


*Care, Aspire, Achieve*

# Alexandra Park Primary

## Wellbeing Policy



## September 2023

Author	<i>Mrs Charlotte Millward</i>
Date approved by Governors Resource Committee	17.10.23
Signature of Chair of Governors	
Review date:	September 2025

## **Alexandra Park Primary School Wellbeing Policy**

### **1. The vision for our school:**

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

The vision for Alexandra Park 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.
- Through our culture, 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 Alexandra Park 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 Alexandra Park 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 one-off / short term support from pastoral staff
- Utilising training and programmes offered in Stockport, e.g. the Emotional Wellbeing Toolkit

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

- Providing access to in-setting support, such as school nursing and in-house counselling
- Referring pupils to Primary Jigsaw as needed
- Via the school nurse or school Wellbeing Lead, referring pupils to CAMHS as needed
- Signposting staff and parents to services as appropriate and referring staff to counselling / therapy services as appropriate e.g. Primary Jigsaw, Mental Health Support Team

This policy sets out how Alexandra Park 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 CAMHS, School Nursing, other specialist services, pupils and parents.

**4. Alexandra Park 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. We are committed to having a culture of support and we take account of all stakeholders wellbeing in decisions made about the school. The SLT promote wellbeing as everybody's responsibility and we have an empathic culture which includes listening to individuals and the promotion of 'asking twice' to ensure that stakeholders are fully supported. 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 School Development Plan.
- Charlotte Millward has undertaken training with Carnegie School of Education to develop a whole school approach as Senior Mental Health Lead. However, the promotion of wellbeing is 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, Relationships, SEN and self-harm.
- Our 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 to parents and the results are shared with pupils, parents and staff.

**Pupils**

- Our 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.

- Pupil wellbeing is developed through implicit methods of teaching and learning such as: emotional literacy, character strengths, values, virtues, resilience and self-awareness such as our Learning Behaviours and Zones of Regulation.
- Our school has a listening culture which promotes supportive relationships by way of explicit activities such as daily Class Forums, weekly PSHE lessons, the Zones of Regulation approach and targeted check-ins. We also have different councils such as the Arts and Reading Councils and we have Wellbeing Ambassadors.
- Our school has a structured PSHE programme which includes RSE.
- Our school has information on its website about our Pastoral Care including Wellbeing.

### **Parents and Carers**

- Our school has information on its website and provides regular updates to parents in newsletters etc. on wellbeing.
- 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**

- Our 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.
- 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. There is a staff noticeboard to highlight wellbeing services and opportunities.

- Our school Senior Leadership Team lead by example in demonstrating a good work/life balance and encourage our staff to do the same.

**5. Alexandra Park 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**

- Our 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 termly through Pupil Progress Meetings and is discussed regularly by the Senior Leadership Team.
- Our staff are trained to offer brief interventions such as Zones of Regulation and we have one TA who is ELSA trained. Other TAs have achieved level 2 in counselling.
- We work closely with Stockport Family and have half termly Team Around the School meetings which include Family Help Support workers and the School Nurse.

**Staff**

- The school provides staff with opportunities to discuss their wellbeing through regular staff wellbeing surveys. The school may make decisions across the school year to support wellbeing e.g. planning CPD and reducing staff meetings at assessment times
- The school ensures that all staff have access to high quality CPD as we believe that being able to learn and progress in a role is an important part of wellbeing.
- 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.
- We have bought into Education Support which is a service which can offer practical and emotional support to all members of staff 24/7, 365 days a year.

- 6. Alexandra Park 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 the Inclusion Team, Primary Jigsaw and the School Nursing Service. We now work closely with the Stockport NHS and Beacons Counselling Service and have a designated Mental Health Support Worker (MHST) in school who can work with identified children in KS2 but who can also offer general signposting and advice about appropriate support.
- 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 Family Help 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 MHST) and measures the impact of these interventions.
- Our school is mindful of all safeguarding and safe commissioning requirements and have seen and approved the organisation's safeguarding and supervision arrangements.

#### **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.
- Two staff have had Basic Supervision training and any member of staff is able to access this supervision and support when needed in school. We also regularly signpost staff to outside agencies who provide Supervision and Coaching.

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

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

The named school nurse is Ruth Brown.

The named Primary Jigsaw worker is Becky Pierce.

- Charlotte Millward 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 regularly reviewed by the SLT / DSL.
- 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/young person’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 head teacher 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,

### Appendix A

#### Procedure for Mental Health need identification and support

**If an emergency response is needed contact CAMHS immediately or take the child to A & E if the emergency is outside of normal working hours.**

Initial concerns raised by class teacher or parents/ carers at any time. Discussed with SENCO. Staff log concerning behaviours.



SENCO to work with class teachers and parents/ carers to identify if there is any possibly underlying need e.g. SEND need, Safeguarding concern, mental health need. Useful resources: the Three Houses tool. Information logged on cpoms.



