



to be reviewed

November 2017

Amended

January 2018

Policy for Well-Being at ISL Surrey Primary school

2017 18

ISL takes DfE guidance on school cultures and structures as its guide for Well-Being

Mission statement

The overall aim at ISL Surrey Primary School is to equip all members of our community with the knowledge and skills to allow them to be socially secure and to successfully navigate the intricacies of the social community that they are part of.

Our staff are continually developing an understanding that this is not about additional workload but a refocussing of the key purposes of education.

We celebrate small steps; acknowledging and valuing achievements.

We make the most of opportunities within and across all aspects of the formal and informal curriculum to explore, develop and embed meaningful experiences.

In its advice for school staff on mental health and behaviour the **Department of Education** has set out a number of ways that the 'cultures and structures' within a school can promote emotional well-being (EWB) and good mental health (MH)

This policy is supported by our Safeguarding, Child Protection, Inclusion and Behaviour policies. We operate under the SEND Code of Practice (2015)

Roles and responsibilities

Drawn from both research and practice evidence these include the following which we take as our responsibilities:

Senior Leadership Team (SLT)

Our senior leadership team sets a culture within the school that values all pupils; Allows them to feel a sense of belonging; and makes it possible to talk about problems in a non-stigmatising way

SLT sets an ethos of setting high expectations of attainment for all pupils with consistently applied support. This includes our policies on behaviour and bullying that set out the responsibilities of everyone in the school and the range of acceptable and unacceptable behaviour for children. These are available and understood clearly by all, and consistently applied by staff.

The Senior Leadership Team is leading the school with a new whole school approach in an effort to ensure well-being becomes core to how performance is judged.

Staff training in wellbeing support and how to respond to mental health issues is essential for their own wellbeing, performance and longer term health

Our school is committed to make connections between bullying, body image and the negative effect they have on self - esteem and academic performance. Resilience, wellbeing and character building are a constellation of skills recognised as adding value across all areas of student behaviour and performance at ISL.

Mental health doesn't need to be affecting progress for it to be considered a special educational need.

We aim to create confidence and capacity as a longer term aim, yet appreciate that small changes in the short term gain traction. Early intervention strategies are key to our success in this area.

SENCO responsibilities

Our leader of Inclusion (SENCO), ensures all adults working in the school understand their responsibilities to children with special educational needs and disabilities (SEND), including pupils whose persistent mental health difficulties mean they need special educational provision. She ensures colleagues understand how the school identifies and meets pupils' needs, provide advice and support to colleagues as needed and liaise with external SEND professionals as necessary.

We work with parents and carers as well as with the pupils themselves, ensuring their opinions and wishes are taken into account and that they are kept fully informed so they can participate in decisions taken about them.

We work closely with other professionals to have a range of support services that can be put in place depending on the identified needs (both within and beyond the school). These are set out clearly in the school's SEND policy.

Well Being Leader

We provide opportunities for continuous professional development for staff that makes it clear that promoting good mental health is the responsibility of all members of school staff and community, this informs them about

- the early signs of mental health problems
- what is and isn't a cause for concern
- what to do if they think they have spotted a developing problem

We have clear systems and processes to help staff who identify children and young people with possible mental health problems; providing routes to escalate issues with clear referral and accountability systems.

SLT Well-Being Leader and Inclusion Leader act to build up external connections for the school, which might provide additional support.

Parent Body/SAC/PTA /SLT

We monitor the impact on academic performance and related performance measures from emotional problems through to mental health issues.

Our ethos is a core aspect of how our school creates safety nets for staff and students

We recognise that Staff and their experience is a legitimate dimension of EWB/MH which may result in staff stress.

We promote and protect young people through their developing resilience and wellbeing skills, this is particularly evident in our PERSONAL GOALS programme.

We recognise that policy and the political world is now changing and offers a new way to influence our external environment

The SAC looks to Identify new governing roles to support EWB/MH and offers the opportunity to make a difference

Staff

The well-being of our staff is of prime importance

Our staff have confidence in their own skills when dealing with emotional issues of students.

We have clear pathways, protocols and practice through the leadership of the Well-Being Leader and Inclusion Leader as ports of call for support.

Our Learning Hub is one area designated to discuss student issues we have a number of available spaces in order to discuss privately or in small groups according to the need.

We identify students who are at risk or vulnerable through our effective monitoring & reporting systems identified in our SEND, Safeguarding, Behaviour and Assessment Policies.

Staff have access to material of relevance, specialist services and digital support.

Children and young people

Our commitment to our students is that ALL have a voice which is heard.

Our PERSONAL GOALS programme offers lots of opportunity to shine and reflect through;

Resilience, Morality, Thoughtfulness, Enquiry, Cooperation, Adaptability,
Communication and Respect.

The above are all integrated within our curriculum and develop skills of social emotional education.

Children feel safe and able to talk to all members of staff knowing this may be confidential.

Friendship groups are used and where appropriate formal peer support systems can be set up in order to help a child through difficult situations. The School Council is set up to provide a way that all children have a voice

Trusted adults are available on role at all times but prioritise time when students are facing difficulties

Students have access to additional services 'linked' to school & home

School community Parents and carers

We ensure that our parent body is updated through information events, the weekly Bulletin and staff regarding protocols and support available in school, including the availability of our specialist Music Therapist and SENCO. This is achieved in the following way:

- Awareness of the role and support within school re children's wellbeing
- Access to information on emotional wellbeing
- Our School pathways when problems arise are easy to understand
- Inclusion in student feedback
- There are considerations of 'parent supports' alongside in school resources

Our Anti-stigma ethos leads to open discussions within the school curriculum, particularly through the 'International Mindedness' links in our IPC curriculum. We have developed our Community Service learning to promote a 'giving' rather than 'getting' attitude. Our Assemblies offer time for information sharing and reflection. We use the language of the 'children/students'.

The 'Learning Hub' is the first space available for students or carers to retreat to or gain support from trusted staff

Active friendship networks and peer supports promoted especially at break times when the playground is open to all children at the same time from Reception to Y6.

We aim for discussion on mental wellbeing to happen across the school at all stages

Summary of INTERNAL and EXTERNAL SUPPORT

We are prepared to engage in the following types of support and services, with the responsibilities set out above to meet the following needs :

Students at Risk

Coaching, use of the Learning Hub as a safe place, trained counsellors, exploration of the possibility of gaining advice form 'Mind First Aid'

Resilience and Emotional Well-being

Through peer mentoring, 'Cooperative Learning Programme' (KAGAN), development of resilience, PLGs, development of PSHE curriculum to support well-being, assemblies and Anti-stigma campaigns

Staff Professional Development

CPD programmes, raising staff awareness, adherence to Well-Being strategy, staff counselling, and development of well-being networks

Students in Need

Counselling service in school or externally, group work including Cooperative Learning (KAGAN), family support, awareness and compliance with service protocols, digital services

Reviewing the policy

In order to effectively review our Well-Being policy, it is important that all members of our community are aware of the contents of the policy and the procedures contained within it. The views of our staff, students and parents will be considered in the formulation of this policy.

