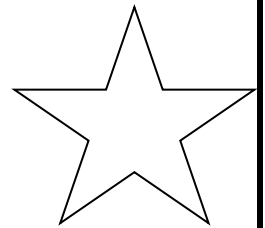
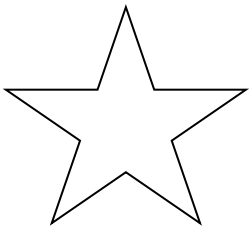




Wellbeing Policy



Emotional Wellbeing Policy *2025 -2028*





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Wellbeing Policy

1 Policy Statement

At Peartree Spring Primary School we are committed to supporting the emotional health and wellbeing of our children and staff.

We have a supportive and caring ethos and our approach is to establish a school culture where everyone is respected and all are deeply valued.

At our school we know that everyone experiences life challenges that make us vulnerable and at times, anyone may need additional emotional support. We take the view that mental wellbeing is everyone's business and that we all have a role to play.

2 Scope

This policy should be read in conjunction with our SEND policy, Behaviour and Anti-bullying policy, Child Protection policy, Online Safety policy and our PSHE Curriculum Statement of Intent.

3 Policy Aims

At our school we:

- Help children to have a greater understanding their feelings and emotions
- Help children feel comfortable sharing any concerns or worries
- Help children to form and maintain relationships
- Promote self-esteem and to ensure children know that they are valued
- Encourage children to be confident and to 'dare to be different'
- Help children to develop emotional resilience and to manage setbacks

We promote a mentally healthy environment through:

- Promoting our school values and encouraging a sense of belonging



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- Promoting pupil voice and opportunities to participate in decision-making
- Celebrating academic and non-academic achievements
- Providing opportunities to develop a sense of self-worth by taking responsibility for themselves and others
- Providing opportunities to reflect
- Access to appropriate support to meet their needs

We pursue our aims through:

- Providing the children with a broad and rich curriculum which promotes and develops the positive attributes of: Resilience, Persistence, Self-Motivated, Risk-Takers, Creativity, Good Citizens, Entrepreneurial
- Being a Rights Respecting School
- Support for children going through emotionally and physically challenging times
- Specialised, targeted approaches aimed at a pupil with more complex and long term needs

4 Key Staff

Pastoral /Mental Health Lead: Mrs Williams, Mrs Hansen

DSPL2 Lead: Mrs Mansfield

Health and Wellbeing Lead: Mrs Williams

SENCo: Miss Garrett

DSL: Mrs Jackson

DSPLs: Mrs Skeggs, Mrs Newhouse, Mrs Massey, Mrs Sinclair, Mrs Mansfield and Mrs Giles, Mr Cawley, Miss Aulsberry

5 Teaching about Mental Health

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



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The content of lessons will be determined by the specific needs of a cohorts being taught but we will also use the 1 Decision Scheme to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner.

6 Signposting

We will ensure that staff, pupils and parents are aware of what support is available within our school and external organisations and how to access further external support.

7 Targeted support

The school will offer support through targeted approaches for individual pupils or groups of pupils which may include, but not limited to:

- Circle Time
- Bright Stars (Y3)
- Protective Behaviours
- Managing feelings/ emotions support
- Using CBT resources
- Individualised Motional therapeutic programme
- Referrals to specialist external services
- Penn Resilience Programme (Y6)
- Time In Room

The school will make use of resources to assess and track wellbeing as appropriate including, but not limited to:

- Strength and Difficulties Questionnaire
- My Star Assessment
- Motional
- Family First Assessment



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8 Identifying needs and Warning Signs

Staff will receive annual training (as part of our Safeguarding training) on identifying early warning signs of possible difficulties:

- Attendance
- Punctuality
- Relationships
- Approach to learning
- Physical indicator
- Changes in behaviour
- Negative behaviour patterns
- Family circumstances
- Recent bereavement
- Health indicators
- Signs of neglect

Staff may also become aware of warning signs which may indicate a pupil is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and the staff observing any of these warning signs should communicate their concerns, following the schools safeguarding procedures, on CPOMS.

The possible signs may include:

- Changes in eating / sleeping habits
- Becoming socially withdrawn
- Changes in activity and mood
- Talking or joking 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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9 Managing Disclosures

If a pupil chooses to disclose concerns about themselves, or a friend, to any member of staff, the response will be calm, supportive and non-judgemental.

All disclosures should be logged as a Record of Concern on CPOMS following our safeguarding procedures, if CPOMS is unavailable use a paper copy of a Record of Concern, which can be found in the staff room, main office and outside the Heads office, and give to the DSL/DSP and include:

- Date
- Name of member of staff to whom the disclosure was made
- Nature of the disclosure & main points from the conversation
- Nature of the disclosure & main points from the conversation

The paper Record of Concern will be scanned and uploaded to CPOMS.

10 Confidentiality

If a member of staff feels it is necessary to pass on concerns about a pupil, then this will be first discussed with the pupil. We will tell them:

- Who we are going to tell (DSL/DSP parents/carers)
- What we are going to tell them
- Why we need to tell them
- When were going to tell them

If a pupil gives us reason to believe that they are at risk, or there are child protection issues, parents should not be informed, but the child protection procedures should be followed.



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11 Whole School Approach

11.1 Working with Parents and Carers

In order to support parents we will:

- Offer appropriate parent/carer courses to enable parents to support their child's SEMH
- Highlight sources of information and support about mental health and wellbeing on our school website
- Ensure that all parents and carers are aware that they can speak to the class teacher if they have concerns about their child
- Have the Mental Health and Wellbeing policy available on the school website
- Share ideas about how parents and carers can support positive mental health and wellbeing of their children
- Keep the parents and carers informed about positive mental health and wellbeing topics their children will be learning about in PSCHE lessons on the termly Curriculum Maps

We also support parents and carers through parenting programmes such as:

- 10 week- The Nurturing Programme
- 4 week- The Family Toolkit
- 8 week- Families Feeling Safe Programme
- 8 week- You and Me Mum programme
- The Freedom Programme
- 3 weeks- 1 2 3 Magic programme
- 6 weeks- Baby Massage
- 12 weeks- Drawing and talking
- Coffee Mornings



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11.2 Working with other agencies and partners

As part of our targeted provision the school will make referrals to and work with other agencies to the childrens emotional health and wellbeing including, but not limited to:

- The School Nurse
- Childrens Development Centre
- Educational Psychology service
- Paediatricians
- CAMHS
- NESSie therapists
- Family Support Workers

12 Staff Training

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their Child Protection training, Steps training and Trauma Informed training in order to enable them to keep pupils safe.

They will be signposted to resources such as:

- the MindEd learning portal which provides free online training for staff wishing to know more about specific issues
- the Anna Freud National Centre for Children and Families
- Herts for Learning Health and Wellbeing
- Mentally Healthy schools
- Spot the Signs & Save a Life

Additional training opportunities for staff who require more in-depth knowledge will be considered as part of our performance management process and additional CPD will be supported throughout the year where it becomes appropriate due to developing situation with one or more pupils.



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13 Curriculum

Health education in primary starts with the benefits and importance of physical activity, good nutrition and sufficient sleep, and supports pupils to develop emotional awareness. At Peartree Spring Primary School, we will emphasise the relationships between physical health and mental wellbeing, and the benefits of physical activity and time spent outdoors.

General wellbeing	• the benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. • the importance of promoting general wellbeing and physical health. • the range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. • how to recognise feelings and use varied vocabulary to talk about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • that isolation and loneliness can affect children, and the benefits of seeking support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. • that change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. • where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • that it is common to experience mental health problems, and early support can help.
Wellbeing online	• that for almost everyone the internet is an integral part of life. • should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection. • the benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. • why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. • the risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. • how to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. • that abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. • how to understand the information they find online, including from search engines, and know how information is selected and targeted. • that they have rights in relation to sharing personal data, privacy and consent. • where and how to report concerns and get support with issues online.
Physical health and fitness	• the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity. • the risks associated with an inactive lifestyle, including obesity. • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	• What constitutes a healthy diet (including understanding calories and other nutritional content). • Understanding the importance of a healthy relationship with food. • The principles of planning and preparing a range of healthy meals. • The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs Alcohol and Tobacco	• The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.



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Health Protection and Prevention	•how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. •about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. •the importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist. •about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. •the facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.
Personal Safety	•about hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. •how to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code
Basic First Aid	•how to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. •concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.
Developing Bodies	•about growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. •the correct names of body parts, •the facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

14 Policy Review

This policy will be reviewed every three years as a minimum. The next review date is September 2028

In between updates, the policy will be updated when necessary to reflect local and national changes. Any personnel changes will be implemented immediately.

This is the responsibility of Mental Health Lead: Mrs Williams

Senior Mental Health Lead: Mrs Williams

Wellbeing/Mental Health Governor: Mrs Pamboris

Date Approved by the Governing Body:

Date to be reviewed: September 2028



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Appendix 1

PSCHE Curriculum Statement of Intent: The well-being of our children is paramount and we aim to equip them with the skills needed to be well-balanced, happy, confident and healthy members of British society. We aim to develop understanding of their personal responsibility towards themselves and others so that they flourish as individuals within the community. We strive to provide a nurturing culture in which all children are valued, heard and supported. Our goal is to ensure that our children feel safe and know how to ask for help.

Appendix 2

<https://www.minded.org.uk/>

<https://www.annafreud.org>

<https://www.mentallyhealthyschools.org.uk/>

<https://www.pookyknightsmith.com/>