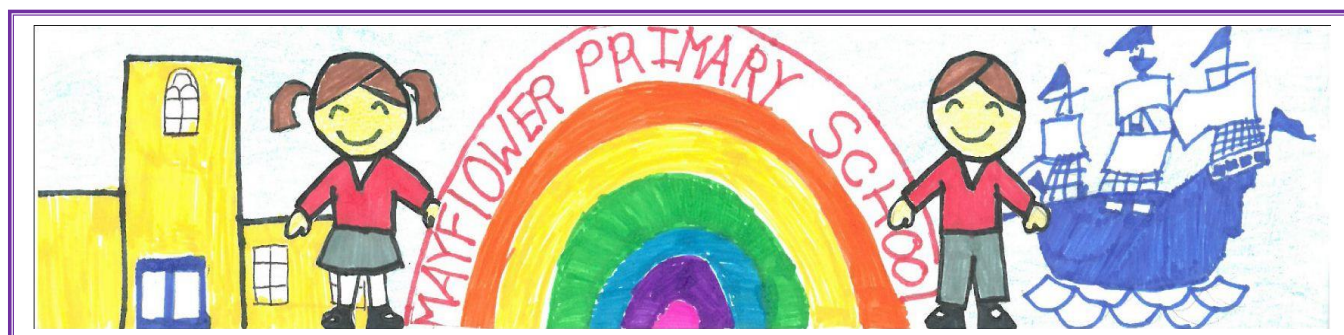


# MAYFLOWER PRIMARY SCHOOL



## WELLBEING POLICY 2021-2022

In our school, we recognise that when children experience a sense of wellbeing, optimal conditions have been created for them to do their best in the classroom, and during their social interactions with others. Wellbeing is a right that should be conferred on all our children, but also extends to the adults that work in our school, as well as other core stakeholder groups. Our policy details why we believe wellbeing is important, and also the strategies we will use to ensure that children, staff and stakeholders can receive support so that their wellbeing is as good as it can be.

<b>Policy Date:</b>	October 2018	<b>Version: 2</b>		
<b>Policy Review Date:</b>	November 2020	Head Teacher: Luke Whitney		Insert Date
<b>Ratified by Governing Body:</b>				
Mrs. Y. Nana	(Chair of Governors)	Insert Signature		

## **Mayflower Primary School**

### **Well-being Policy**

**Inception: October 2018**

***Well-being is the state of being comfortable, healthy and happy***

#### **Introduction**

This document describes our school's approach to promoting positive mental health and well-being within our whole school community and it was developed in consultation with a range of school staff, pupils, governors and parents. It aims to promote the wellbeing of all stakeholder groups because we recognise that comfort, health and happiness provide the optimal conditions for our school to be as successful as it can be in promoting the social, emotional and learning needs of our children.

We believe this policy should be a working document that represents the school's ethos, enables consistency and quality across all that we do and is related to the following legislation and documentation:

- Mental Health Act 2007
- Mental Health (Approval Functions) Act 2012
- Mental Health (Discrimination) Act 2013
- Mental Health and Behaviour in Schools (DfES)
- Promoting Children's Mental Health within Early Years and School Settings (DfES)

#### **Why is wellbeing important?**

- 1 in 10 children and young people aged 5 - 16 suffer from a diagnosable mental health disorder - that is around three children in every class.
- Between 1 in every 12 and 1 in 15 children and young people deliberately self-harm.
- More than half of all adults with mental health problems were diagnosed in childhood. Less than half were treated appropriately at the time.
- Nearly 80,000 children and young people suffer from severe depression.
- The number of young people aged 15-16 with depression nearly doubled between the 1980s and the 2000s.
- Over 8,000 children aged under 10 years old suffer from severe depression.
- More than 290,000 children and young people in the UK have an anxiety disorder.
- 72% of children in care have behavioural or emotional problems

#### **The Policy Aims to:**

- Promote positive well-being for our whole school community (children, staff, governors, parents and carers), and recognise how important emotional well-being is to our lives, in just the same way as physical health.
- Increase understanding and awareness of mental health and well-being issues

We will be mindful of (and show compassion towards) the multiple and complex stresses that school-age children these days find themselves navigating. We also recognise how these can impact on the wellbeing of our staff through the management of children's needs for whom wellbeing is an ongoing issue.

### **School Based Sources of Support**

- Support from the Well-being Lead
- Support from the SENCO
- SLT have an open-door policy where staff are encouraged to be open.
- After school yoga sessions for staff
- Yoga classes for children
- Sensory room
- Growth Mind-set Approach
- Peace Garden
- Philosophy for Children (P4C)
- Pause and Be Posters displayed throughout the school to encourage independent use of mindfulness.
- KA2 Project- Thinking Allowed
- Opportunities for clubs/activities at lunch times and after school which promote well-being (e.g. 'knit and natter', gardening, dance, art, sports etc.)
- Breakfast Club to make the morning school run less stressful for both parents and children.
- Outdoor Learning
- Parents' Group
- Groups focusing on social skills and communication
- Mindfulness is taught and used regularly throughout the school. Sessions were also made available to parents/carers. Further information about Mindfulness is included below.

### **Mindfulness**

The practice of mindfulness can buffer that stress, encourage life skills and serve as a valuable internal resource for children as they grow into adolescence and beyond. It is essential for optimal learning, emotional balance and protection for the developing brain in young people from the negative effects of excessive stress.

Mindfulness is practised regularly at Mayflower. When first introduced, all children had a weekly session for 12 weeks and they continue to be encouraged to practise both at home and at school. All parents were given the opportunity to attend a weekly session for them; following the same 12-week program and mirroring the lessons their children are taught in school.

Following on from the initial 12-week course, mindfulness will continue in the following ways:

- 'Pause and Be' reminders are displayed throughout school and in the playgrounds.
- Children have created posters for different practises they have learnt. These have been laminated and displayed in all classrooms. They will serve as reminders to both students and staff.

- Scripts, photos and short videos for different mindfulness practises will be uploaded onto the school website, in order to facilitate continuity of practise at home.
- Flash cards to remind children of each practise.
- Assembly of older children showing younger children how to use it in everyday life.

### **Why do we use Mindfulness?**

Mindfulness is non-goal-oriented; simply being, noticing, describing and participating in what is here right now. Mindfulness is all about presence; being present in the here and now. Presence comes when we are attentive and are in touch with our experience. The quality of that attentiveness is developed and deepened by paying attention to whatever is most salient in each moment. This requires focus and attention; both of which are cultivated by mindful practise. The world nowadays is so complex and fast-paced, that knowing how to ground yourself in the present moment is an absolute necessity to make sense of the world and continue learning, growing and contributing.

Although it is called mindfulness, it is not merely about the head and cognition, but about our entire being, our multiple intelligences and ways of knowing and being, including avoiding the compulsion to act on every single impulse or thought and the fostering of kindness towards both others and ourselves.

Multiple studies, in both neuroscience and medicine, have shown that mindfulness is an essential life skill that can have profound positive consequences in terms of both physical and mental health. It supports and enhances learning, emotional intelligence and overall well-being across the life-span.

### **The Role of the Performance Management Cycle for Staff**

The staff at Mayflower Primary School recognise that systems can be used to benefit the wellbeing of all stakeholder groups. Where management responsibilities are exercised with responsibility, wellbeing will increase. Equally, if this aspect is neglected, it is inevitable that wellbeing will suffer.

During the academic year 2017-2018, the SLT felt that all senior staff required a target that was directly related to the wellbeing of their teams. This was felt to be important because then it would gain prominence across the school and if senior leaders are judged on the capacity they have to maintain wellbeing for all their staff, wellbeing indicators are likely to be addressed. It is expected that this will become embedded during the academic year 2018-2019, with all senior staff again accepting elements of a target that will directly relate to the wellbeing of the staff they line-manage.

For teaching staff, it was also recognised that if the school seeks to invest in them as people and professionals, wellbeing can be enhanced because outcomes will ensure that career development and a widening of the skills-set will keep staff motivated to face the many professional challenges ahead. With this in mind, all teachers have gained access to what is known as a Career Development Pathway, which is a 2-3 trajectory target that will help them to gain greater influence over the existing strategic work of the school or to broaden the skills they have already got, potentially into new and exciting areas of responsibility.

The Erasmus+ EU Programme will almost inevitably become a core part of the Career Development Pathway for teachers and the school ensures that vulnerable groups of staff are targeted as a result, especially Teaching Assistants and Site Management Team. During the academic years 2018-2019 and 2019-2020, wellbeing is the central theme of all the mobilisations that are available (13 in total) and the dissemination of keynote messages will also be a central part of each Career Development Pathway for all staff, regardless of the teams they work in.

### **Managing Workload**

Nationally, it is recognised that workload makes a direct contribution to the lack of wellbeing across many staff teams. Mayflower Primary School is committed to addressing issues of workload and will constantly keep its policies, structures and systems under review. Staff will only be asked to engage in work that directly relates to the wellbeing or learning of pupils and these requests will be Quality Assured by the SLT. It is the responsibility of the Head Teacher to ensure that these matters are fully addressed and, with the support of the Governing Body, the expectations of staff will fully reflect what is acceptable, and what is not.

### **Barriers to Wellbeing**

At the planning stage of this policy, the school sought to find out what the barriers to wellbeing were for all stakeholder groups. As a result of this action research, the following insight was derived:

<b>Barriers for Pupils</b>	<b>Barriers for Parents</b>
Playtimes Lunchtimes Managing conflict	Before and after school clubs Activities to support parenting Pupil access to the internet
<b>Barriers for Governors</b>	<b>Barriers for Staff</b>
Academisation Having the right skills and expertise Time commitments	Workload External pressures Accountability

### **Actions the School Can Undertake to Address Barriers to Wellbeing**

Knowing what the barriers to wellbeing are will help the school to provide practical support and assistance to ensure that they are addressed. As a result of this research, the following actions have been undertaken:

- Pupils: Provision of nurture facilities throughout the school day, dedicated staff are currently being appointed to this role, enhanced equipment available at playtimes and lunchtimes, rotation of existing staff to lead games especially at lunchtime, Mindfulness is taught in all classes and revised on an annual basis
- Parents: Breakfast provision has been provided to make care arrangements for parents easier at the beginning of each school day, internet safety is actively taught in all classes, Year 6 pupils attend at the Warning Zone each year, school signposts relevant information regarding Internet safety, weekly Parents' Group meetings

- **Governors:** Focused training has been provided to ensure awareness of role, as well as some of the key issues that are facing not just our school, but all schools nationally, LA and Teaching Schools training course are signposted by our Link Governor
- **Staff:** Yoga sessions have been made available to all staff, weekly, on a Monday evening, mobilisations through Erasmus+ EU Programme targeted towards wellbeing, reducing workload is one of the objectives within the current School Improvement Plan, annual administration of the HSE Stress Audit with full analysis, use of the PMC to ensure that the wellbeing needs of all staff are consistently taken into account

It is acknowledged for this policy to develop, it will be necessary to survey all stakeholder groups on an annual basis, thus ensuring that barriers are consistently identified, which will lead to subsequent action to overcome them.

### **Support In the local Community:**

Leicestershire Partnership NHS Trust  
 North Evington Children's Centre  
 Gwendolen Road  
 Leicester  
 0116 292 4500

Suitable for children with low level mental health needs, which impact on their daily lives, but do not meet the Children and Adolescent Mental Health Service (CAMHS) threshold. For example, children who suffer from:

- Low mood
- Self-harm
- Anger management issues
- Anxiety
- Coping with their illness or that of someone close (Young Carers)

### **The World Peace Café**

Nagarjuna Kadampa Meditation Centre  
 17 Guildhall Lane  
 Leicester  
 LE1 5FQ

[info@meditateinleicester.org](mailto:info@meditateinleicester.org)  
 0116 262 0317

A tranquil vegetarian and vegan café which also offers a wide variety of well-being related courses/seminars and meditation sessions. These include workshops on overcoming anxiety and how to reduce stress. All of these are offered at small prices. This is suitable for all – parents, children, staff and governors along with the wider community.

## LAMP

65 Regent Road  
Leicester  
LE1 6YF  
0116255 6286

[info@lampdirect.org.uk](mailto:info@lampdirect.org.uk)

LAMP provides a free service across Leicester, Leicestershire and Rutland. Self-referral.

### Lead Members of Staff

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

- Louise Garratt – Well-being Lead, qualified teacher of Mindfulness (MISP) and Mental Health Champion for the charity; Changing Minds
- Leslie Archdeacon-SENCO
- Hannah Boydon and Nicola Brown – qualified yoga instructors for children

Any member of staff who is concerned about the mental health or wellbeing of a student should speak to the SENCO in the first instance. If there is a concern that the student is in danger of immediate harm, then the normal child protection procedures should be followed with an immediate referral to the designated child protection office of staff or the head teacher. If the student 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.

Where a referral to CAMHS is appropriate, this will be led and managed by the SENCO.

### Teaching about Mental Health and Well-being

The skills, knowledge and understanding needed by our students to keep themselves and others, physically and mentally healthy and safe are included as part of our developmental PSHE curriculum.

The specific content of lessons will be determined by the needs of the cohort we're teaching but there will always be an emphasis on enabling students to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others.

We will follow the [PSHE Association Guidance](#) to ensure that we teach emotional wellbeing issues in a safe and sensitive manner.

In addition to this, all children are taught within the whole class, rather than in separate intervention groups away from the rest of the class. Differentiation is used to achieve this. This is to promote inclusion and self-esteem and to avoid isolation and lack of self-worth. All children should equally feel that they are part of the class and should not have their peer groups or learning restricted.

### Signposting

We will ensure that staff, students and parents are aware of sources of support within school and in the local community. As well as within this policy, we will display relevant sources of support in the staffroom and the Main Foyer.

### Warning Signs

School staff may 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 SENCO, or the well-being lead. Possible warning signs include:

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating / 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
- 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

### Managing disclosures

A student 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 student chooses to disclose concerns about their own well-being or that of a friend to a member of staff, the member of staff's response should always be calm, supportive and non-judgemental. Staff should listen, rather than advise and our first thoughts should be of the student's emotional and physical safety rather than of exploring 'Why?'

All disclosures should be recorded in writing and held on the student's confidential file. It will then be the responsibility of the DSL to ensure that this transferred onto the CPOMS system and relevant staff notified. Any disclosure will include:



- Date
- The name of the member of staff to whom the disclosure was made
- Main points from the conversation
- Agreed next steps

### Confidentiality

We should be honest with regards to the issue of confidentiality. If it is necessary for us to pass our concerns about a student on then we should discuss with the student:

- Who we are going to talk to
- What we are going to tell them
- Why we need to tell them

It is always advisable to share disclosures with a colleague, usually the well-being lead, this helps to safeguard our own emotional wellbeing as we are no longer solely responsible for the student, it ensures continuity of care in our absence and it provides an extra source of ideas and support. We should explain this to the student and discuss with them who it would be most appropriate and helpful to share this information with.

### Working with Parents

In order to support parents, we will:

- Highlight sources of information and support about well-being issues on our school website
- Ensure that all parents are aware of who to talk to, and how to contact them, if they have concerns about their child.
- Make our well-being policy easily accessible to parents
- Share ideas about how parents can support positive mental health and well-being in their children through parents' group, the school website or information sessions.
- Keep parents informed about the well-being topics their children are learning about in PSHE and share ideas for extending and exploring this learning at home
- Offer a Breakfast Club and a wide variety of after school clubs in order to help make school drop offs and pick-ups less stressful and to ensure smoother transitions.

### **Useful Websites, Guidance and Documentation**

[Young Minds](http://www.youngminds.org.uk) (www.youngminds.org.uk), [Mind](http://www.mind.org.uk) (www.mind.org.uk) and (for e-learning opportunities) [Minded](http://www.minded.org.uk) (www.minded.org.uk).

[National Self-Harm Network](http://www.nshn.co.uk): www.nshn.co.uk

[OCD UK: www.ocduk.org/ocd](http://www.ocduk.org/ocd)

[Beat – the eating disorders charity: www.b-eat.co.uk/about-eating-disorders](http://www.b-eat.co.uk/about-eating-disorders)

[Eating Difficulties in Younger Children and when to worry: www.inourhands.com/eating-difficulties-in-younger-children](http://www.inourhands.com/eating-difficulties-in-younger-children)

[Healthy child programme from 5 to 19 years old](#) is a recommended framework of universal and progressive services for children and young people to promote optimal health and wellbeing. Department of Health (2009)

[Future in mind – promoting, protecting and improving our children and young people's mental health and wellbeing](#) - a report produced by the Children and Young People's

Mental Health and Wellbeing Taskforce to examine how to improve mental health services for children and young people. Department of Health (2015)

[Health behaviour of school age children](#) is an international cross-sectional study that takes place in 43 countries and is concerned with the determinants of young people's health and wellbeing.

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

[Eating Difficulties in Younger Children and when to worry: www.inourhands.com/eating-difficulties-in-younger-children](http://www.inourhands.com/eating-difficulties-in-younger-children)

[Mental health and behaviour in schools](#) - departmental advice for school staff. Department for Education (2014)

[Counselling in schools: a blueprint for the future](#) - departmental advice for school staff and counsellors. Department for Education (2015)

[Teacher Guidance: Preparing to teach about mental health and emotional wellbeing](#) (2015). PSHE Association. Funded by the Department for Education (2015)

[Keeping children safe in education](#) - statutory guidance for schools and colleges. Department for Education (2018)

[Supporting pupils at school with medical conditions](#) - statutory guidance for governing bodies of maintained schools and proprietors of academies in England. Department for Education (2014)

[Healthy child programme from 5 to 19 years old](#) is a recommended framework of universal and progressive services for children and young people to promote optimal health and wellbeing. Department of Health (2009)

[Future in mind – promoting, protecting and improving our children and young people’s mental health and wellbeing](#) - a report produced by the Children and Young People’s Mental Health and Wellbeing Taskforce to examine how to improve mental health services for children and young people. Department of Health (2015)

[NICE guidance on social and emotional wellbeing in primary education](#)

[What works in promoting social and emotional wellbeing and responding to mental health problems in schools?](#) Advice for schools and framework document, written by Professor Katherine Weare. National Children’s Bureau

**This Policy was produced by Louise Garratt in October 2018, with the support of pupils, parents, governors and staff**

**The Policy was ratified by the Governing Body at their meeting on Tuesday 30<sup>th</sup> October 2018**

**The Policy will be reviewed every 2 years, commencing October 2020**

**Signed: \_\_\_\_\_ (Chair of Governors)**

**Signed: \_\_\_\_\_ (Lead Teacher)**

**Signed: \_\_\_\_\_ (Head Teacher)**