

Ladybridge Primary School Wellbeing Policy

November 2019

Updated September 2021



Intention

It is our intention that wellbeing has a high priority at Ladybridge Primary School; all children, staff, families and governors at Ladybridge have a sense of wellbeing. The wellbeing of these groups will be embedded in the school core values of aiming high, resilience and respect and will help everyone to achieve the school motto “Be the best that you can be”.

Implementation

The Governing body, SLT and school staff will ensure that the policy is active, visible and understood by themselves, children and families. Lessons for children and training for adults will promote and value wellbeing for everyone. The policy will be inclusive for everyone in school. Support will be provided for vulnerable children and adults as needed.

Impact

A sense of wellbeing will be visible throughout school, school will be inclusive with every person valued; vulnerable groups will be well supported and there will be recognition of the importance of wellbeing throughout the organisation.

1. The vision for our school:

Ladybridge Primary School is working to adopt the principles set out in Stockport’s Strategy for Improving Wellbeing in Education Settings.

Staff Ladybridge Primary School has a wellbeing area in the staffroom, staff are encouraged to promote wellbeing during morning meetings, staff meetings, during lunchtimes. During lockdown the staff were split into different staffrooms to minimise contact and bubble mixing, this did not promote wellbeing as staff were understandably worried. Now that restrictions are lifted we are committed to improving the wellbeing of staff by: all staff accessing the staffroom, buffets for INSET days, time given for wellbeing during INSET, promoting services such as counselling, stress risk assessments, etc.

Children Sarah Ratcliffe (Pastoral Manager) will deliver bespoke wellbeing interventions identified through the termly wellbeing audit, teacher referral or as a result of the monthly screening of the behaviour files. All classes will be taught wellbeing strategies as part of circle work PSHE and RSE. Two members of staff are undertaking training for mindfulness with children in 2021-22.

We recognise that the relationships based philosophy of Restorative Approaches within our setting will support and complement the following vision.

The vision for Ladybridge Primary School is that:

- Our children will be emotionally intelligent and emotionally resilient, equipped with the skills they need to grow and thrive.
- Our children 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 children 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.

2. Definition of Wellbeing:

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.

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*

3. What this policy demonstrates:

This policy sets out how Ladybridge Primary School will 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 Ladybridge Primary School 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 a range of one-off, short term or long term support from pastoral staff
- Utilising training and programmes offered in Stockport, e.g. Me 2, Real Love Rocks, Attachment Network training materials.

This policy sets out how Ladybridge Primary School will support pupils, staff and parents to 'get help' by:

- Providing access to in-setting support, such as school nursing and external counselling
- Referring pupils to Primary Jigsaw as needed
- Via the school nurse or school wellbeing lead, referring pupils to Healthy Young Minds as needed
- Signposting staff and parents to services as appropriate and referring staff to counselling / therapy services as appropriate

This policy sets out how Ladybridge Primary School will 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 and having effective systems for liaising with Healthy Young Minds, School Nursing, other specialist services, pupils and parents.

4. Ladybridge Primary School is a school where pupils, parents / carers and staff thrive

Whole School Community

- The school's 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 on the Raising Attainment Plan.
- The school has a designated lead Helen Parker and Emma Hill for emotional wellbeing and the Full Governing body have responsibility 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, Behaviour and SEN, (Policies for Relationships and self-harm will be developed in the spring term 2020).

- School pupils, parents, carers and staff are aware of the named lead and named governor and know how to contact them.
- Ladybridge Primary School fosters an ethos that promotes mutual respect, learning and successful relationships among young people, parents and carers and staff. This is measured through annual surveys and the results are shared with pupils, parents and staff. Our school uses the Ofsted questions as a validated survey questions for this process; the Headteacher shares this analysis with staff, parents and the Governing Body.
- Ladybridge Primary School uses the information from these surveys, from other school data and from information gained from Stockport's wellbeing services (e.g. Checkpoint, PSHE network etc.) to develop a school environment that promotes wellbeing and resilience and minimises harmful or risk taking behaviour.

Pupils

- Ladybridge Primary School provides 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.
- Ladybridge Primary School has a listening culture which promotes supportive relationships by way of explicit activities such as regular circles, check-in etc.
- Ladybridge Primary School uses Restorative Approaches and has a structured PSHE /RSE programme, which follows the PSHE Association curriculum and meets the needs of all pupils.
- Ladybridge Primary School has information on its website, in the HUB and on a school noticeboard about wellbeing – what it is and offers simple tools to support young people to improve their wellbeing. Pupils are taught about the Five Ways to Wellbeing through circles and PSHE lessons.

Parents and Carers

- Ladybridge Primary School has information on its website and provides regular updates to parents in newsletters etc. on wellbeing. Parents will be made aware of the Five Ways to Wellbeing and how this is explained to pupils on the school website.
- There is a variety of ways to include parents so that inclusion in school life is accessible to all.
- 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.
- 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.

Staff

- Ladybridge Primary School has 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 and restorative way.
- Staff are encouraged to, and given the opportunity to, complete online wellbeing training on the MindEd website.

- The school's designated wellbeing lead has regular opportunities to relay information on wellbeing work across the borough to the whole staff team.
- Staff wellbeing is a high priority in our school. All staff have access to the Stockport Staff Wellbeing booklet and other resources such as how to self-refer to services. There is an area in the staffroom dedicated to wellbeing and the Five Ways to Wellbeing are promoted throughout the school.
- The Governing Body of Ladybridge recognise that in the school's current Requires Improvement position the working week of the Senior Leadership team and all staff is often extended. The Headteacher is teaching classes when possible to ensure that subject leaders are able to carry out their leadership tasks. The Governing Body recognise that this is not sustainable in the long term and plan to review this policy following the next section 5 inspection. Wellbeing activities such as going for coffee after school and access to healthy activities beyond school is encouraged.

5. Ladybridge Primary School is a school where pupils, parents / carers and staff are able to 'cope' through having easy access to short-term / one-off support where needed

Pupils

- Ladybridge Primary School knows its school community and regularly monitors the number and progress of pupils who are part of a vulnerable group. This monitoring takes place through monthly scrutiny of yellow behaviour files, weekly meetings with the Pastoral Manager and Headteacher, weekly supervision Pastoral Manager and termly pupil progress meetings is discussed regularly by the Senior Leadership Team during their weekly meetings.
- Ladybridge Primary School uses restorative approaches, circle time and nurture groups as a way of supporting both the whole school community and pupils who have been identified as vulnerable. The school also uses restorative approaches in staff meetings and as a way of providing peer support to staff members.
- Helen Parker has received training on using the Emotional Wellbeing Toolkit, all classes have completed the toolkit and support from the Pastoral Manager in the HUB is used for children as needed.
- The Pastoral Manager carries out interventions for children and their wider families and offer appropriate pastoral support.

Staff

- The school provides staff with opportunities to improve their wellbeing such as going for coffee after school, nights out, the staff wellbeing and support boards in the staffroom.
- The school is mindful of the timings and frequency of staff meetings, 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.

6. Ladybridge Primary School 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.

Pupils

- 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 Behaviour Support, Primary Jigsaw and the School Nursing Service and all staff are made aware of when / how to do this. The emotional wellbeing lead / team provide 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 School Age Plus worker 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 measures the impact of these interventions.

Staff

- 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.

7. Ladybridge Primary School is a school where pupils are able to 'get more help and risk support' where needed

- Whilst Ladybridge Primary School will always try to help pupils within the school setting, in some circumstances, pupils will need additional, specialist support from outside agencies.
- Ladybridge Primary School has clear referral procedures and pathways in place and has effective links with the Psychology, School Nursing, Jigsaw and Healthy Young Minds services.

The named school nurse is Tamsin Hobbs
The named psychologist is Elaine Hannen
The named Primary Jigsaw worker Anna Purvis

- Ladybridge Primary School 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. Notes of Concern are completed by staff and are reviewed weekly by the Headteacher and Pastoral Manager.

- Where pupils are hospitalised / temporarily out of school due to a mental health related concern, the school will refer to the Home and Hospital Teaching Service in partnership and under the instruction of the child's consultant psychiatrist/psychologist responsible for their treatment plan. This is a time limited intervention for those who will be absent from school for more than 15 school days

8. Monitoring and Reviewing

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 12 months, in consultation with the whole school community including staff, pupils, parents, carers and governors.

Date of last review: 21st September 2021

Head Teacher's signature: Emma Hill

Chair of Governors' signature: Nick Silikas