



# Spire Junior School

## Wellbeing Policy 2024

<b>Summary</b>	This document details the school's considerations for pupil and staff wellbeing.		
<b>Originator</b>	Annabelle Thompson	<b>Date:</b>	29/11/2024
<b>Responsible Governor</b>	Marie Fidler	<b>Responsible Committee</b>	Resources

<b>Review Date:</b>	September 2026	<b>Implementation Date:</b>	January 2025
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Document History			
Date		Change	

Key Contact Personnel

Nominated Member of Leadership Staff Responsible for the policy:

Charlotte Vernon (Headteacher)

Designated Safeguarding Lead (s):

Charlotte Vernon (Headteacher)

Gail Hancock (Pastoral manager)

Joanne Boulton (Family Support Worker)

Leah Sharman (SENDCo)

Annabelle Thompson (Designated Teacher for Looked After Children)

Named Governor with lead responsibility: Marie Fidler

## Pupil well-being

### Aims

At Spire Junior School, we are committed to supporting the mental health and wellbeing of pupils, parents, carers, staff and other stakeholders.

This policy focuses on pupils' mental health and wellbeing. It aims to:

- Set out our school's approach to promoting positive mental health and wellbeing for all pupils across our school
- Provide guidance to staff on their role in supporting pupils' mental health and wellbeing, including how they can foster and maintain an inclusive culture in which pupils feel able to talk about and reflect on their experiences of mental health
- Support staff to identify and respond to early warning signs of mental health issues
- Inform pupils and their parents/carers about the support they can expect from our school in respect of pupils' mental health and wellbeing, and provide them with access to resources

This policy was written in consultation with the Senior Leadership Team.

It should be read alongside:

- SEND policy
- Behaviour policy
- Anti-bullying policy
- Child protection and safeguarding policy

### Legislation and guidance

This policy was written with regard to:

- The Equality Act 2010
- The Data Protection Act 2018
- Articles 3 and 23 of the UN Convention on the Rights of the Child

### Roles and responsibilities

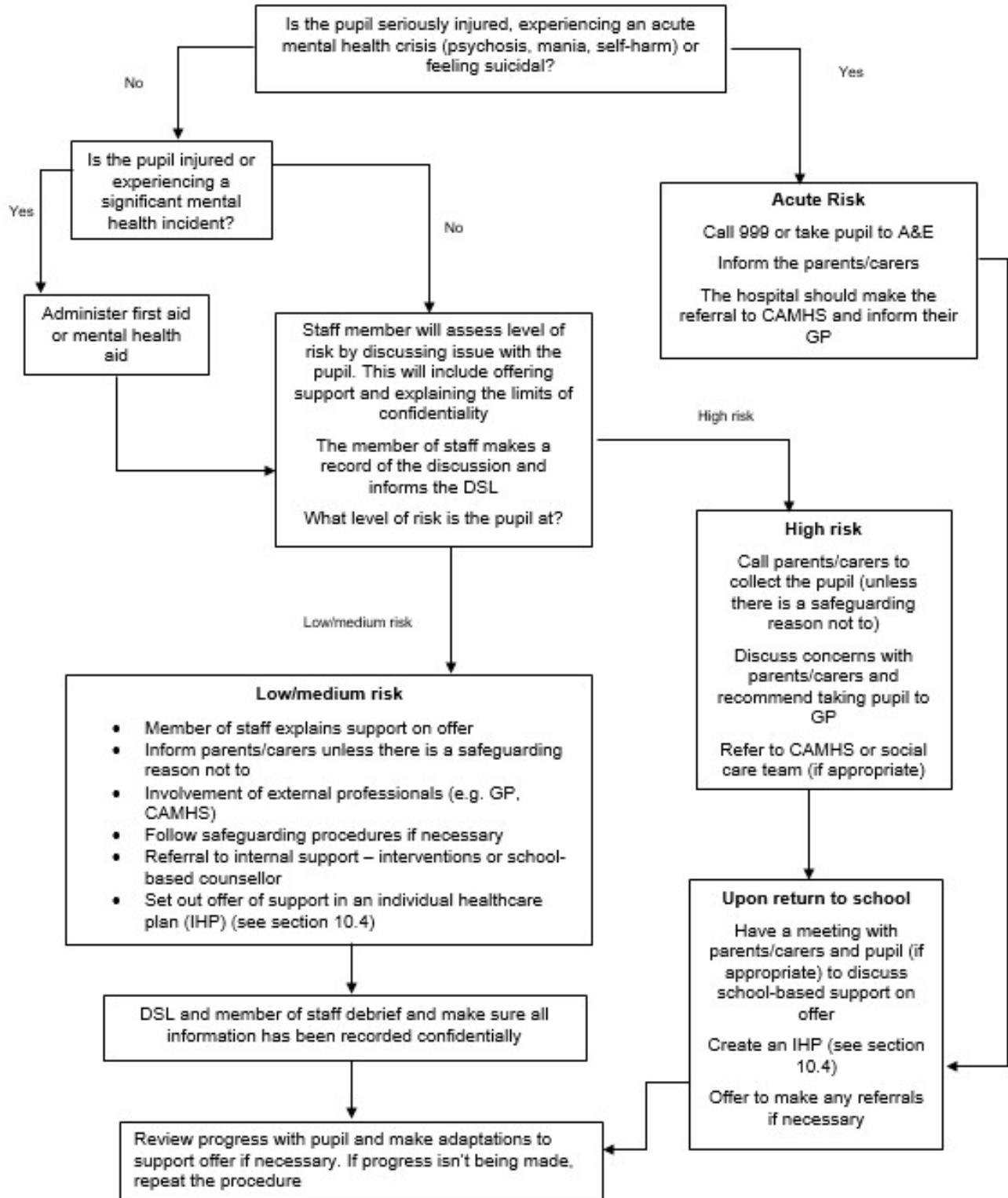
All staff are responsible for promoting positive mental health and wellbeing across our school and for understanding risk factors. If any members of staff are concerned about a pupil's mental health or wellbeing, they should inform the designated safeguarding lead (DSL- Charlotte Vernon).

Certain members of staff have extra duties to lead on mental health and wellbeing in school. These members of staff include:

- Headteacher- Charlotte Vernon
- Designated safeguarding lead (DSL)- Charlotte Vernon

- Special educational needs co-ordinator (SENCO)- Leah Sharman
- Mental health lead- Lauren Topham
- Designated child protection officer- Charlotte Vernon
- Attendance lead- Sharon Bennett

Procedure to follow in a case of acute mental health crisis



### Warning signs

All staff will be on the lookout for signs that a pupil's mental health is deteriorating. Some warning signs include:

- Changes in:
  - Mood or energy level
  - Eating or sleeping patterns
  - Attitude in lessons or academic attainment
  - Level of personal hygiene
- Social isolation
- Poor attendance or punctuality
- Expressing feelings of hopelessness, anxiety, worthlessness or feeling like a failure
- Abuse of drugs or alcohol
- Rapid weight loss or gain
- Secretive behaviour
- Covering parts of the body that they wouldn't have previously
- Refusing to participate in P.E. or being secretive when changing clothes
- Physical pain or nausea with no obvious cause
- Physical injuries that appear to be self-inflicted
- Talking or joking about self-harm or suicide

### Managing disclosures

If a pupil makes a disclosure about themselves or a peer to a member of staff, staff should remain calm, non-judgmental and reassuring.

Staff will focus on the pupil's emotional and physical safety, rather than trying to find out why they are feeling that way or offering advice.

Staff will always follow our school's safeguarding policy and pass on all concerns to the DSLs in school (Charlotte Vernon, Gail Hancock, Joanne Boulton, Leah Sharman and Annabelle Thompson). All disclosures are recorded and stored in the pupil's confidential child protection file using the CPOMS website.

When making a record of a disclosure, staff will include:

- The full name of the member of staff who is making the record
- The full name of the pupil(s) involved
- The date, time and location of the disclosure
- The context in which the disclosure was made
- Any questions asked or support offered by the member of staff

## Confidentiality

Staff will not promise a pupil that they will keep a disclosure secret – instead they will be upfront about the limits of confidentiality.

A disclosure cannot be kept secret because:

- Being the sole person responsible for a pupil's mental health could have a negative impact on the member of staff's own mental health and wellbeing
- The support put in place for the pupil will be dependent on the member of staff being at school
- Other staff members can share ideas on how to best support the pupil in question

Staff should always share disclosures with at least 1 appropriate colleague. This will usually be one of the school's DSLs. If information needs to be shared with other members of staff or external professionals, it will be done on a need-to-know basis.

Before sharing information disclosed by a pupil with a third party, the member of staff will discuss it with the pupil and explain:

- Who they will share the information with
- What information they will share
- Why they need to share that information

Staff will attempt to receive consent from the pupil to share their information, but the safety of the pupil comes first.

Parents/carers will be informed unless there is a child protection concern. In this case the child protection and safeguarding policies will be followed.

## Process for managing confidentiality around disclosures

1. Pupil makes a disclosure
2. Member of staff offers support
3. Member of staff explains the issues around confidentiality and rationale for sharing a disclosure with a DSL.
4. Member of staff will attempt to get the pupil's consent to share – if no consent is given, explain to the pupil who the information will be shared with and why.
5. Member of staff will record the disclosure and share the information with the chosen elected member of staff.
6. The DSL will inform the parent/carer (if appropriate).
7. Any other relevant members of staff or external professionals will be informed on a need-to-know basis.

## Supporting pupils

### Baseline support for all pupils

As part of our school's commitment to promoting positive mental health and wellbeing for all pupils, our school offers support to all pupils by:

- Raising awareness of mental health during assemblies, PSHE, themed days such as 'Hello Yellow Day' and mental health awareness week.
- Signposting all pupils to sources of online support on our school website.
- Having open discussions about mental health during lessons including PSHE.
- Providing pupils with avenues to provide feedback on any elements of our school that is negatively impacting their mental health.
- Appointing a senior mental health lead (Lauren Topham) with a strategic oversight of our whole school approach to mental health and wellbeing .
- Offering pastoral support (Gail, Mrs Boulton and Mrs Harrison).
- Making classrooms a safe space to discuss mental health and wellbeing.

### Assessing what further support is needed

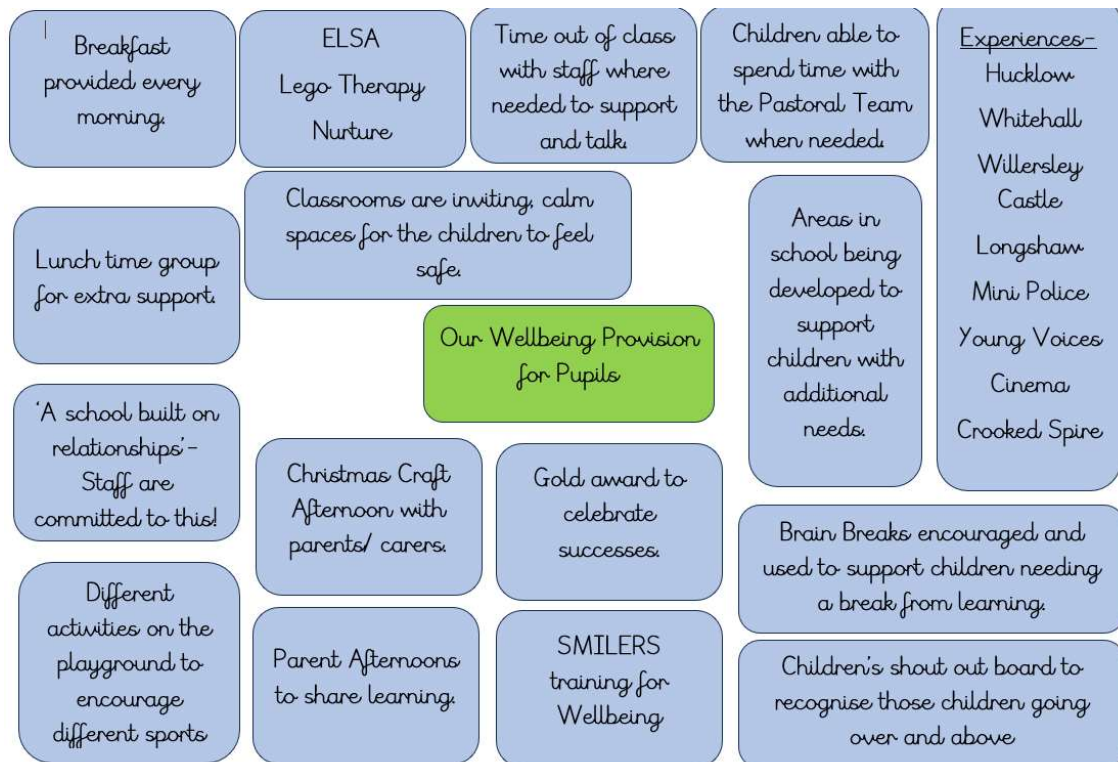
If a pupil is identified as having a mental health need, Mrs Harrison (Pastoral TA) and Joanne Boulton (Family Support Worker) will take a graduated and case-by-case approach to assessing the support our school can provide including, but not limited to: Anger Gremlins, Anxiety Gremlins, ELSA, Drawing and Talking, Nurture, Lego Therapy, Forest Schools and Welly Wednesday.

Our school will offer support in cycles of:

- Assessing what the pupil's mental health needs are
- Creating a plan to provide support
- Taking the actions set out in the plan
- Reviewing the effectiveness of the support offered

### Internal mental health interventions

Where appropriate, a pupil will be offered support that is tailored to their needs as part of the graduated approach detailed above. The support offered at our school includes: Anger Gremlins, Anxiety Gremlins, ELSA, Drawing and Talking, Nurture, Lego Therapy, Forest Schools and Welly Wednesday. Where needed, part-time timetables may be implemented to support children's social, emotional and mental health needs.



### Individual healthcare plans (IHPs)

A pupil will be offered an individual healthcare plan (IHP) if they need support in school with their social, emotional, mental health and medical needs.

IHPs are written in collaboration with the pupil (if appropriate), their parent/carer, and any other relevant professionals.

The pupil's IHP will contain the following details:

- The mental health issue (and its triggers, signs, symptoms and treatments)
- The pupil's needs resulting from the condition
- Specific support for the pupil's educational, social and emotional needs
- The level of support needed
- Who will provide the support
- Who in our school needs to be aware of the child's condition
- What to do in an emergency

### Making external referrals

If a pupil's needs cannot be met by the internal offer our school provides, our school will make, or encourage parents/carers to make, a referral for external support.

A pupil could be referred to:

- Their GP or a paediatrician
- CAMHS
- Mental health charities (e.g. [Samaritans](#), [Mind](#), [Young Minds](#), [Kooth](#))
- Local counselling services

### Supporting and collaborating with parents/carers

We will work with parents/carers to support pupils' mental health by:

- Asking parents/carers to inform us of any mental health needs their child is experiencing, so we can offer the right support
- Informing parents/carers of mental health concerns that we have about their child
- Engaging with parents/carers to understand their mental health and wellbeing issues, as well as that of their child, and support them accordingly to make sure there is holistic support for them and their child
- Highlighting sources of information and support about mental health and wellbeing on our school website, including the mental health and wellbeing policy
- Liaising with parents/carers to discuss strategies that can help promote positive mental health in their child
- Providing guidance to parents/carers on navigating and accessing relevant local mental health services or other sources of support (e.g. parent/carer forums)
- Keeping parents/carers informed about the mental health topics their child is learning about in PSHE, and share ideas for extending and exploring this learning at home

When informing parents/carers about any mental health concerns we have about their child, we will endeavour to do this face-to-face.

These meetings can be difficult, so our school will ensure that parents/carers are given time to reflect on what has been discussed, and that lines of communication are kept open at the end of the meeting.

A record of what was discussed, and action plans agreed upon in the meeting will be recorded and added to the pupil's confidential record.

If appropriate, an individual healthcare plan (IHP) will be created in collaboration with parents/carers.

### Supporting peers

Watching a friend experience poor mental health can be very challenging for pupils. Pupils may also be at risk of learning and developing unhealthy coping mechanisms from each other.

We will offer support to all pupils impacted by mental health directly and indirectly. We will review the support offered on a case-by-case basis. Support might include:

- Strategies they can use to support their friends
- Things they should avoid doing/saying
- Warning signs to look out for
- Signposting to sources of external support

### Signposting

Sources of support are displayed around our school and linked to on our school website, so pupils and parents/carers are aware of how they can get help.

Members of staff including the Headteacher, SENDCO and pastoral staff, will be available to provide further information to pupils and parents/carers if they want to learn more about what support is available.

### Whole school approach to promoting mental health awareness

#### Mental health is taught in PSHE

Alongside teaching of PSHE following the Derbyshire PSHE Matters scheme, we promote children to have a positive mental health by discussing any concerns they have with trusted adults in school and their peers. In addition to this, our Year 5 children access Mini Police weekly, which supports them with how to make informed choices, understand how to keep themselves and others safe and where to go for further support within the community.

Pupils are taught to:

- Develop healthy coping strategies
- Challenge misconceptions around mental health
- Understand their own emotional state
- Keep themselves safe

### Creating a positive atmosphere around mental health

Staff will create an open culture around mental health by:

- Discussing mental health with pupils in order to break down stigma
- Encouraging pupils to disclose when their mental health is deteriorating

### Staff well-being

Our wellbeing is of the utmost importance. It's important for us; it's important for our friends and families, and it's important for the children of Spire. If we are at our best, we can provide the best possible care and support for them.

We all have a responsibility to look after ourselves and each other. Our jobs are mentally and physically demanding. We carry a great responsibility. Whilst this is hugely rewarding it can also be stressful.

Our wellbeing has always been a priority at Spire. Ultimately, the day-to-day ethos and approach at the school will impact more significantly than one-off events. That is why we have focused so relentlessly on identifying unnecessary burdens and reducing or removing them.

We make it a priority to listen to everyone's ideas and opinions and have regular opportunities to gather these both formally and informally. As a result, SLT review tasks weekly and where possible, give deadlines far in advance, which reduces workload and improves wellbeing.

This approach of weeding out extraneous tasks is combined with a positive mindset. We are all autonomous and carry out roles in the way we see fit. We work together to identify what is going well and areas where we can improve further.

### Day-to-day ethos

- Culture: Everyone is welcoming and supportive to one another. The positive atmosphere is something that everyone always comments on when visiting the school. We all look for solutions and support each other – 'we're all in this together'. This is the most important part of supporting and improving our wellbeing.
- Time: We are keenly aware that time is always a challenge. We work to remove unnecessary tasks and give everyone the time they need to focus on what makes the greatest difference for our children and families.
- Organisation: We plan ahead. We try to ensure that information is sent out well in advance so people are well-informed and well-prepared – helping to reduce stress. We try to stagger key events so that there is not too much on at any one time. Updates are given from SLT meetings so that staff are aware of changes and information discussed.

- **Change:** We are always looking at ways we can improve but that needs to be done in a proportionate and supportive manner so that everyone has time to take on board new initiatives and embed them before moving on. It's also about knowing when to push forward and when to stop with an idea. Keep, Tweak, ditch looks at our initiatives and our practice and helps us decide whether we continue with them, tweak them or get rid of them.
- **Autonomy:** We operate a high trust culture, where everyone is empowered to do their job. We support each other and are always challenging each other to be our best.



### Specific Approaches

- Planning: Short term planning done in a way that best suits the individual. No prescriptive weekly planning formats.
- CPD: A 1-hour session every week so staff have designated time to work with each other once a week. This is on a Wednesday when all staff are in school.
  - Marking: The school has adopted a 'verbal feedback' policy which ensures feedback is given at the point of learning, which ensures the maximum time on formative assessment.

### 5 Steps to Wellbeing

The NHS identify 5 steps to wellbeing. We have put in place initiatives to empower staff in each area.

#### Connect with other people.

- Team building events: Staff led – opportunity to socialise following 'Alphabet Dating'.
- Staff lunch share ('fuddle') – Shared lunch at the end of every term.
- Year group meetings once a week during assembly time.
- Staff room – Welcoming space to eat and meet.
- Mugging once a week – 2 staff members given a mug full of treats every week. Be physically active

#### Be physically active

- Staff supported by colleagues when completing physical activities to raise awareness for different charities such as Alzheimer's UK.
- Staff signed up to participate in the Sparkle Walk to support Ashgate Hospice

#### Learn new skills

- Personal study time
- Professional development focussed on developing skills and knowledge, not on targets.
- Regular CPD for all staff
- Performance Development approach (Vs Performance Management)
- Know a clear process to follow if they identify a pupil in need of help

### Give to others

- Annual Secret Santa
- School funds annual flu jabs for staff
- Golden ticket each year for staff (well-being day)
- Free School Meals for staff when eating with the children
- Residential payback- Time given back to staff for dedicating their time to residential. ½ a day payback for 2 day residential, 1 full day for 4 day residential.

### Pay attention to the present moment

- Wellbeing Wednesday's – staff and pupil raffle
- Weekly 'Gold Award' for Staff

### Specific Support

- Some people will need additional specialist support. As a school we offer: - ELSA (Emotional Literacy Support Assistant): We have trained staff who can provide support
- Supervision: Mentors for all new staff and support for any staff dealing with particular challenging circumstances.