

# Wellbeing Policy



## Thorn Grove Primary School

Approved by Governing Body on:	27 September 2023
<i>L. Vose</i> Headteacher	<i>T. Buckley</i> Chair of Governors
Next review due by:	September 2024

# Contents

Vision	1
Aims and Objectives	1
Planning Procedure	1
Skill and knowledge development	2
Impact	2
Measuring Impact	2
Assessment, Recording and Reporting	2
Resources	2
Computing	3
Inclusion	3
Safeguarding	3
Review and Evaluation	3

***‘If a school wants to improve the academic performance of its pupils, it should, first and foremost focus on their happiness and wellbeing.’***

Adrian Bethune,

Introduction: ‘Wellbeing in the Primary Classroom’ by Adrian Bethune; September 2018

## Vision

All members of the Thorn Grove community to be educated in and have an understanding of ways to gain and maintain positive mental health.

To support our community to build resilience to manage their mental well being when challenges arise.

*'It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood.'*

Promoting children and young people's mental health and wellbeing A whole school or college approach; PHE with DfE (updated September 2021)

Through the study of wellbeing and the creation of a positive ethos and environment that promotes emotional literacy, respect and teamwork. ?

Wellbeing is delivered in accordance with the principles stated in 'Promoting children and young people's mental health and wellbeing' A whole school or college approach as well as our Teaching, Learning and Marking policies. It is supported by our Behaviour and Discipline Policy. We adopt an approach using the research and pedagogy of Adrian Bethune from *Wellbeing in the Primary Classroom* (published September 2018)

## Aims and Objectives

All members of our school community will:

- acknowledge the importance of wellbeing
- develop and use strategies to help maintain their own wellbeing and that of others
- have access to resources to self regulate when their wellbeing is moving towards amber and red on the wellbeing continuum

### Mental Wellbeing Continuum



## Planning Procedure

- Planning is the responsibility of the class teacher supported by the phase leader and subject leader
- Staff to follow the LTO for teaching the strategies outlined in '*Wellbeing in the Primary Classroom*' by Adrian Bethune (published September 2018)
- Annual transition day activities planned to build new 'tribes/teams' and their values
- Continued reference to class values across the curriculum
- Consistent use of terminology within whole class approach

## Skill and knowledge development

All classes explicitly develop:

- a tribe name (collective decision)
- tribe values (consistently referred to and displayed in class)
- positive starts and ends to each day
- an understanding of the concept of Happy Hormones (serotonin, oxytocin, endorphins, dopamine) and how we use them to reset our wellbeing
- knowledge of the stretch zone and how it challenges and develops learning
- a comprehension of the zones of regulation (ZOR) and coping strategies to support mental health
- how to use flows and strengths to support positive outcomes
- 'kindness is key' as a tool to promote a 'pay it forward' culture

## Impact

- Children will have strategies to self regulate their emotions
- Children and staff will use a common vocabulary when discussing well being

## Measuring Impact

- Termly resilience survey (adapted from Anna Freud Research) completed across school (EYFS/KS1 completed in groups; KS2 completed individually) to track progress and development of skills
- Pulse dashboard monitored to review staff wellbeing (SMHL/Headteacher to review half termly)
- Staff Voice Survey and discussions relating to concerns raised and how these were explored

## Assessment, Recording and Reporting

- EYFS/KS1 class wellbeing journals to record their thoughts and feelings
- KS2 individual wellbeing journals to record their thoughts and feelings
- Data from surveys reviewed and used to inform adaptations to the whole school approach
- School staff have access to 'Pulse', a tool used to record and inform line managers regarding their wellbeing linked to workload, school related experiences and homelife.

## Resources

- Staff access to '*Wellbeing in the Primary Classroom*' by Adrian Bethune (published September 2018)
- Resilience Survey from the Anna Freud Centre
- Age appropriate clips that support the teaching of the whole school approach
- 'Stockport Wellbeing Offer' to staff and families shared/signposted when and where appropriate

## Computing

- The teaching and learning of wellbeing is supported by computing. Pupils will be provided with opportunities to develop and apply their computing skills when it is the most efficient and effective way of meeting lesson objectives.
- Children will use the Internet and apps for information gathering.
- Children will use computing hardware and software to respond to surveys for assessment purposes of the impact of the whole school approach.

## **Inclusion**

In recognition of our school's adherence to the principles of equal opportunities we focus on enabling all pupils to be successful in music and will endeavour to constantly explore ways to support the following groups: SEND; disadvantaged; EAL pupils; more able; ethnically diverse; and gender. Year group planning, resources and delivery of the curriculum will reflect this based on the current cohort of children being taught.

## **Safeguarding**

At all times children are supervised when using devices to access information online and all teachers are expected to research all online content used thoroughly prior to use with pupils. The acceptable use policy has been shared with the whole school community and details guidelines for this.

Any concerns regarding safeguarding will be immediately passed to the designated safeguarding leads in school (Miss L Vose, Miss C Brierley and Mrs A Arnold) and staff are expected to act in accordance with the regulations set out in the safeguarding policy

In addition to this, children will be taught appropriate age related vocabulary to discuss theirs and others wellbeing. Risk assessments will be carried out, in line with the Health and Safety policy, in instances where activities may have the potential to present a risk to health and safety.

## **Review and Evaluation**

This policy will be reviewed annually by the Subject Leader, and where significant issues arise, discussed by the whole staff. Monitoring by the Subject Leader is on-going and may be presented as; lesson 'drop-ins', observations, learning walks, sampling and scrutiny of planning and work.