



## **King's School & Nursery**

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## **King's School Plymouth**

### Wellbeing and Pastoral Policy

2018-2021

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## **Statement of intent**

King's School and Nursery wants to ensure that all staff and pupils are supported and encouraged to develop academically, personally and professionally. We recognise that wellbeing is important to pupil achievement, morale of the school and the school's performance.

King's School and Nursery is committed to making sure that this Wellbeing Policy is implemented so that everyone is equipped to cope successfully with the demands in their lives, whatever the cause of stress.

The purpose of this policy is to support our school's ethos and promote health and wellbeing by making sure that everyone is treated fairly and consistently.

Signed:

Head Teacher:

Date:

ADE:

Date:

Date of Review

## Policy Statement

*Mental health is a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community. (World Health Organization)*

## Aim

To ensure that the children, staff, parents and wider community King's School acquire and develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. In addition, children develop a strong sense of responsibility, self-discipline, care and tolerance for the view of other people.

## The Policy Aims to:

- Promote positive mental health in all staff and students
- Increase understanding and awareness of common mental health issues
- Alert staff to early warning signs of mental ill health
- Provide support to those who are vulnerable or suffering from mental health issues.
- Ensure children develop the highest standard of discipline and behaviour in a supportive environment where standards are consistent across the school.

## Lead Members of Staff

Whilst all staff have a responsibility to promote the mental health of students, staff with a specific, relevant remit include:

- Designated child protection / safeguarding officer: Emma Robinson/ Tracy Philips/ Jane Lee / Karen Williams (N) / Jodie Fellow (N)
- Mental health lead - Emma Robinson
- Lead first aider - Jo Atack and Kirsty Chaffe (N)
- Pastoral lead/PSHE Lead - Emma Robinson -
- PE/EVC – Claire Seymour

## Aims for STAFF

- To develop a healthy, motivated workforce who are able to deliver a high-standard of education to all pupils.
- To help ensure that our school promotes the health and wellbeing of all staff members, recognising the impact work can have on employees' stress levels, mental and physical health.
- To recognise that excessive hours of work can be detrimental to staff health and effectiveness.
- To communicate the importance of a work-life balance to all staff, and to ensure that all policy updates are communicated regularly.
- To respond sensitively to external pressures which affect the lives of staff members.
- To provide staff with training to deal positively with stressful incidents, and provide them with a sense of confidence to deal with emergencies via training.
- To improve staff development, co-operation and teamwork by creating effective leaders.
- To make all staff members aware of the channels which can be used to manage and deal with stress or work related health and wellbeing issues.
- To share the responsibility for promoting discipline in the school in a positive and sensitive way where the ethos of forgiveness and moving on is encouraged.

## Aims for PUPILS

- To develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.
- Make informed decisions to improve their own emotional, social and physical wellbeing
- To experience challenge & enjoyment in the school environment
- To experience positive aspects of healthy living and activity for themselves
- To establish a pattern of health and wellbeing which will be sustained into adult life
- To ensure they keep themselves, and others safe by following the 'Golden Rules'.

## Teaching and Learning

King's School has a PSHE policy outlining key objectives linked to Health and Wellbeing which staff cover throughout the year. These aspects include:

- Health and Wellbeing including mental, emotional, social and physical aspects
- Relationships
- Living in the wider world

We will follow the [PSHE Association Guidance](#)<sup>1</sup> to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner which helps rather than harms.

## Teaching about Mental Health

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

The specific content of lessons will be determined by the specific needs of the children we're teaching but there will always be an emphasis on enabling students to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others.

## Supporting the Welfare

The school is committed to encouraging all staff to lead healthy working lives. A staff room is available where staff can relax and use the facilities provided (free tea and coffee, microwave, fridge and water dispenser).

Staff will be involved in drawing up development plans and in most decisions affecting their professional practice.

Staff meetings will be held weekly (biscuits are always provided) where individuals can air their views and feel supported.

A number of social events will be held throughout the year where staff can relax in a social setting.

## Procedures to promote staff wellbeing

- All meetings have biscuits/treats and are purposeful and no longer than necessary.
  - Continuing professional development for all staff.
  - Regular social events including End of Year celebration.
  - Performance management 'Let's Talk' initiative
  - All staff encouraged to contribute to the School Development Plan.
  - Regular review of marking policy to ensure no unnecessary workload.
  - Planners.
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- Noticeboard in staffroom for all to see and add to/edit on daily basis
- All staff invited to INSET days.
- Recognition on staff birthdays/special occasions if they wish for this (they must give consent for date to be shared).
- Buddy system.

## Procedures supporting wellbeing of Pupils

- Me and You books
- Wide range of clubs run (to suit needs of children) they get to choose their club choices
- Classroom ethos and relationships with staff
- Worry Monsters
- Assemblies
- Circle time
- Observations of children
- Yoga Club
- Well Being Champions club
- Meditation
- Peer Buddies
- Mindful colouring
- Mindful activities
- Health and Wellbeing week start of term
- Walk to school
- Wake and Shake every morning
- Pupil Voice in School Council and through surveys

## Signposting

We will ensure that staff, students and parents are aware of sources of support within school and in the local community. These include:

- Wellbeing noticeboard in assembly hall
- Weekly news bulletins sharing key websites recommended by experts
- Leaflets shared by MH experts
- Information seminars for staff, pupils and parents led by an expert in mental health

Staff have the choice to take part in a Buddy system where they are paired anonymously with another member of staff where small treats can be purchased each half of term and gifted to increase staff morale.

## Warning Signs

School staff may become aware of warning signs which indicate a student is experiencing mental health or emotional wellbeing issues. These warning signs should **always** be taken seriously and staff observing any of these warning signs should communicate their concerns with **Emma Robinson**, our mental health and emotional wellbeing lead.

Possible warning signs include:

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating or sleeping habits
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing – e.g. long sleeves in warm weather
- Secretive behaviour
- Skipping PE or getting changed secretly
- Lateness to or absence from school
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

### Managing disclosures

A pupil may choose to disclose concerns about themselves or a friend to any member of staff so all staff need to know how to respond appropriately to a disclosure.

If a pupil chooses to disclose concerns about their own mental health or that of a friend/well-being champion to a member of staff, the member of staff's response should always be calm, supportive and non-judgemental.

Staff should listen rather than advise and our first thoughts should be of the student's emotional and physical safety rather than of exploring 'Why?'.

All disclosures should be recorded in writing and held on the pupil's confidential file.

This written record should include:

- Date
- The name of the member of staff to whom the disclosure was made
- Main points from the conversation
- Agreed next steps

This information should be shared with the **mental health lead, Emma Robinson** who will store the record appropriately and offer support and advice about next steps.

### Confidentiality

We should be honest with regard to the issue of confidentiality. If it is necessary for us to pass our concerns about a pupil on, then we should discuss with the pupil:

- Who we are going to talk to
- What we are going to tell them
- Why we need to tell them

This is to ensure their own safety.

Parents must always be informed by the pastoral lead. If a child gives us reason to believe that there may be underlying child protection issues, parents should not be informed, but the child protection office must be informed immediately.

This policy links with

- Safeguarding policy
- Pastoral care policy
- Behaviour policy

## Resources

-Books for staff kept in Head teacher's office

-Well-being bags addressing different topics to support pupils/parents/staff in and outside of school

Useful website for supporting mental health and wellbeing

[www.cwmt.org.uk](http://www.cwmt.org.uk)

[www.mind.org.uk](http://www.mind.org.uk)

<https://www.pshe-association.org.uk/>

[www.educationsupportpartnership.org.uk](http://www.educationsupportpartnership.org.uk) - for staff

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

[www.annafreud.org](http://www.annafreud.org)

[www.time-to-change.org.uk](http://www.time-to-change.org.uk)

<http://lettoysbetoys.org.uk/>

<https://www.docready.org/>

<https://www.getselfhelp.co.uk/>

[www.girlguiding.org.uk](http://www.girlguiding.org.uk)

<https://www.dove.com/uk/dove-self-esteem-project.html>

<http://www.sdqinfo.com/>

[www.childrenssociety.org.uk](http://www.childrenssociety.org.uk)

[www.headstogether.org.uk](http://www.headstogether.org.uk)

[www.mentallyhealthyschools.org.uk](http://www.mentallyhealthyschools.org.uk)

<https://www.gov.uk/government/publications/supporting-mental-health-in-schools-and-colleges>

[www.place2be.org.uk](http://www.place2be.org.uk)

[www.mentalhealth.org.uk](http://www.mentalhealth.org.uk)