



# OLD BEXLEY CE PRIMARY SCHOOL

Love God ♦ Love Each Other ♦ Love Learning

*Happy Children and Limitless Learning in an Anglican Christian School  
A place where everyone can flourish*

Reviewed	Agreed by Staff	Agreed by Governors	Review date
September 2021	September 2021	September 2021	September 2022

## WELLBEING POLICY

### **Curriculum Vision:**

At Old Bexley CE Primary we commit to making it our mission to support everyone's emotional wellbeing and mental health, so that they can be listened to, are happy together and be of a mind-set that is ready to learn and work.

We understand Wellbeing as a state of being comfortable, healthy and happy.

We will drive the message forward, to ensure that mental health is everyone's priority across the whole school community.

We will strive to create an environment, which has a whole school approach, in providing excellent mental health support, understanding and intervention.

We will put Wellbeing into the very fabric of our school. We will commit to ensuring all our policies will reflect our vision for Wellbeing.

Old Bexley CE Primary will strive to always be a 'listening' school for both children and adults.

### **Intent:**

Old Bexley CE Primary is dedicated to ensuring that we support the wellbeing of our pupils. We understand that children can only truly thrive when they are comfortable in their surroundings and feel happy and safe. We believe that a solid foundation of good wellbeing underpins academic achievement as happy children are able to face challenges in day to day life with resilience and determination, meaning that they are able overcome any mountain that they face. Wellbeing is not only a part of the fabric of our school but taught in discrete lessons within our PSHCE programme of study where children explore their feelings and emotions and are a given ways in which to navigate challenges they may face. This is taught in EYFS, KS1 and KS2 which along side this policy aims to:

- Give children age related information to support them in make good decisions about health and wellbeing.
- Teach pupils to understand that good physical health contributes to good mental wellbeing.

- Promote pupils' self-control and ability to self-regulate, giving those strategies for doing so.
- Reduce stigma attached to health issues, in particular those to do with mental wellbeing.
- Ensure an understanding that mental wellbeing is a normal part of daily life, in the same way as physical health.
- Show children that there is a normal range of emotions that all humans experience in relation to different experiences and situations.
- Help children to understand how to recognise and talk about their emotions.
- Recognise the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity (scouts, guides and cadets) on mental wellbeing and happiness.
- Provide children with simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- Acknowledge that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- Signpost where and how to seek support, including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions.
- Promote self-esteem and positive self-talk.
- Help children to develop emotional resilience and to manage setbacks in school and the wider society.

### **Implementation:**

Discreet Wellbeing lessons are intertwined with our PSHCE curriculum which is taught on a weekly basis. Alongside these sessions, each class teaches *Philosophy for Children* or holds circle time once a week; here children are able to engage in open discussions that are tailored to the need of the class at that time. The curriculum is enriched through the celebration of national and local events such as Children's Mental Health week and Wellbeing Day. This curriculum ensure that children are able to identify their own emotions and the emotions of others and are able to discuss them in different scenarios, identifying how they can react to what they are feeling. We understand that wellbeing and mental wellbeing will change over time and offer varying levels of support to our children in order to support their wellbeing in the most appropriate way at the most appropriate time.

We offer universal support to all pupils through our school ethos and the wider curriculum for example the use of 'Help Boxes', 'Positivity Boxes' and 'Emotional Check Ins' within all classrooms.

Additional support is offered when children need specific extra support for a short period of time e.g. the support of a learning mentor.

Targeted support is given on such occasion that the school feels it is necessary to involve outside agencies such as play therapy or CAMHS (Child and Adolescent Mental Health Services).

### **Impact:**

Pupils will be able to identify their emotions and the emotions of others. They will be able to communicate how they are feeling and seek help when needed. Children will be able to recognise that physical and mental wellbeing are not mutually exclusive and

that one will have an impact on the other. Pupils will be given the tools required to be able to navigate times where their mental wellbeing needs support and will understand that it is ok to not be ok. As a school, our ethos will reflect our vision that all Old Bexley CE Primary will always be a 'listening' school and our children will feel listened to.

### **Teaching and Learning:**

Our Wellbeing education has been designed to build a solid foundation of understanding around wellbeing for children to build upon. We have created our own programme of study to suit our pupils, school and community; giving careful consideration to our school ethos and aims and our pupils' needs. Each year group covers content related emotions, self-control, how to overcome challenges and to build resilience, ensuring that a spiral programme is in place: one that revisits themes, gradually extending thinking, expanding knowledge and developing skills.

In addition to regular teaching, Wellbeing is engrained in the bedrock of our school through:

- The wider curriculum, e.g. links with statutory curriculum subjects such as reading – using books with themes that link to wellbeing
- A range of discussions, circle times and role play scenarios
- Provision of reading materials linked to positive wellbeing
- Self-reflection, e.g. use of the emotion check in
- Regular meditation and mindful activities
- Outside agencies delivering appropriate presentations and productions
- The celebrations of achievements, both academic and personal.

### **Inclusion:**

The school is mindful to make reasonable adjustments to alleviate disadvantage or vulnerability of any of our pupils under the SEND code of practice when planning for Wellbeing lessons. We understand that children will need varying levels of support and endeavour to provide the correct level of support for each child. Teachers are not to discriminate against any pupils because of any 'protected characteristics' under the Equality Act 2010 (ie age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity or sexual orientation).

### **Assessment:**

Assessment is necessary for informing the learning process through identifying needs, completing the learning cycle effectively by providing opportunities to reflect upon what has been learnt and how it can be put into action, thus having the potential to affect behaviour change, collecting information to certify achievement and competence and inform others.

#### Baseline Assessment

Teachers will undertake some form of baseline assessment, at the beginning of the year based on communications with previous teachers and parents. This will help teachers to:

- identify children who may need a differing level of wellbeing support
- clarify learning needs
- identify any special educational needs
- determine where to start

- form a mental health audit identifying children who will need ongoing support throughout the year.

### Formative Assessment

Throughout the term teachers use regular Assessment for Learning (AfL) strategies, such as:

- Sharing learning goals with learners – What do we want to achieve?
- Aims to help learners know and recognise what they are aiming for
- Actively involve learners in their own assessment
- Use effective questioning techniques
- Provide feedback

### Summative Assessment

With regard to discreet Wellbeing lessons taught as a part of our PSHCE curriculum: at the end of a topic we use summative assessment to summarise what has been learnt (in terms of both attainment and achievement). Progress and achievement is judged in relation to the schools PSHCE progression criteria of objectives for each unit of work. Assessment of both PSHCE and Philosophy for Children will be based on contributions made in class discussion, the written work produced and involvement in the development of the school's positive ethos. Observations made by teaching staff will contribute to the overall assessment. Evidence of this is collected in PSHCE books where children are able to share their learning.

With regard to Wellbeing outside of discrete lessons pupil voice will allow an insight into how children feel the ethos of the school supports their wellbeing, teacher observations and discussions with children and parents will form an assessment, this will be collated if necessary in each class' mental health audit where teachers can identify children that may need a differing level of support.

### **Monitoring:**

Monitoring and Evaluation is the responsibility of the Senior Leadership Team, Wellbeing Team and all teachers. The effectiveness of the Wellbeing programme will be evaluated through discussions with children, assessing children's learning, carrying out mental health audits and implementing change if required. Regular feedback from teachers will be sought and, if necessary, adaptations may be made. Monitoring of the curriculum will include lesson observations, learning walks, planning and work sampling, teacher assessment and evaluations of the pupils' learning and feedback from parents through discussion and questionnaires.

### **The Role of the Wellbeing Leader and PSHCE Team:**

The Wellbeing subject leader and PSHCE team are responsible for ensuring the aims of the Wellbeing Policy are met. The Wellbeing Leader and PSHCE team supports the whole school by:

- Being enthusiastic about Wellbeing and demonstrate good practice.
- Encourage and support staff in the implementation of the curriculum and school approaches to Wellbeing.
- Co-ordinate assessment procedures and record keeping to ensure progression and development throughout the school.
- Monitor the teaching and learning of Wellbeing practices throughout the school.

- Organise and review all Wellbeing-based resources, ensuring they are readily available and maintained.
- Support staff by encouraging the sharing of ideas and organising in-service training as appropriate.

**Parental Involvement:**

- Parents/carers will be consulted on aspects of Wellbeing including changes to the curriculum.
- Wellbeing interventions are to be discussed with parents prior to implementation.
- Parents/carers are given the opportunity to attend wellbeing workshops to support them and the way in which they can support their children's wellbeing.
- Opportunities for parents to learn about and ask questions about the school's approach to health education help increase confidence in the curriculum. The school invites parents to contact the school to address any concerns and helps support parents in managing conversations with their children on these issues.