

# ALDER COPPICE PRIMARY SCHOOL

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*Achievement through Commitment*

## Well-being Policy

Policy for the Attention of			
<i><b>Audience</b></i>	<i><b>Key Audience</b></i>	<i><b>Optional Audience</b></i>	<i><b>Additional/Notes</b></i>
Senior Leadership Team	✓		
Teachers	✓		
Teaching Assistants	✓		
Administrative Staff	✓		
Curriculum Support	✓		
Lunchtime Supervisors	✓		
Site Manager	✓		
Cleaners	✓		
Governors	✓		
Parents	✓		
Website	✓		
Local Authority		✓	

## **Introduction**

At Alder Coppice Primary School, we are committed to supporting the mental health and emotional wellbeing of our pupils, staff and families. We know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the view that positive mental health is everybody's business and that we all have a role to play.

## **Wellbeing**

Wellbeing is about our thoughts, feelings, emotions and ability to react to life. A good sense of wellbeing is feeling okay and able to cope, even when life or situations are challenging. Sometimes things are out of our control which may affect our wellbeing (such as illness, a stressful family situation or crisis).

When our wellbeing is affected and we don't feel able to cope, this can lead to mental health concerns: sadness, depression and unhelpful thoughts that can stop us from enjoying and coping with daily life.

Mental health illness is often invisible and like any person suffering from any illness whether it affects our mental or physical health deserves our support, help and understanding.

## **We believe that it is important to:**

- ✓ Create an ethos and conditions which support positive behaviours and successful relationships.
- ✓ Ensure that the School's values are seen in our day-to-day lives in how everyone treats each other.
- ✓ Cultivate a sense of belonging, irrespective of specific characteristics e.g. gender or race.
- ✓ Provide an emotionally secure and safe environment.
- ✓ Promote resilience by helping pupils to become less reliant on support from adults
- ✓ Build resilience by helping pupils move from an over reliance of support from outside (I have) to their own internal skills (I can), while building their own personal attitudes and feelings (I am)
- ✓ Provide specific help for those pupils at risk of, or already, showing behaviours associated with social, emotional and mental health difficulties.

To support these aims we:

- ❖ Ask all children, annually, to complete a Trusted Adults Hand of staff they would feel comfortable talking to if they have a concern.
- ❖ Help children to understand their emotions and feelings better.
- ❖ Help children feel comfortable sharing any concerns or worries.
- ❖ Help children socially to form and maintain positive relationships.
- ❖ Promote self-esteem and ensure that children know they are cared for.
- ❖ Help children develop emotional resilience and to manage setbacks.
- ❖ Where appropriate, support parents and carers in developing their parenting skills through providing information, advice and sign-posting to external agencies.
- ❖ Where appropriate provide ELSA sessions to target specific concerns.
- ❖ Support children through the Relax Kids sessions that we can provide in school.

## **Support Offered**

We offer 3 types of support:

### **Universal Support**

This is aimed at meeting the needs of all of our pupils through an overall ethos and taught curriculum (e.g. PSHE), our wider curriculum opportunities and in developing coping strategies and resilience.

### **Short-term Additional Support**

For those who may have short-term needs and those who may have been made vulnerable by life experiences, such as a family trauma or bereavement.

### **Longer-term Targeted/Personalised Support**

For pupils who need more long-term differentiated support and resources or specific targeted interventions such as nurture groups or pastoral support.

## **Leadership**

Our Well-being Lead is Miss S Regan.

Part of her role is to oversee the whole-school approach to mental health, including how this is reflected in policies, the curriculum and pastoral support. This includes pupils, parents, families and staff.

Overseeing the Team Around the Child (TAC) process to co-ordinate our provision for specific children and families.

## **Identifying signs of possible Social, Emotional and Mental Health difficulties**

The School is committed to identifying pupils with SEMH difficulties at the earliest stage possible. The signs of SEMH difficulties may include, but are not limited to, the following list:

- Anxiety
- Low mood
- Being withdrawn
- Avoiding risks
- Unable to make choices
- Low self-worth
- Isolating themselves
- Refusing to accept praise
- Failure to engage
- Poor personal presentation
- Lethargy/apathy
- Daydreaming
- Unable to make and maintain friendships
- Speech anxiety/reluctance to speak
- Task avoidance
- Challenging behaviour
- Restlessness/over-activity
- Non-compliance
- Mood swings
- Impulsivity
- Physical aggression

- Verbal aggression
- Perceived injustices
- Disproportionate reactions to situations
- Difficulties with change/transitions
- Absconding
- Eating issues
- Lack of empathy
- Lack of personal boundaries
- Poor awareness of personal space

**Safeguarding**

If a staff member has a concern about a pupil that is also a safeguarding concern, they will refer it immediately to the Designated Safeguarding Lead.