

**Pinewood School Academy Trust
Wellbeing Policy**

Approved by	FGB	Date of Last Review	Mar 2020
Frequency of Review	3 Year(s)	Next Review	Mar 2023

What does this Policy cover?

To ensure the wellbeing of all staff and pupils is looked after, within the school and as far as necessary outside of the school environment.

Why should you read this policy?

Intended Audience: Staff, Governors, Parents/Carers, Community, Pupils

Key aims of this policy:

- To...ensure all pupils have good wellbeing and any issues are addressed promptly
- To...ensure all staff have good wellbeing and any issues are addressed promptly

Policy Rationale

At Pinewood, we are committed to supporting the positive mental health and wellbeing of our whole school community (children, staff, parents, carers, visitors, governors and volunteers). We recognise that mental health and emotional wellbeing is just as important as physical health and is the responsibility of all.

At Pinewood we endeavour to ensure that stakeholders are able to manage times of change and stress. We aim to ensure that they are supported to reach their potential or access help when they need it. We also have a role to ensure that stakeholders learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues, and where they can go if they need help and support.

Promoting positive mental health and wellbeing

At Pinewood we take a whole school approach to promoting positive mental health and wellbeing. We aim to help all stakeholders to develop resilience, be happy and successful and to work in a positive way. We ensure this by:

- Having a school structure that promotes the development of key relationships and fosters a nurturing environment.
- Creating and applying consistent ethos, policies and behaviours that support mental health and resilience, and which everyone understands.
- Teaching children to be aware that they can speak to any adult if they are anxious or worried about a certain situation/issue.
- Adhering to Hertfordshire Steps therapeutic approach to behaviour management.
- Using 'Zones of regulation' and promoting talking around feelings.
- Celebrating individual difference
- Developing an open culture where it's normal to talk about mental health
- Promoting our school values and encouraging a sense of belonging.
- Enabling access to support when required.
- Hosting wellbeing events

Pupils:

- Teaching methods that respond to individual pupils needs
- A multisensory approach to learning
- Helping children to develop social relationships, support each other and seek help when they need it.
- Promoting self-esteem and ensuring children understand their importance in the World.
- Helping children to be resilient learners and to manage setbacks.
- Teaching children social and emotional skills and an awareness of mental health.
- Identifying children who have mental health challenges and planning support to meet their needs, including working with specialist services, parents and carers.
- Promoting pupil voice and opportunities to participate in decision-making.
- Celebrating academic and non-academic achievements.
- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others.
- Providing opportunities to reflect and repair
- PSHE for all year groups
- An assembly rota that targets mental health and wellbeing
- Therapeutic support including: behaviour mentors, school counsellor, intervention worker, sensory circuits, relaxation, movement breaks, fidget toys, time out, weighted blankets etc
- A peer mentoring group: PAL

- A specialist environment including a sensory room, sensory garden, “the Space” a life skills flat, a “zoned” playground, an indoor gym with punch bag and the “workroom”
- Access to the pastoral team.
- Mental health first aiders
- Access to residential opportunities

Staff:

- Supporting and training staff to develop their skills and their own resilience.
- Work towards a school ethos where all staff are valued, where respect, empathy and honesty are the cornerstones of all school relationships.
- Provide personal and professional development such as team building, management of change, stress management, assertiveness, communications etc.
- Consultation that values the voice of employees and listens to their views: e.g. staff wellbeing survey
- A Performance Management cycle that identifies three formal opportunities to meet a year where progress against targets and wellbeing is discussed.
- A clear Line management structure, with effective line managers who respect develop and reward their staff.
- Provide extra support at certain times of particular stress and/or difficulty e.g. Ofsted Inspections
- Provide a non-judgmental and confidential support system e.g. mentors
- Promote information about and access to supportive services
- Ensure that, as part of the risk assessment processes of staff workload, there are robust evaluations and concerns are acted upon
- Provide staff, through training and building security, with a sense of safety and the confidence to deal positively with stressful incidents
- Review the demands on teachers, support staff and administrative staff in the time spent on paperwork and seek practical alternative solutions wherever possible
- Respond sensitively and flexibly to external pressures that impact on staff lives whilst at the same time ensuring the efficient running of the school
- Maintain contact with staff when they are absent for long periods (by a named person)
- Maintain positive staff-pupil relationships to ensure an effective teaching and learning environment
- Access to a trained professional for: counselling or supervision
- A Golden Day scheme
- Teaching staff have an increased PPA allocation
- Access to 24/7 phone counselling for staff and their family members
- A social committee
- Wellbeing staff meetings termly

Parents/Carers:

- Access to the School Family Worker
- Workshops for parents and carers regarding Wellbeing
- Multiple opportunities to discuss your Child's needs
- Signpost to supporting agencies
- Advice on the school website

Governors:

- Signposting to training
- Access to trained staff member for counselling or supervision
- Access to wellbeing activities

Roles and responsibilities

SLT and Governors

Work towards a school ethos where all stakeholders are valued, where respect, empathy and honesty are the cornerstones of all school relationships.

Provide staff training so all staff are confident in their knowledge of mental health and wellbeing and are able to promote this in and out of the classroom.

Promote opportunities to maintain a healthy work life balance

Support staff pastorally and provide access to external support systems.

Staff

We believe that all staff have a responsibility to promote positive mental health and to understand the protective and risk factors for mental health. Some children will require additional help; all staff should have the skills to identify warning signs of mental health problems and ensure that children with mental health needs get early intervention and the support they need.

Key staff supporting Mental Health at Pinewood School

Named Mental Health Lead – Todd Baines

- **Mental health first aiders** – Dave Wilson and Keli Jackson
- **Named Mental Health Governor** – Wendy Eveleigh

Mental health lead

- Leads and works with all staff to co-ordinate whole school activities to promote positive mental health and wellbeing.
- Provides advice and support to staff and organises training and updates.
- Is the first point of contact with mental health services and makes individual referrals to them

Early identification

We aim to identify children with mental health needs as early as possible to prevent things from getting worse, we do this in different ways including:

- Formal and informal discussions with parents: including the annual review process, parent teacher evenings, telephone calls, emails etc.
- Monitoring of behaviours and student voice/opinions e.g. file notes, zones of regulation, safeguarding practice etc
- Resources including: SDQ (Social difficulty questionnaire) Herts Steps Anxiety mapping and Roots and Fruits table and checklist.
- Identifying early warning signs that may indicate a student experiencing mental health or emotional wellbeing issues and reporting any concerns to the designated adult.

Possible warning signs include;

- Changes in eating/sleeping habits
- Becoming socially withdrawn
- Changes in activity and mood
- Changes in behaviours
- Talking about self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism
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Assessment, interventions and support.

All concerns are reported to the designated adults within school and needs are assessed through a triage approach with SLT, class teachers and support staff to ensure the child gets the support they need, either from within the school or from an external specialist service, as quickly as possible.

When a concern has been raised, Pinewood teachers or Mental Health Lead will:

- Contact parents to discuss the outcome of any assessment (Although there may be cases, parents and carers cannot be involved due to child protection issues.)
- Discuss any relevant referrals to external agencies.
- Signpost parents to further information or provide resources to take away.
- Create a chronology of actions and events
- Agree mental health care and protection plan where appropriate including clear next steps
- Discuss how parents can support their child through strategies or signposts to parenting support groups

Working with parents and carers.

Parents or carers can approach their child/children's class teacher if they have mental health concerns. This will be cascaded to the Mental Health Lead for assessment.

To support parents and carers we will be:

- Organising workshops and presentations related to mental health and wellbeing
- Provide information online via www.pinewood.herts.sch.uk on mental health issues and local wellbeing and parenting programmes.
- Share ideas about how parents and carers can support positive mental health in their children.
- Make our emotional wellbeing and mental health policy easily accessible to parents.
- Keep parents informed about the mental health topics taught in PSHE and share ideas for extending and exploring this at home.

Working with specialist services.

As part of our targeted provision the school will work with other agencies to support children's emotional health and wellbeing. Your child may be referred to one of the following services for additional support.

- CAMHS and PALMS
- Healthy Young Minds in Herts.
- School Nursing Service
- Children's Services.
- Therapists
- Family support workers.
- Educational psychology services.
- Counselling services.

Monitoring and evaluation

The mental health and wellbeing policy is on the school website and hard copies are available on request.

Links to other policies

Behaviour Policy

<https://www.pinewood.herts.sch.uk/wp-content/uploads/2019/10/Behaviour-Policy.pdf>

Attendance and Truancy Policy

<https://www.pinewood.herts.sch.uk/wp-content/uploads/2019/06/Attendance-and-Truancy.pdf>

Examinations Policy

<https://www.pinewood.herts.sch.uk/wp-content/uploads/2019/09/Examinations-Policy.pdf>

Child protection and Safeguarding Policy

<https://www.pinewood.herts.sch.uk/wp-content/uploads/2019/12/Child-Protection-and-Safeguarding-Policy.pdf>

Health and Safety Policy

<https://www.pinewood.herts.sch.uk/wp-content/uploads/2019/04/Health-Safety-Policy.pdf>

ICT Security and eSafety Policy

<https://www.pinewood.herts.sch.uk/wp-content/uploads/2019/04/ICT-Security-and-eSafety-Policy-1.pdf>

Sex and Relationship Education (SRE) Policy

<https://www.pinewood.herts.sch.uk/wp-content/uploads/2019/06/Sex-and-Relationship-Education-SRE-Policy.pdf>

Whistleblowing Policy

<https://www.pinewood.herts.sch.uk/wp-content/uploads/2019/09/Whistleblowing-Policy.pdf>

Reducing the Need for Restrictive Interventions in Schools Policy