

# WELLBEING POLICY

HOLLINGBOURNE  
PRIMARY SCHOOL

Approved by Governing Body:

Date of next review:

## **Introduction**

We believe that the wellbeing of the school community is paramount, this is reflected in our motto "Hollingbourne Primary: a learning community, developing hearts and minds." We know that happy children learn and the wellbeing of children will be influenced by the wellbeing of their parents and the adults who support them in school.

The wellbeing of the school community is found at the heart of five year plan and the current school development plan, such is the value it is given within our policy and practice.

While this policy broadly sets out systems we use to measure wellbeing as well as strategies to support wellbeing, it should not be read in isolation. Other policies which should be read in conjunction with this include our: behaviour policy, child protection, SEN, supervisions, parent communication, staff conduct, parent behaviour, whistleblowing, staff grievance, induction, health and safety, managing staff absence, complaints, attendance and our equality policy. It should be noted that this is not an exhaustive list.

In our school, we have a lead teacher for wellbeing, trained as a mental health lead: **Mrs Allen-Harding**. The linked governor for wellbeing is **Nikki Newin**.

## **Monitoring wellbeing**

Monitoring wellbeing is key to understanding how staff, children and parents are feeling as well as providing information around why their wellbeing may be low or high. This enables staff and leaders to support and improve the wellbeing of children, parents and each other as staff members. The better the wellbeing of staff, children and parents, the more productive they can be and the more progress children can make as a result.

Formal monitoring of wellbeing can be achieved in lots of different ways. Key measures we intend to use include:

- **Annual questionnaires to parents** which will include opportunities to explore their wellbeing and how effectively they feel they and their child's wellbeing is supported.
- **Annual questionnaires to staff** which will include opportunities to explore their wellbeing and how effectively they feel their wellbeing is supported.
- **Bi termly staff supervisions** which will enable staff to discuss any matters related to their wellbeing which they would like support to address.
- **Annual questionnaires to children** which will include opportunities to explore their wellbeing and how effectively they feel their wellbeing is supported.
- **Annual NHS Lancaster Model Questionnaire for Year 6** which will enable children to access their own health and wellbeing against set questions and criteria (information related to this can be found in appendix 1).
- **Bi termly child conferencing** enabling children to assess and evaluate any strategies used by staff and leaders to support wellbeing.
- **Salus antibullying survey** (as and when invited to participate) enabling all children to share how safe they feel at school and declare any bullying they have/ are experiencing
- **Wellbeing and Involvement data** all children are assessed three times per year using Ferre Leavers wellbeing and involvement materials (information related to this can be found in appendix 2)
- **CPOMS** to monitor incidents, concerns and attendance of children (creating summative reports as well as a formative record).
- **Governor visits** to discuss any wellbeing needs/ issues of staff.

Informal monitoring can also provide an ongoing picture of wellbeing. This is achieved through information sharing on the gate, or in contact books, emails and phone calls, observations (by staff of children) in school, discussions with colleagues.

Information gained through monitoring is used to: develop school policy and practice, inform

interventions for an individual child, inform support for a member of staff, suggest universal support to a family eg Young Carers. In cases where the wellbeing needs of the child or family are beyond the scope of the school, it may also result in a referral to an outside agency eg a wellbeing navigator, school health, CAHMS or children and families' services.

## **Supporting mental health and wellbeing**

### **Staff**

We recognise that staff are our most important resource. We strive to value all staff through personal and professional support, involvement in school decisions as well as access to professional development.

In addition to acknowledging the school's responsibility to staff wellbeing, staff have the primary responsibility for their own health and wellbeing. This involves taking care of oneself and letting the school know about any aspect of work or the working environment which may be affecting health.

We pride ourselves in having an open-door policy where staff can share personal and professional concerns. We support staff with specific policies which help foster the professional and caring ethos we aim to provide such as whistleblowing, staff conduct. We know that working in a small school can be isolating and in addition, when a staff member's wellbeing is low this can affect many people in the team. It is therefore important that staff feel a strong sense of team and that matters related to wellbeing are addressed swiftly and effectively.

We do our utmost to support parents and provide a high quality education for their children, however some parents may be dissatisfied with our provision. While we want to hear about concerns parents may have, we will not tolerate verbal abuse and as such, have policies in place to help protect staff from these behaviours. Our parental behaviour policy sets out our expectations for parents when interacting with staff members and our communications policy sets out methods which parents may use to communicate with staff in an appropriate way at an appropriate time.

Where staff have faced challenging incidents, whether this be dealing with abuse from a member of the school community, dealing with a complex behaviour incident or managing as safeguarding incident; senior leaders will provide opportunities for staff to debrief in order to provide some closure to the situation.

Staff can also engage in bi termly supervisions as well as annual appraisals which is a more formal method of raising concerns which may be impacting on their wellbeing. Staff are also aware of ways in which they can report concerns to governors should they feel they are not being listened to or taken seriously by senior leaders. The wellbeing of staff is a recurring item on full governing body meeting agendas.

Staff can also benefit from other universal 'perks' such as KCC rewards and Blue Light Cards which provide discounts when making purchases on the high street/ online.

### **Parent/ carers**

We know that parents' wellbeing needs to be high in order for them to effectively support the wellbeing of their child. Without this, containment is compromised. Parents are encouraged to share concerns about themselves or their child through informal conversations at the gate, messages in contact books, phone calls or emails. It is important that parents feel listened to and that their concerns have been taken seriously. Staff should aim to reassure parents, and decide what actions need to be taken as a result of the information parents have shared. Staff should do everything they can to report back to parents the outcomes of actions taken.

A trusting relationship between parents and school is pivotal. This begins when parents are choosing to send their child to our school. Personal tours of the school, where time is taken to talk about the needs of the child and family supports this process.

Where deemed necessary by the parent or staff member, a meeting to discuss concerns about wellbeing may be arranged. This will be organised at the earliest convenience. Depending on the nature of the issues being discussed, actions may be taken as a result, including further follow up discussions, support plans being put in place, interventions or referral to other agencies who can provide specific support.

Staff will also share with parents, information regarding specific initiatives or policies supporting wellbeing eg Zones of regulation or Ferre Leavers wellbeing and involvement. This may be face to face as a meeting/ training or it may be via links on the school website or newsletter.

Parents are made aware of ways in which they can escalate their concerns to senior leaders/ governors should they feel they are not being listened to or taken seriously by staff in school.

### Children

Planned opportunities to discuss matters of wellbeing are provided through assemblies, PSHE curriculum, Zones of Regulation, workshops eg NSPCC, enrichment days eg safety in action, Mental Health Day, Anti bullying day. Incidental opportunities are also created eg impromptu class discussions because of a current issue which has arisen and requires discussion/ debate.

Our behaviour code provides secure boundaries for all children and supports wellbeing by the expectations set out. Children who fall outside of these expectations are carefully managed so that their behaviours have minimal impact on the wellbeing of other children. Reward systems are used effectively to encourage and value children's behaviours, dispositions and attitudes to their learning. Rewards and praise is given regularly and publicly (as set out in our behaviour policy). Staff support the behaviour and attitudes of children by the use of positive language so that children are clear about what adults and others want to see in school.

The wellbeing of children is supported through enrichment activities such as campfire days, trips, visits, workshops in school, residential, sports events and the provision of clubs after/ before school. Staff carefully coordinate the menu of clubs with the emotional as well as physical needs of children considered eg some clubs are sports, others are mindfulness, yoga, singing. For some children, their wellbeing can be compromised at lunchtimes. Staff plan clubs and support lunch play through the provision of sports coaches to address this. In addition, Year 6 children are trained to be mediators. This means that they can support the resolution of disputes between children (further information can be found in Appendix 3). Should this be unsuccessful, staff take time to listen to children, understand the situations and help them find solutions.

The Zones of Regulation provide children with a framework in which to talk about their feelings and factors that impact on them. It also enables staff to teach the children strategies which they can draw upon to address any low wellbeing which they may be feeling.

The views and opinions of children in our school are valued. School council enables children to make suggestions about improvements in school as well as help make important decisions about changes or new equipment eg play equipment.

Staff regularly share with each other any concerns regarding individual children's wellbeing. This enables the whole team to adopt a consistent approach when interacting with the child and their family.

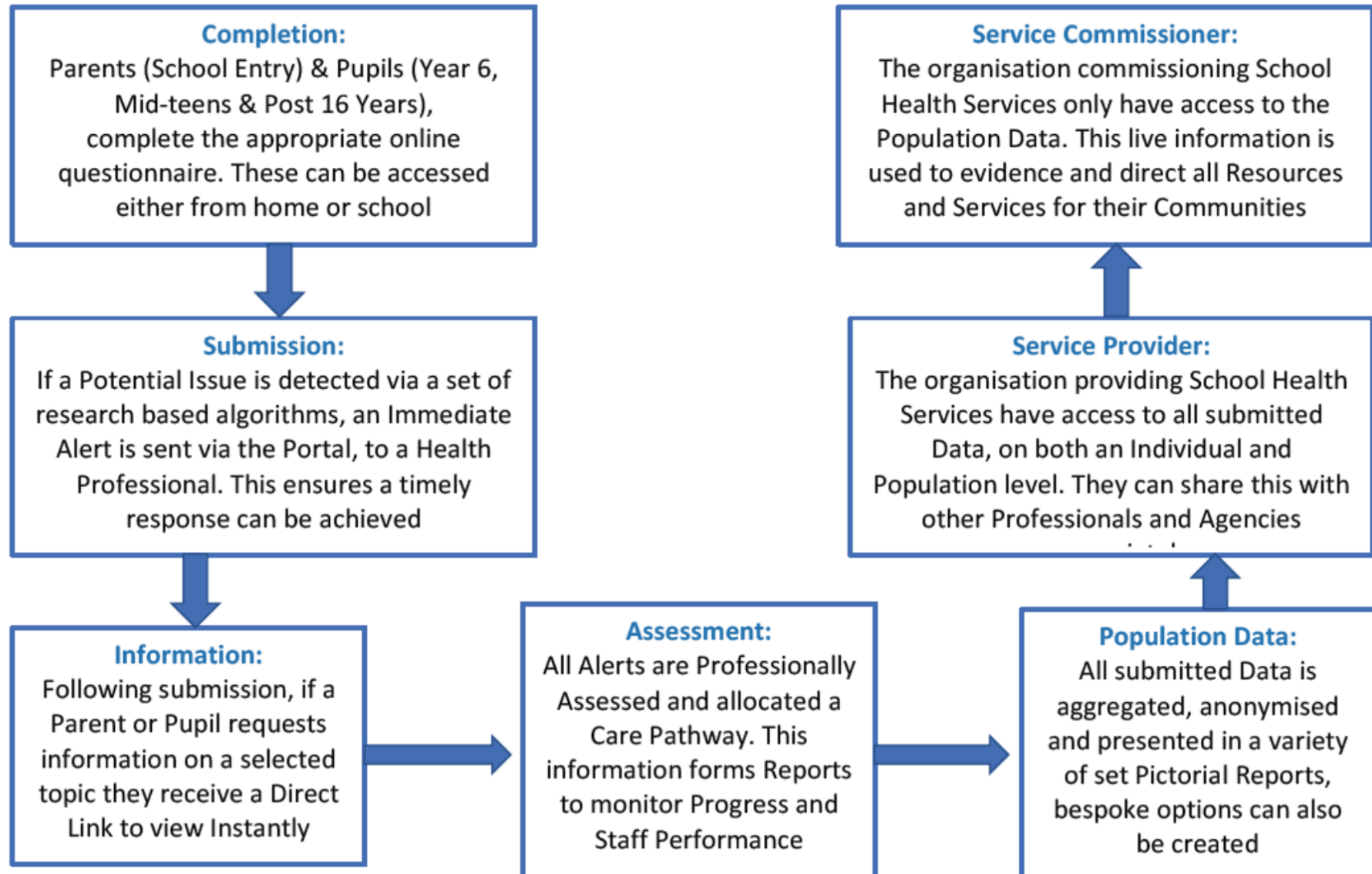
## Appendix 1

### Lancaster model- what is it and how does it work?

*Having been developed over many years, being evidence and research based, TLM offers an online Health Needs Assessment Tool (questionnaire), that enables children, young people and their families the opportunity to have their health and well-being assessed and reviewed by their local School Health Team. It is a proactive tool to identify any potential problems before they progress further and allows qualified practitioners to act quickly to provide the appropriate help and support.*

All Specialist Public Health nurses (SCPHN's) who work as part of School Health Teams, are directed by a Department of Health document called ["The Healthy Child Programme- From 5-19 years old"](#). They work with school-aged children, young people and their families to improve health and wellbeing outcomes and reduce inequalities and vulnerabilities. TLM enables SCHPN's to deliver on these commitments for 5-19 year olds, at key life stages through the Health Needs Assessment Tool (questionnaire), which is recommended in the Department of Health's ["Getting it Right for Children, young people and families "](#), as an example of good practice ( page 35) .

## The Lancaster Model (TLM) & Portal Questionnaire Completion Sequence





## Appendix 2

# DID YOU KNOW THAT WE CAREFULLY MONITOR EACH CHILD'S WELLBEING AND INVOLVEMENT AT HOLLINGBOURNE?

### **Wellbeing and Involvement at Hollingbourne**

We are constantly looking at ways to make sure children who attend our school are happy and making the most progress possible.

We use the work of Ferre Laevers from Leuven University in Belgium, who has been studying 'well being and involvement' in children and how these can be used to support the development of provision for children in a nursery or school. The Leuven scales are a system for monitoring the well being and involvement of individual children as they play and work.

Ferre Laevers believes that if children have high wellbeing and are very involved, they will make the best possible progress. He says:

***Well Being** is a state of feeling when a person is relaxed, at ease and open to new experiences. They feel good about themselves. They have strong emotional health and are able to express a range of feelings.*

***Involvement** is a quality of human activity when a person is motivated, interested and fascinated. They are keen to explore and deep level learning and development are taking place.*

### **How do we measure the children's wellbeing and involvement at Hollingbourne?**

We observe the children throughout their time here and each term we will record their level of wellbeing and involvement- this is a numerical score between 1-5. This score helps us make changes and improvements to the classroom environment to try and ensure all children are making the best progress they can. It can also help us decide if there is something we need to do to best support an individual child, or if no intervention is needed at all.



## Appendix 3

### What is peer mediation?

Peer mediation is an effective way of addressing conflict within primary and secondary schools, colleges, universities and other youth settings.

Students are trained to provide mediation to other students experiencing conflict. Guided by clear principles and a code of conduct, the mediators help their peers to consider how the problem has come about and what the impact has been. They assist them to agree how to put things right or avoid it happening again. Problems are resolved quickly and constructively.

#### Peer mediation addresses:

Bullying

Fighting

Social media & text bullying

Rumours

Fall-outs among friends

Exclusion

Parent / family involvement in disputes

**Our Peer mediation training is for Year 6 children. They are trained by Caroline McInnes on behalf of Maidstone Mediation**