



WELLBEING POLICY

Signed by: Date:

Committee with oversight for this policy	Curriculum Committee
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1. Rationale

At Woodlands Academy our aim is to create a nurturing, supportive and inviting environment to help our pupils, staff and parents feel valued and supported with their health and wellbeing. The wellbeing of everyone in our Woodlands community is prioritised in everything we do and we recognise that prioritising physical and emotional wellbeing is essential to ensure that pupils, staff and parents feel happy and safe. Many discussions about wellbeing are done through Personal Social Health Economic (PSHE) lessons and through whole school assemblies.

Our PSHE curriculum is broad and balanced, ensuring that it:

- ◆ Promotes the spiritual, moral, social, cultural, mental and physical development of our children and of society;
- ◆ Prepares our children for the opportunities, responsibilities and experiences they already face and for adult life;
- ◆ Provides information about keeping healthy and safe, emotionally and physically;
- ◆ Encourages our children to understand how all actions have consequences and how they can make informed choices to help themselves, others and the environment.

2. Wellbeing and our School Values

At Woodlands Academy our four school values underpin many of our discussions about expectations and they help encourage pupils to achieve their goals.

Our 4 school values are:

RESPECT – it's mutual, it's reciprocal. If we give it, then we should receive it.

SELF-BELIEF – we always encourage our pupils to believe in themselves. Give everything a go!

DETERMINATION – if you want it, you can get it! Work hard, have passion and you will get there!

RESILIENCE- the ability to withstand adversity and bounce back from difficult experiences.

Children are encouraged to develop good relationships with their peers and all staff and to take responsibility for their own behaviour. All staff provide very good role models for children and work hard to promote a safe, happy environment.

3. Intent- What?

- We believe that every child should feel happy and safe in school and at home.
- We openly discuss the importance of wellbeing and mental health with our pupils, staff and parents to ensure that we have a shared vision.
- We have several monitoring systems in place for wellbeing, including the 1-5 scale to check in with pupils throughout the day, the worry box and online worry button and the calm corners.
- We value the importance of sharing good practice and acknowledging achievements/ accomplishments of our staff.
- The Senior Leadership Team aim to reduce staff workload and increase staff wellbeing.

- We believe that parent- staff communication is essential for the wellbeing of all those involved in the education of children.
- We are committed to increasing parental engagement through whole school events and regular meetings such as coffee mornings.

4. Implementation- how?

Pupil wellbeing

- We use circle time to facilitate discussions and help develop children's emotional regulation.
- We use a 1-5 scale whole class check in system to assess and respond to children's feelings. These check-ins are done throughout the day, especially at transitional points of the day, e.g at the start of the day and after lunchtime.
How are you feeling? Scale 1 - 5



- 1=feeling great
- 2= feeling good
- 3= feeling OK
- 4- feeling sad
- 5= feeling angry

Children recognise that it is OK to be at any point of the scale but that they will try to regulate their emotions using suggested regulation strategies. This may be needed for the whole class or individually they are given the opportunity to regulate their emotions.

- We provide children with pastoral care and guidance. This is provided through daily discussions following check-ins with children. Any safeguarding concerns are escalated to the DSL team and will be investigated.
- We investigate incidents that occur in school by talking to those who are involved and ensure that we have all evidence to make fair decisions using our whole school policies.
- We celebrate Anti Bullying Week each year and discuss what bullying is and the power of friendships on Friendship Friday.
- We create nurturing, supportive and calm environments in our classrooms, both in school and online where children feel safe and valued. E.g. Calm Corners, Worry Boxes, Worry Button on Google Classroom. In the Calm Corners children have access to self regulation prompts and sensory toys to help them feel calm again and back to 1- 3 on the scale if they are a 4-5.
- We celebrate academic and non- academic achievements in a weekly celebration assembly. One child per class is chosen for demonstrating the focus school value for the week. This helps to boost self esteem and confidence.

- We have a weekly values assembly at the start of the week which highlights examples of the focus value through stories.
- We have calm spaces off the playground- e.g Calm Club at lunchtimes, where children can participate in a range of free choice activities at different stations- Play, Read, Draw/Colour, Create or Solve.
- The skills, knowledge and understanding needed by our students to keep themselves 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 cohort we're teaching but we will also use the PSHE Association Guidance to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner. We have worked with the charity 'Our Time' to deliver lessons on mental health and wellbeing.
- Children are aware of the '[5 ways to wellbeing](#)' (see below) and in school we have a Wellbeing Wall to remind everyone of how to look after our wellbeing. It is also discussed in every Celebration Assembly and children have the opportunity to share how they have been demonstrating one of the 5 ways to wellbeing.
 - Connect: spend time with people around you.
 - Be active: do regular exercise to keep fit and lift your mood.
 - Take notice: be curious about your environment and enjoy every moment.
 - Give: do something nice for someone else.
 - Keep learning: try something new, challenge yourself or find out something new.
- We have an elected school council who meet to share the views of their peers and make decisions to help improve the school. This helps pupils feel that their voice is being heard.
- We offer support through targeted approaches for individual pupils or groups of pupils which may include: Primary Group Work/Mental health and wellbeing nurture groups , Therapeutic activities including art, Forest School nurture groups, Lego groups and relaxation/mindfulness techniques.
- We seek out opportunities to work with organisations to support pupils' physical and emotional wellbeing. E.g Joy of movement- a programme delivered for Year 5 by a Brentford Football Sports Coach
- We work with other agencies to support children's emotional health and wellbeing including: school nurse, Educational Psychology Services, Ealing Primary Behaviour Service, CAMHS (Child and Adolescent Mental Health Service), Family support workers, Ealing Mental Health Team.
- We support and liaise with parents by:
 - Communicating well with them regarding their child's wellbeing (sharing praise and concerns)
 - Providing information about wellbeing and mental health and highlighting sources of support on our [Wellbeing Site](#).
 - Share and allow parents to access sources of further support e.g. through parent forums (workshops/parent coffee morning/ Google Classroom)

- Keeping parents informed about the mental health topics their children are learning about in PSHE and sharing ideas for extending and exploring this learning at home.
- Speaking to parents about their child's wellbeing to ensure that we work in partnership to get the best outcomes for the child.
- Sports champions are chosen for the week to lead the High Intensity Interval Training at the end of break times. This is a sequence of 3 short high intensity exercises that all children do on the playground. The aim is to help children improve their physical fitness and readiness for learning back in the classroom.
- The Daily Mile is used to help promote physical, social, emotional and mental health and wellbeing of our pupils. The aim is to run, jog or walk in the fresh air with their classmates.

Staff wellbeing

- The Senior Leadership Team has an 'open door' policy with staff so they know they can come to discuss their wellbeing or anything that is concerning them.
- We prioritise the wellbeing of our staff and are continually seeking ways to make our shared spaces more welcoming and comfortable. This includes our staffroom, PPA room, computer room and kitchen.
- We signpost staff to wellbeing support through the staff wellbeing site and information displayed in the PPA room.
- We are always seeking ways to reduce staff workload, including doing shared monitoring/book discussions at the start of each INSET.
- If subject leaders have specific tasks to complete which require time, they can request this from SLT and cover will be arranged as soon as possible.
- We seek ways to increase staff morale/ teamwork through organising staff events outside of school hours.
- We have a staff shout out board in the staffroom where staff can write positive notes to colleagues in the hope to increase positivity. Parent feedback is also shared with staff from parent events.
- All emails must only be sent during the hours 7am- 6pm. No communication via email will be sent out of these hours. We encourage staff not to have their school emails on their mobile device and there is no expectation to respond to emails if staff are not on site. In emergencies, staff will be contacted via phone rather than email.
- Briefing notes are shared at the end of each week to allow staff to access as needed if they were not able to attend the meeting.
- We work with external providers to provide support with wellbeing.
- We give teachers the opportunity to take PPA off site if they wish.

Parent wellbeing

- We organise coffee mornings for parents to network with each other.
- We offer coffee mornings specific for parents of children with additional needs.
- We share and promote workshops linked to wellbeing for parents.

- We signpost parents to wellbeing support through the parent wellbeing site on our school website and the parent information board in the foyer.
- We work with external providers to provide support with wellbeing. Eg. parent fitness classes.
- We offer the Felix Project to any family in need of support. They are given a bag of food and drink per week.
- We offer Holiday Club vouchers to families entitled to free school meals and to those unable to access support.
- We apply for uniform vouchers for families living in the W7 postcode.
- We recognise that some of our parents are more vulnerable and where appropriate we check in with them.

6. Impact- so what?

Intended Impact:

- Children will know they can talk to adults in school for support with their wellbeing.
- Children will make healthier food choices to help their physical health
- Children will take part in more physical activity which will help their physical wellbeing
- Children will be able to explain how they are feeling using the prompts and resources we have available in school
- Children will become more resilient in their day to day interactions with others
- Children will become better at discussing their feelings with staff and regulating their emotions using strategies and resources available to them
- Children will feel happy and safe in school
- Staff know they can discuss their wellbeing with SLT in school and that this will have a positive impact on their time at work
- Staff can work well with other colleagues and rely on each other for emotional support
- Staff will work as a team to help each other out. E.g sharing good practice and supporting colleagues in times of need.
- Staff will feel safe and happy in the workplace and feel that their voice is being heard
- Parents will know they can talk to the staff at Woodlands Academy about their child's progress and to resolve any issues that may arise.
- Parents will feel confident that issues regarding their child's wellbeing/mental health will be investigated and discussed, following our school policies.
- Parents will attend parent events in increasing numbers and build supportive friendships with other parents.
- Parents will know what support is available for their own wellbeing and mental health.

7. Classroom environment

In each classroom there is a Calm Zone, which is a space that can be used if a child needs some time away from the class to regroup, refocus and centre themselves back

into what you are teaching and what they are learning. The calming zone is also an opportunity to de-escalate a situation and manage the whole class, while the child has time to calm down by reflecting on their actions and consider their emotions/ how they are feeling.

A calm zone will have:

- Soft furnishings/comfortable private space (e.g., rug/beanbag/tent/pillows/reading area)
- Physical tactile resources to help the child to calm down (e.g. stress balls, Lego, playdough, colouring in sheets)
- Visual calm down strategies displayed for the child to read.
- Inspiring positive posters to boost self esteem
- Visual timer to set a time to think and then discuss it with the adult in the classroom

Teachers create a nurturing and safe environment where children feel confident to talk to an adult about anything that is worrying them. Each class has a **worry box** which a child can use to write or draw something they are worried about, either with their name or anonymously. The class teacher will check the worry box at the end of every day and discuss the worry with the child the following day if a name is provided, or generally discuss and deal with the issue during circle time if it is anonymous. In the instance that a worry shared leads to a disclosure, the teacher will follow school practice and raise the concern with the Safeguarding Lead (Ms Moxom) or the Deputy Safeguarding Leads (Ms Hasker and Mrs Sherborne).

8. Child protection and confidentiality

In forming this policy, we use the Ealing Healthy schools Confidentiality and Child Protection policy (Appendix 1). This is to ensure that:

- ground rules are made clear in lessons.
- pupils and parents/carers are aware of the schools' confidentiality policy and how it works in practice
- pupils know that their best interests will be maintained
- pupils are encouraged to talk to their parents/carers and given support to do so
- pupils know that teachers cannot offer unconditional confidentiality
- pupils are reassured if confidentiality has to be broken, they will be informed first and then supported appropriately
- child protection procedures are followed if there is any possibility of abuse and support is put in place

Other relevant policies:

- Behaviour management policy
- SEN policy
- Safeguarding policy
- Online safety policy
- EYFS policy

- Curriculum policy
 - Anti Bullying policy
 - Inclusion policy
 - Social Media policy
 - Relationships and Growing Up Policy
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APPENDIX 1:



CONFIDENTIALITY Information for All Key Stages

What is Confidentiality and why is it Important?

As part of the accreditation process for gaining Healthy Schools Status, all schools are required to have a Confidentiality Policy. But what does this involve for schools in Ealing?

The way in which the issue of confidentiality is handled within a school will be seen by staff, pupils and parents as an indicator of respect for and value given to the needs and wishes of each individual.

Confidentiality can mean very different things to different people, for example:

- For Teachers and Health Professionals it can be a legal or professional issue
- For Young People it can be about trust and respect

Teachers and Health Professionals may be mainly concerned about disclosure of abusive or illegal situations; pupils may be more concerned about information that is private to them, which they are worried about sharing (Brook, 2001).

Where can confidentiality in schools become an issue

- PSHE Education
- Relationships and Sex Education
- One to one discussions with pupils
- Disclosures by pupils
- School advice and support services
- Visiting health professionals
- Policy development

Therefore, it is vital that everyone working within a school is clear about the boundaries of their legal and professional roles and responsibilities so that they can all work together to ensure the best interests of the pupils.

Fear over lack of confidentiality remains one of the biggest deterrents to young people seeking help. Children and young people want to be able to speak in confidence about their anxieties and troubles. This is borne out by research where 40% of young respondents said that it is important that the person that they speak to about their worries will keep their word not to tell anyone. They also want to be listened to (66%), believed (49%), and feel that the other person would know how to sort things out (44%) (NSPCC, 2004). Children often tell a friend first about any problems they are experiencing, including abuse, but often their friends do not know how to help them.

Of course, where child protection concerns are an issue, then no professional can offer absolute confidentiality. However, there are many situations a pupil may find themselves in where child protection is not a concern, and this is exactly why pupils need to know that when they have a problem or something they want to discuss in confidence there are people they can go to who they can trust. They also need the skills and confidence to identify situations where they need advice or help and to be able to access it (Brook, 2001).

So, who needs to be concerned about confidentiality?

Pupils:

Pupils need to know who they can go to for help, who they can trust and that, within the boundaries defined by the school's code, their confidences will be respected.

Parents:

Parents need to know that the school will always have the best interests of the children as their priority, that it will help children to involve parents as much as possible, and that it will respect the parenting relationship and the culture and beliefs of families.

Teachers and other school staff:

Teachers and other staff need to be clear about the boundaries of their legal and professional responsibilities to pupils. This will allow them to maintain an ethos of confidentiality and mutual respect in the school and classroom. This is especially critical nowadays as schools take on new roles within school's health and Relationships and Sex education programmes.

Governors:

Governors need to be seen to work in a way that protects the confidentiality of pupils and staff and reinforces respect for privacy throughout the school. They also need to be able to address the issue of confidentiality when developing policies such as the schools RSE policy.

Health Education:

Health professionals will need to know when to apply their professional obligation of confidentiality and when they are bound by school policy.

(Brook, 2001)

References:

Confidentiality in Schools' by Sheila White (Brook, 2001)

NSPCC, someone to turn to, 2004