BURSTOW
PRIMARY SCHOOL

WELLBEING POLICY

CHILDREN AND FAMILIES

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1. Introduction: Our Trust and School Commitment to Wellbeing

Everychild Partnership Wellbeing Principles

Wellbeing can be emotional, social and economic and can affect physical and mental health. It encompasses all areas of life - work, education, training or recreation, domestic, family and personal domains.

> Wellbeing [noun] – the state of being comfortable, healthy or happy.

At the heart of 'how we are' at Everychild Partnership Academy Trust we have Five Core Values. These have been chosen and adopted through consultation. The values support us to consciously choose our attitudes and behaviours and set out the code by which we endeavour to live and create a community that works together for the wellbeing of all.

Through our values we understand wellbeing for our Trust community to mean:

Respect

- Personal dignity. Being treated with and treating others with respect
- Having respect for others builds trust and gives a feeling of support.

Responsibility

- Feeling in control through being offered and taking the opportunity to contribute and participate in the organisation.
- Taking responsibility for own wellbeing – use of time and self-care.
- Everyone looks out for each other's wellbeing.

Courage

- Recognising and being brave enough to challenge appropriately, respectfully and compassionately when something genuinely affects wellbeing; being brave and secure enough to debate professionally to find solutions.
- Having the courage to share feelings and ask for/access support – within the organisation and outside.

Compassion

- Behaving with compassion and empathy for each other through having shared beliefs, goals and understanding.
- Being able to see the bigger picture and consider the benefits for all.
- Treat mental well-being the same as physical wellbeing. Look after everyone.

Integrity

- Living consistently, reliably and honestly by the values above
- Creating a culture of trust, being proud of the work we do, doing what's right, not what's easy. *Doing 'the right thing' - being honest, accountable, and ethical -*
- *Feeling content with life because you know what your values and priorities are and are not afraid to take action to pursue them. Others value integrity in the people they surround themselves with.*

At Everychild Partnership Academy Trust, we are committed to promoting positive wellbeing and mental health amongst our pupils, their families, our staff members, directors and governors. With the education and care of children as our core purpose, we recognise in particular that children's emotional health and wellbeing influences their cognitive development and learning, along with, their physical, social, health and mental wellbeing, into adulthood. We understand that every one of us may experience challenges in life, which may make us feel vulnerable and impact on our wellbeing and where additional support to improve our wellbeing may be helpful. We believe that all children, young people and adults have the right to be educated and work in an environment that supports and promotes positive wellbeing for everybody.

Wellbeing and mental health are closely linked. Our mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make choices. Mental health is important at every stage of life, from childhood and adolescence through to adulthood.

We are committed to improving positive wellbeing and mental health, based on evidence of what works alongside our experience and knowledge and of how best we can support *our* children, families, staff and community. This commitment moves beyond learning and teaching to pervade all aspects of our school life.

Eight principles to promote a whole school and college approach to emotional health and well-being taken from 'Promoting children and young people's emotional health and wellbeing: A whole school and college approach.'



We believe that by promoting positive wellbeing and mental health in school we will:

- Have a cohesive and co-ordinated approach to wellbeing included within all policies and practices
- Raise awareness as to how the whole school community can look after their own wellbeing and that of others

- Help to de-stigmatise mental health
- Support people and provide opportunities that enable everyone to reach their potential
- Strengthen relationships and provide opportunities for different ways of working
- Provide foundations for life-long learning
- Promote and strengthen resilience throughout the whole school community and empower everyone to face life's challenges

Burstow Primary School

Our aim is to create a school of excellence and happiness in the heart of the community

Burstow Primary school is an inclusive school that strives to ensure that all children feel safe and have their voice heard. Our school Core values of **Respect, Curiosity, Love** and **Trust** focus on developing a positive attitude towards themselves and others now and in the future and aim to ensure that they achieve to the best.



Our school Core Values underpin our aim and belief that every child can achieve.

Our school is committed to the emotional health and wellbeing of its staff, children and their families. We wish to work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that prepares our children to understand themselves now and in the future.

This policy is for all staff, children, parents and carers, governors, visitors and partner agencies working within the school. It provides guidelines and procedures as to how our school can best support children and families with their wellbeing.

2. Aims and Objectives of this policy

● To promote and protect the physical, mental, emotional, and social wellbeing of all children and their families ibn our school community.

● To create a safe, inclusive, and nurturing school environment.

● To empower pupils and families through participation, education, and support.

● To support staff in their role in promoting whole school wellbeing.

● To work proactively with partners to provide integrated support.

3. Scope

This policy applies to:

● All children attending Burstow Primary School

● Their families and carers

● All staff, governors, volunteers and visitors working as part of the school community

Please note that this policy should be read in conjunction with the following policies which may be referenced:

- Behaviour for Learning policy
- Health and Safety Policy
- Anti-Bullying Policy
- Safeguarding Policy
- Special Educational Needs Policy
- Attendance Policy
- Supporting Pupils with Medical Conditions (including First Aid)
- Everychild Partnership Trust Staff Wellbeing Policy
- Teaching and Learning Policy

4. Our outline for Wellbeing

4.1 Physical Wellbeing

- **Nutrition and Healthy Eating**: Including promoting healthy food options in school, educating about balanced diets, and providing access to nutritious meals through Chartwells and healthy snacks for EYFS and KS1.
- **Physical Activity**: Encouragement for regular exercise through PE classes, extracurricular activities, and active playtimes.
- **Health Services**: Access to on-site medical care with trained First Aiders, protocols for handling illnesses and injuries, and a clear procedure for specific medical or emergency care. See Supporting Pupils with Medical Conditions (including First Aid)
- **Sleep and Rest**: Encouraging healthy sleep habits as well as sleep hygiene, ensuring that the school schedule allows sufficient rest for students.

See appendix 1 and 2 for specific <u>Approaches in school to promote and teach children about Physical Wellbeing</u>

4.2 Mental and Emotional Wellbeing

- **Mental Health Support**: Provision for counselling services, access to mental health professionals such as ELSA and learning mentor.
- **Stress Management**: Techniques for handling academic pressure, offering mindfulness through Zones of Regulation, and promoting a balanced workload for all.
- **Anti-bullying Measures**: Clear rules and procedures to address bullying, cyberbullying, and harassment, with a focus on creating a safe, supportive school environment – see Anti Bullying and Behaviour For Learning Policies.
- **Promoting Positive Relationships**: Encouraging positive communication, conflict resolution, and cooperation among students and staff through our PSHE curriculum – also see Behaviour for Learning Policy.
- **Social-Emotional Learning (SEL)**: Integration of SEL throughout the curriculum to help children develop self-awareness, empathy, resilience, and emotional regulation.

See appendix 3 for specific - Approaches in school to promote and teach children about Mental and Emotional Wellbeing

4.3 Social Wellbeing

- **Inclusive Environment**: Policies that promote diversity, equality, and inclusivity, ensuring that all students feel valued and respected, regardless of race, gender, disability, etc.
- **Positive Peer Relationships**: Encouragement of group activities and collaborative learning to build strong peer connections through PSHE lessons.
- **Parent and Community Engagement**: Encouraging strong communication and collaboration between parents, teachers, and the local community to support the wellbeing of children including events such as Celebration of Learning, Class assemblies and Family Learning conferences.

See appendix 4 for specific Approaches in school to promote and teach children about Safety and Security

4.4 Safety and Security

- **Child Protection**: Clear child protection policies, including safeguarding protocols for staff and students, reporting mechanisms for suspected abuse, and adherence to legal standards- See Safeguarding Policy.
- **Safe Physical Environment**: Ensuring the school is physically safe (no hazards), with secure entry/exit points and monitoring of school grounds including supervision during the school day – See Health and Safety Policy.
- **Emergency Procedures**: Well-defined emergency plans for situations like fire drills, lockdowns, or natural disasters.

See appendix 5 for specific Approaches in school to promote and teach children about Student Voice and Participation

4.5 Student Voice and Participation

- **Opportunities for Input**: Mechanisms that allow students to express their concerns, ideas, and needs, such as our Burstow Pupil Parliament, School Ambassadors, Worry boxes/ I wish my teacher knew and Class Forum,

- **Empowerment**: Encouraging children to take an active role in decisions that affect their wellbeing, through participation in school activities.

4.6 Academic Wellbeing

- **A Broad and Balanced Curriculum**: A curriculum that promotes overall development, not just academic achievement, including arts, physical education, and life skills – See Teaching and Learning Policy.
- **Assessment and Feedback**: Providing constructive, positive, and regular feedback to students and using assessments to support learning rather than to put undue pressure on students. See Assessment for Learning Policy and Marking and Feedback Policy.

4.7 Staff Training and Development

Everychild Partnership Trust and the Senior Leadership Team of Burstow Primary School prioritise the duty of care they have towards all employees and recognise the importance of supporting and promoting physical, mental, social and financial wellbeing within the workplace.

Every Child Partnership Trust Staff Wellbeing Policy provides a framework within which the Trust and Burstow Primary School will seek to encourage and facilitate working practices to measure and improve Employee wellbeing. Some of the personalised practices of BurstowPrimary School are highlighted further below:

- **Wellbeing Training**: Regular training for teachers and staff to understand a Trauma Informed Approach with all children as well recognising mental health issues, Adverse Childhood Experiences (ACES), Self-Harm, bullying, and other wellbeing-related concerns, so they are equipped to support students effectively.
- **Support for Staff**: Acknowledging the importance of staff wellbeing and providing them with resources for managing stress and maintaining a healthy work-life balance including access to the School Advisory Service (SAS) and flexible working where appropriate. Staff wellbeing team that meet monthly.

4.8 Monitoring and Evaluation

- **Continuous Monitoring**: Establishing a system for regularly reviewing and updating policies based on feedback from students, parents, and staff as well as annual surveys, Trust and school-wide network groups, and wellbeing check-ins.
- **Evaluation Mechanisms**: Using surveys, focus groups, or wellbeing check-ins to assess the effectiveness of wellbeing initiatives and adjust practices as needed.

4.9 Support for Specific Needs

- **Support for Special Educational Needs (SEN)**: Ensuring that students with additional needs have tailored support to thrive socially, emotionally, and academically through reasonable adjustments, Provision Documents, Individual Learning Plans and Educational Health Care Plans. Groups to supporting SEMH at lunchtimes such as Nurture Club.
- **Cultural Sensitivity**: Inclusive approaches reflecting our community's diverse needs.

5. Key Staff

● Headteacher: Phil Tree

● Senior Mental Health Lead/Inclusion Lead: Katrina Turvey

7. Staff Training and Development

- Regular training for teachers and staff on recognising mental health issues, bullying, and other wellbeing-related concerns, so they are equipped to support students effectively.
- Acknowledging the importance of staff wellbeing and providing them with resources for managing stress and maintaining a healthy work-life balance.

8. Monitoring and Evaluation

- **Continuous Monitoring**: Establishing a system for regularly reviewing and updating wellbeing policies based on feedback from students, parents, and staff.
- **Evaluation Mechanisms**: Using surveys, focus groups, or wellbeing check-ins to assess the effectiveness of wellbeing initiatives and adjust practices as needed.

9. Support for Specific Needs

- **Support for Special Educational Needs (SEN)**: Ensuring that students with additional needs have tailored support to thrive socially, emotionally, and academically.
- **Cultural Sensitivity**: Recognizing and addressing the diverse cultural and social backgrounds of students to ensure an inclusive environment.

Appendices – Please see below for our approach to each area identified above:

Appendix 1 - Approaches in school to promote and teach children about Physical Wellbeing

Nutrition and Healthy Eating	Physical Activity:
Eat them to defeat them annual campaign - https://eatthemtodefeatthem.com/ Healthy eating information for parents sent via emails Free hot school meals provided for children in Early Years, Year 1, Year 2 and those eligible for Pupil premium funding Chartwell visits to school to promote healthy eating. Early Years, Year 1 and 2 provided with a Healthy Snack each day from the Government Cool Milk available Allergy awareness taught within school to support members of our community that have	A minimum of 2 hours PE for Years 1-6 Access to climbing frame to promote physical activity Large bike/scooter area to promote riding and scooting to school Access to scooters at lunchtime Bikability for children in Year 6 Healthy eating taught as part of wider curriculum A range of extracurricular clubs to promote physical and mental wellbeing following children's interest (paid and free clubs available)

intolerances and allergies (we are a Nut Free school)	
Health Services	**Sleep and Rest:**
Care plans created for specific medical needs, such as allergies, diabetes and identified cases of Asthma. Additional services may be accessed through Surrey Single Point of Access (C-SPA)	Teaching children through PSHE curriculum about the importance of sleep and rest Referral to School nurse to support with sleep.

Appendix 2 - Approaches in school to promote and teach children about Mental and Emotional Wellbeing

Stress management	**Anti-bullying Measures**
Zones of regulation taught to all children to support in recognising their emotions Nomination of Trusted adults Assemblies to promote understanding of Mental Health and wellbeing, Neurodiversity, Growth Mindset and Zones of Regulation Referrals to Learning Mentor or external counselling/therapy agencies such as Your Space, Young Carers and play therapy.	Assemblies to teach what bullying is and how they can get help including cyber bullying Nomination of Trusted adults See policies available on school Website for further details Behaviour For Learning Policy Anti-Bullying Policy
Promoting positive relationships	**Social-Emotional Learning (SEL)**
Assemblies to explain the role of Trusted adults in school Children's safeguarding posters in all classrooms Welcome information sent to each child about new class teacher Welcome to Year groups meetings for parents (Autumn Term 1)	PSHE programme designed to meet the needs of our school community - Jigsaw Your Space Play therapy – referral for individuals Learning Mentor – referral for individuals

Parent / carer meetings (Autumn and Spring Term) Open door policy – encouraging parents to share concerns at earliest opportunity through meetings or communication with Teacher DOJO set up for communication with parents and school All staff being vigilant and communicating concerns with class teacher or DSL as appropriate School and Family Support (SAFS) team	

Appendix 3 - Approaches in school to promote and teach children about Social Wellbeing

Inclusive Environment:	**Positive Peer Relationships**
Pupil voice into learning environment through Class forums Policies outline the seriousness of discrimination Clearly outlined in Behaviour For learning policy	Roles and responsibilities: • Ambassadors • Pupil Parliament • House Captains Curriculum that develops opportunities to work with peers and I in groups as well as autonomously through Year 6 end of year production performed Residential trips for Year 3 and 6
Parent and Community Engagement	
Weekly Newsletter Class Dojo used for regular class stories and communication Children's safeguarding posters in all classrooms Welcome information sent to each child about new class teacher Welcome to Year groups meetings for parents (Autumn Term 1) Parents evening	

Open door policy – encouraging parents to share concerns at earliest opportunity through meetings or communication with Teacher All staff being vigilant and communicating concerns with class teacher or DSL as appropriate School and Family Support (SAFS) team Half termly Parents forums lead by the Head teacher Parents signposted using communication board on the drive for local initiatives such as the community Fridge and Food bank

Appendix 4 - Approaches in school to promote and teach children about Safety and Security

Child Protection	Safe Physical Environment
Burstow Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and members of our school community to share this commitment. We strive to ensure that consistent effective safeguarding procedures are in place to support families, children and staff at school. Information for safeguarding can be viewed on our school website - Training for all volunteers working in school Assemblies to teach children about how to share concerns and worries Worry boxes checked in classrooms (agreed with children)	On site premises officer each school day Entry and exit to site monitored by CCTV Entry and Exit to site supervised by member of staff at drop off and collection each day Health and Safety policy updated annually Risk assessments created with staff and children for specific identified risks e.g Lunchtime equipment, climbing frame, cooking Playground equipment checked by premises officer
Emergency Procedures	
Emergency plan updated annually and shared with all staff Offsite visit risk assessments competed by staff team – overseen by EVC lead EVOLVE training complete for all teaching staff Emergency folders created and taken on all off site visits (trips/sporting events/residential trips) Fire evacuation practise carried out each term with staff and children Lockdown policy updated annually and staff training	

Appendix 5 - Approaches in school to promote and teach children about Student Voice and Participation

Opportunities for Input and Empowerment	Participation
Class weekly forums – lead by the class teacher Pupil Parliament Year 6 Ambassadors House Captains Annual pupil survey for Key Stage 1 and Key Stage 2 Worry boxes Trusted Adults	Extra-curricular clubs run after school using children's interests Clubs tracker – completed by teachers for clubs and sporting events attended Sporting events including – including football, gymnastics, hockey

6. Academic Wellbeing

- **Balanced Curriculum**: A curriculum that promotes overall development, not just academic achievement, including arts, physical education, and life skills.
- **Assessment and Feedback**: Providing constructive, positive, and regular feedback to students and using assessments to support learning rather than to put undue pressure on students.

Where to get information and support

For support on specific mental health needs

- • Anxiety UK www.anxietyuk.org.uk OCD UK www.ocduk.org
- • Depression Alliance www.depressoinalliance.org
- • Eating Disorders www.b-eat.co.uk and www.inourhands.com
- • National Self-Harm Network www.nshn.co.uk
- • Self-Harm www.selfharm.co.uk
- • Suicidal thoughts Prevention of young suicide UK – PAPYRUS: www.papyrus-uk.org

For general information and support

www.youngminds.org.uk champions young people's mental health and wellbeing
www.mind.org.uk advice and support on mental health problems
www.minded.org.uk (e-learning)
www.time-to-change.org.uk tackles the stigma of mental health

www.rethink.org challenges attitudes towards mental health