

Bushbury Hill Primary School



Mental Health & Well-being Policy

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Policy Statement

Mental health is a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community. (World Health Organization)

At our school, we aim to promote positive mental health for every member of our staff and all of our pupils. We pursue this aim using both whole school approaches and targeted approaches aimed at vulnerable pupils. By promoting positive mental health, we aim to recognise and respond to mental ill health, and promote a safe and stable environment for pupils affected- directly or indirectly- by mental ill health. This policy should be read in conjunction with our Safeguarding for all pupils, our relationships and behaviour policy and our SEND policy.

The national criteria states:

"A healthy school ensures that when pupils are unhappy, anxious, disturbed or depressed there are open channels for them to seek or be offered support, without stigma and with appropriate confidentiality. A healthy school actively seeks to promote emotional health and well-being and helps pupils to understand their feelings".

At Bushbury Hill Primary, we work towards positive Emotional Health and Wellbeing in the whole of our school community for adults as well as children.

Rabia Adeogun has been awarded the LEADING MENTAL HEALTH IN SCHOOLS AWARD in 2022

CONTEXT AND RATIONALE

Emotional health and wellbeing promotes school success and improvement by:

- contributing positively to priorities such as enhancing teaching and learning, raising standards, promoting social inclusion and improving behaviour and attendance
- involving pupils more fully in the operation of the school
- helping pupils and staff feel happier, more confident and more motivated
- helping to meet legal, ethical and curricular obligations

AIMS

General

- Happier and more motivated pupils and staff who get more out of life

Teaching and Learning

- Pupils who are more engaged in the learning process
- Pupils who can concentrate and demonstrate better learning behaviours
- Improved standards in all subjects, including literacy and numeracy.
- Improved attainment
- More effective teaching
- Parents and carers more involved in school life and learning

Behaviour and Attendance

- Pupils with high self-esteem and confidence
- Pupils who have a say in what happens at school
- Fewer disaffected pupils, disengaged from learning
- Improved behaviour and attendance
- Less bullying

Staff Confidence and Development

- Improved morale
- Lower absenteeism
- Better recruitment level
- Positive and effective relationships with pupils

Whole school strategies for Emotional and Health Well-being

The school promotes and provides a range of services to pupils:

1. Use of a Therapy and Wellbeing Dog once a week
2. Use of Learning mentors for specific interventions
3. Pastoral staff including Learning Mentors, Speech and Language development officers, Nurture staff and Educational Psychologist
4. All LSAs are qualified first aiders
5. Becoming a restorative practice school with restorative approaches used by all staff and pupils
6. Zones of Regulation to develop emotional literacy
7. A mental health lead for the school champions wellbeing in pupils, staff and our community
8. Co-ordinated support from a range of external organisations
9. Hygienic toilets which ensure privacy and safety

The school promotes an anti-bullying culture through:

- A strong school ethos which empowers tolerance and respect, including respect for differences and diversity
- High profile of anti-bullying procedures and policy through corporate posters, assemblies and events such as national anti-bullying week, using Headstart SUMO materials and regular use of KAPOW PSHE scheme of work in classes

The school promotes and strengthens the pupil voice through:

- A democratic process for the election of school council representatives
- An elective process for ECO warriors from each class
- Timetabled meeting time for members of the school council
- Involving pupils in interviews for members of key staff
- Allocating a school council budget
- Opportunities in assemblies
- Opportunities for children to talk about their work and learning

The school promotes the involvement of parents and carers in the life and learning of the school through:

- Parent Governors
- Parent questionnaires
- Parent Workshops
- Open evenings and parent evenings
- Consultation about change and development through questionnaires and special meetings
- Subject Focus events, Sports and Theme Weeks
- Regular communication and involvement over pupil progress, behaviour and pastoral issues
- Use of Class Dojo for regular communication

The school facilitates a context for learning through:

- Enhancing school and classroom layout; facilities and resources
- Recognising the background of individual pupils and their physical, social and emotional needs
- Establishing clear rules, routines and expectations about behaviour for learning and social cohesion.
- Encouraging positive, caring and constructive relationships and using restorative practice and the use of zones of regulation

The school enhances pupil motivation and learning through:

- Consistent support for vulnerable children and those with SEND from trained teams of pastoral, learning support, teaching assistants and other agencies where appropriate.
- An exciting and varied range of extra-curricular events and trips
- A balanced curriculum with opportunities for intellectual, physical and expressive development
- Recognising a range of learning styles
- Encouraging independence in learning
- Using a range of teaching styles appropriate to pupils' age, ability and level of maturity
- Using the Headstart and Kapow materials to raise self-esteem and confidence levels.

The school enhances pupil self-esteem and personal development through:

- Targeted interventions from the learning mentor team.
- The PSHE curriculum and at least one termly Learning Challenge Curriculum topic having a PSHE focus.
- Using the Headstart and Kapow materials
- Information, advice and guidance on sex and relationships and drugs
- Careers advice (Aspirations for the future in Years 5 and 6)
- Opportunities for pupil leadership through school council, librarians, digital ambassadors and ECO Warriors.
- An emphasis on praise and reward using our Class Dojo system
- Attendance and behavioural rewards for targeted children
- Opportunities for reflection and spiritual development through art, literature and the RE curriculum

Our Therapy and Wellbeing Dog – Lola

Benefits of therapy dogs

Animal assisted therapy can:

- teach empathy and appropriate interpersonal skills
- help individuals develop social skills
- be soothing and the presence of animals can more quickly build rapport between the professional and client
- improve individual's skills to pick up social cues imperative to human relationships.

Dogs in the classroom provide both physical and emotional health benefits for students. A dog present in the classroom promotes a positive mood and provides significant anti-stress effects on the body. In fact, the simple act of petting a dog has the effect of lowering blood pressure and heart rate. Pet therapy also lowers stress hormones, like cortisol, and increases oxytocin. In other words, just being in contact with a therapy dog calms children down when they're upset and helps keep their anxiety at bay. And reducing feelings of anxiety and depression enables them to focus on learning.

Whole school strategies for Staff Emotional and Health Well-being

The school enhances staff motivation, learning and professional development through:

- Whole school training events, including Safeguarding
- Access to appropriate external training
- Involving staff in decision making and proposed change when necessary
- Provision of allocated PPA to allow for planning, delivery and assessment within the school week
- Consultation on training and support needs through regular progress meeting and professional pathways
- Staff socials to encourage a team approach
- Termly staff meetings based on improving staff well-being (Meditation, mindfulness, team building, etc)
- Staff shout out board
- Staff donation board in the staffroom
- Staff donation to toiletries / bathroom essentials
- Celebrations and collections for birthdays, baby showers, weddings, etc.
- Regular staff surveys to collate staff views.

Public Funds

The Governing board and Headteacher needs to make sure that public money is well spent, so any reward or incentive which we fund using the school's budget needs to stand up to scrutiny. The Governors have supported the following to support staff wellbeing.

- Tea, coffee and milk in the staff room
- Buffet lunch and drinks provided on Inset days

In addition, the current Headteacher chooses to buy all staff the same small token gift from her own money at the end of each term.

The school aims to reduce workload and stress for school staff by:

- Distribute school improvement workload evenly between all staff
- Give teachers who are leaders extra management time for meeting their subject needs
- Create a of collaboration and coaching, where staff support and learn from each other
- Clear scheduling and the purpose of meetings shared, so time is not wasted
- Being able to work from home for PPA.
- Regular reviews of the feedback and marking policy to ensure staff have a sustainable work-life balance.
- SLT 'open door' approach so that staff feel comfortable speaking to SLT about issues and concerns
- Focus on 'meaningful' planning, which is for the teacher's use
- Manageable school reports and involve staff in improving our offer
- We understand that everyone likes to work at different hours but that it is difficult to switch off if you receive an email in the evening or at the weekend. Emails sent by school should be sent using the 'send later' option and be scheduled to arrive Monday-Friday 8am – 5pm.
- If you receive a class dojo from a parent, there is no expectation that you reply out of school hours. Parents have been informed that as part of staff wellbeing, they will receive a reply during school hours.
- 1265 hours ensures there is plenty of contingency time
- Policies are reviewed to reflect best practice and legal requirements but are also reviewed with the question, "How will this impact on wellbeing and workload?" Examples of changes made include our Feedback policy to reduce marking.
- Staff are always encouraged to discuss the need for time for family events e.g. child's assemblies / sports day, funerals, weddings etc with the Headteacher. If it is possible to support and accommodate you, we will.
- The school will support and discuss options with any staff that raise wellbeing issues, such as if they are experiencing significant stress at school or in their personal lives.
- Where possible, support will be given by senior staff. This could be through giving staff time off to deal with a personal crisis, arranging external support, such as counselling or occupational health services, completing a risk assessment and following through with any actions identified or reassessing their workload and deciding what tasks to prioritise.
- Our school has an EAP Employee Assistance Programme, which offers staff confidential support ad guidance when they need it most. As part of this policy all staff have access to counselling.



Monitoring and reviewing this policy.

The Well-being policy will be reviewed every two years.

This review will involve an analysis from staff surveys.