Moorlands Primary School
High Expectations, High Achievements, Challenge and Enjoyment for All

Pupil Well-being Policy

Name of Policy Writer/Amendments	Date Written/Amended	Next Review Date	Approved by Governors
Hannah Woodhouse	March 2018	March 2019	
Hannah Woodhouse	April 2020	April 2021	
Hannah Woodhouse	April 2021	April 2022	May 2021
Hannah Woodhouse	Amending March 2022	April 2023	
Hannah Woodhouse	May 2023	May 2025	May 2023

This policy is to provide a framework of procedures and responsibilities to support the health and wellbeing of all pupils.

Intent

At Moorlands Primary School we take pride in our commitment to ensure our pupils have the potential to thrive in all areas of life. Our intent is to embed 'Well-being' throughout school, ensuring all pupils develop a secure understanding of Mental Health, promoting care and concern for their own and others well-being. All pupils will have access to appropriate support and will be treated with respect and dignity. This will lead to happy, thriving and resilient children who can develop self-care strategies or ask for help when issues or challenges arise. We believe developing these skills at an early age will impact positively on children and their future well-being as well as helping them thrive in school. We believe that mental health is a state of 'well-being' in which an individual realises his or her own abilities, can cope with the normal stresses of live, can work productively and is able to make a contribution to their community.

Learning through health and wellbeing enables children to:
• Make informed decisions in order to improve their emotional, social and physical wellbeing
• Experience challenge & enjoyment
• Experience positive aspects of healthy living and activity for themselves
-Apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
• Establish a pattern of health and wellbeing which will be sustained into adult life and which will help promote the Health and Wellbeing of the next generation of children.

Our intent also supports recent research:
Statistics in the UK are increasing with more young people experience Mental Health issues, with mental health being identified as the second most common Special Need (Leeds Carnegie 2017).
Young Minds (January 2018) states the following:
Mental health is a big issue for young people…

- 1 in 10 children have a diagnosable mental health disorder – that's roughly 3 children in every classroom

- Half of all mental health problems manifest by the age of 14, with 75% by age 24

- Almost 1 in 4 children and young people show some evidence of mental ill health (including anxiety and depression)

- Suicide is the most common cause of death for boys aged between 5-19 years, and the second most common for girls of this age

- 1 in 12 young people self-harm at some point in their lives, though there is evidence that this could be a lot higher. Girls are more likely to self-harm than boys.

It has a big impact in adulthood…

- Women who had experienced one childhood adversity had a 66% increased risk of premature death, and those who had experienced two or more adversities had an 80% increased risk compared to their peers

- 1 in 3 adult mental health conditions relate directly to adverse childhood experiences

Young people need more support…

- 3 in 4 children with a diagnosable mental health condition do not get access to the support that they need

- The average maximum waiting time for a first appointment with CAMHS is 6 months and nearly 10 months until the start of treatment

- CAMHS are turning away nearly a quarter (23%) of children referred to them for treatment by concerned parents, GPs, teachers and others

- Just 0.7% of the NHS budget is spent on children's mental health and only 16% of this is spent on early intervention

The DFE analysis from May 2017 also identified the academic effect:
- Only 24% of children with mental health needs leave primary school with the required reading, writing and maths. This is less than half as many as all children.

- Children with mental health problems make much slower progress than they are expected to.

Implementation
When we refer to 'Mental Health', we want to ensure pupils and staff acknowledge that everybody has 'mental health'. We are therefore developing a robust system in which every child's mental health needs are met. In doing this, we have achieved the Bronze Award for the Leeds Beckett 'Carnegie Centre of Excellent for Mental Health in Schools' and dedicated a member of SMT to be Senior Mental Health Lead, completing the funded Department for Education qualification through Leeds Beckett University.

It is the aim of this policy is to ensure that pupils develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. We aim to:

- Increase the protective factors through a whole-school approach embedding positive mental health both for staff and pupils by promoting a culture of open conversation so we talk about our well-being and it is embedded without our curriculum through our universal offer and our RSHE curriculum
- Reduce the risk factors through parental engagement, community links, ensuring support for staff in times of need as well as identifying and acting upon work related stresses to increase capacity in staff supporting children
- Empower children and staff. Reduce the stigma, talk, know how to access information and through modelling.
- Ensure a universal approach to emotional well-being support for every child with timely and appropriate intervention for groups or individuals with a focus on early intervention, with support for parents and carers through our Pathways.

Through the implementation of our Pathways, we follow the following from DfE:

An ethos and environment that promotes respect and values diversity

Curriculum teaching and learning to promote resilience and support social and emotional learning

Targeted support and appropriate referral

Leadership and management that supports and champions efforts that promote emotional health and wellbeing

Enabling student voice to influence decisions

Working with parents/carers

Staff development to support their own wellbeing and that of students

Identifying needs and monitoring impact of interventions

Source: Kent Resilience Hub

The Belonging Challenge

- 1 in 4 young people feel they do not belong in school: a figure which is rising.
- Children from disadvantaged communities are twice as likely as their more advantaged peers to feel they don't belong and four times more likely to be excluded.
- Black Caribbean and special educational needs children are more likely to be excluded than their peers.
- Young people who experience a sense of exclusion from school or society seek 'belongingness' elsewhere.

The Belonging Opportunity

A sense of belonging has been linked to:

- ✔ Increased student motivation.
- ✔ Increased staff well-being, motivation and retention.
- ✔ Reductions in student absenteeism.
- ✔ Other positive social outcomes e.g. health and well-being.
- ✔ Improved academic achievement.
- ✔ A growing sense of agency in students and staff: a belief that they can make a difference.

Through the successful implementation of this policy, we also aim to:

- Promote a positive outlook regarding pupils approach to mental health, including maintaining positive mental health and a self care tool box for when mental health difficulties arise.

- Eliminate prejudice towards pupils with mental health difficulties.
- Promote equal opportunities for pupils with mental health difficulties.
- Ensure all pupils with mental health difficulties are identified and appropriately supported – minimising the risk of SEMH difficulties escalating into physical harm.
- Ensure excellent relationship between ourselves, parents/carers and external agencies to ensure a range of needs are met.

At Moorlands, we therefore believe we can make a difference and have a responsibility to put systems of support in place for children who may experience the above. Our aim is 'early intervention' through to external support and have therefore developed our clear 'Pathways' of support and a monitoring system to ensure support in a timely manner. We recognise that Well-Being needs to be flexible and based on individual needs and recognise the implementation may need to be adapted to meet individual needs.

Who?	What?	Role in school
Mrs Gary Laird and Miss Judith Woodhead	Well-being Governors	Chair of Governors Governor
Mrs Hannah Woodhouse	Senior Mental Health Lead Youth Mental Health First Aider	Assistant Head Teacher/class teacher
Mrs Rachel Turner	Pastoral Leader Counselling Skills Trained Forest School Emotional Coaching trained	Pastoral Leader Forest School
Miss Sarah Hind	ELSA trained	ELSA leader
Mrs Rebecca Freeman	Youth Mental Health First Aider	Deputy Head Teacher

SEND
The Well-being Leader works closely with the SENCo to discuss developments and interventions to track impact and consider next steps for individual pupils. This is in-line with the SEND policy.

Safeguarding
All staff are aware of staff guarding procedures. Please refer to the separate policy. All staff will report to the DSL or Deputy DSL if a child discloses information deemed to put them at immediate risk and procedures will be followed.

Monitoring of Wellbeing
Monitoring and Review
The Wellbeing Leaders are responsible for monitoring the implementation of this policy. The Leader will support staff by giving them information about current developments in the subject in the school.

CONFIDENTIALITY
The school operates clear procedures for confidentiality as set out in the school's Confidentiality Policy.

STAFFING AND STAFF DEVELOPMENT
All staff are an integral part of the pastoral system and will require on-going training in
• Talking and listening to individual pupils and their families
• Providing relevant learning opportunities on sensitive issues

• Understanding their role within the school pastoral system

Key members of staff will have access to appropriate training on:
- Counselling skills
- Mental Health First Aid
- Behaviour management and anti-bullying strategies
- Developing monitoring and evaluation systems
- Utilising external support
- The pastoral curriculum

This policy ensures Well-being is embedded across School. We believe at Moorlands, that all our pupil policies link directly to having our pupil's Well-being and Safeguarding as our main priority and should therefore be read in-line with this policy.

1. **Legal framework**

   2. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

      - Children and Families Act 2014
      - Health and Social Care Act 2012
      - Equality Act 2010
      - Education Act 2002
      - Mental Capacity Act 2005
      - Children Act 1989

   3. This policy has been created with regard to the following DfE guidance:

      - **[New]** DfE (2020) 'Keeping children safe in education'
      - DfE (2018) 'Mental health and behaviour in schools'
      - DfE (2016) 'Counselling in schools: a blueprint for the future'
      - DfE (2015) 'Special educational needs and disabilities code of practice: 0 to 25'

   4. This policy also has due regard to the school's policies including, but not limited to, the following:

      - **Child Protection and Safeguarding Policy**
      - **SEND Policy**
      - **Behavioural Policy**
      - **Supporting Pupils with Medical Conditions Policy**
      - **Staff Code of Conduct**
      - **Administering Medication Policy**
      - **Exclusion Policy**