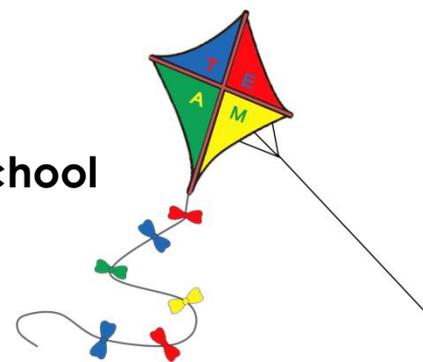


# Twyford St Mary's C of E Primary School

## Health and Wellbeing Policy



### Policy Statement

*Mental health is a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community. (World Health Organization)*

In our school our Christian vision shapes all we do. As a Church school we are deeply committed to our children, parents and the village community we serve. Our Christian values of courage, care, joy and respect contribute to the well-being and spiritual development of the school community. We promote lively enquiring minds, which enable our children to make positive and informed choices. We are the village school making a world of difference.

In addition, we aim to promote positive mental health for every member of our staff and pupil body. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable pupils.

In addition to promoting positive mental health and wellbeing, we aim to recognise and respond to need as it arises. By developing and implementing practical, relevant and effective mental health and wellbeing policies and procedures we can promote a safe and stable environment for pupils affected both directly, and indirectly by mental health and wellbeing issues.

### Rationale

At Twyford St Mary's C of E Primary School we are taking a whole school approach to Health and Wellbeing Education based on the following:

'Health is the extent to which an individual or group is able, on one hand, to realise aspirations and satisfy needs and, on the other hand, to change or cope with the environment. Health is, therefore seen as a resource for everyday life, not an object of living; it is a positive concept emphasising social and personal resources, as well as physical capabilities.'

World Health Organisation (WHO)

### Aims

Our schools aims to enable our children, staff and everyone working in partnership with the school and community to develop the knowledge and understanding, skills, capabilities and attributes necessary for mental, emotional, social and physical wellbeing now and in the future.

We aim to:

- Plan and uncover a coherent and curriculum based Health and Wellbeing Education programme in line with our Golden Threads, in our *Village School making a World of Difference* curriculum.
- Provide a caring, supportive and encouraging atmosphere for children, staff and parents/carers.
- Develop our relationships with pupils, parents/carers and the wider community.
- Work closely with outside agencies to encourage a wide range of health related activities.
- Further develop school policies and procedures to promote health.
- Ensure all members of staff are aware of their professional roles in health related issues and are involved in developments to promote healthy living.
- Increase understanding and awareness of common mental health issues
- Alert staff to early warning signs of poor mental health and wellbeing
- Provide support to pupils suffering mental ill health and their peers and parents/carers

### **Lead Members of Staff**

Whilst all staff have a responsibility to promote the mental health of pupils. Staff with a specific, relevant remit include:

Hannah Beckett - Designated Safeguarding Leader  
 Sophie Davies – Deputy Designated Safeguarding Leader  
 Sophie Etheridge – Social, Moral, Spiritual and Cultural Leader  
 Rosanna Chadwick - Lead First Aider  
 Helen Priest – Healthy Schools Leader

Any member of staff who is concerned about the mental health or wellbeing of a pupil should speak to the deputy DLS in the first instance. If there is a fear that the pupil is in danger of immediate harm, then the normal child protection procedures should be followed with an immediate referral to the Designated Safeguarding Leader or the head teacher. If the pupil presents a medical emergency then the normal procedures for medical emergencies should be followed, including alerting the first aid staff and contacting the emergency services if necessary.

Where a referral to CAMHS is appropriate, this will be led and managed by Hannah Beckett, the DSL. Guidance about referring to CAMHS is provided in this link : <https://www.sussexpartnership.nhs.uk/CAMHS-referral>

## Learning and Teaching

'Learning through health and wellbeing promotes confidence, independent thinking and positive attitudes and dispositions.'

(Building the Curriculum 1)

Twyford St Mary's CofE Health and Wellbeing Education programme consists of:

- Physical Health which explores the knowledge, skills and attitudes that are needed to understand physical factors in relation to our health.
- Emotional Health which explores the knowledge, skills and attitudes that are needed to understand emotions, feelings and relationships and how they affect us.
- Social Health which explores the interaction of the individual, the community and the environment in relation to health and safety.

Our school will:

- Develop our relationships with pupils, parents/carers and the wider community.
- Actively promote self-esteem of the whole school community, including staff.
- Engage and work with parents and carers to provide all children with positive experiences which promote and protect their health.
- Promote the health of all the school community.
- Provide a range of stimulating experiences for all pupils. Work closely with outside agencies to encourage a range of health related activities.

The specific content of lessons will be determined by the specific needs of the cohort we're teaching but there will always be an emphasis on enabling pupils to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others.

## Healthy Eating

The school will actively encourage a healthy approach to eating. Staff will observe and encourage healthy playtime snacks. Staff in the dining hall will encourage pupils to try new foods and to eat a healthy lunch. When cooking or baking in school, a balance must be struck between sweet and savoury dishes. Staff must not hand out sweets or treats in class for rewards or motivation. Pupils wishing to give a treat to their classmates must give them out at the end of the day when parents can decide if they are eaten.

## **Roles and Responsibilities**

All staff will actively support, contribute to and be involved in the promotion of good health and participate in staff development when the opportunities arise. The Leadership Team is responsible for monitoring the Curriculum and overseeing the promotion of health in the school. The Health Schools leader and SMSC Leader alongside the Leadership Team will have responsibility for reviewing the healthy schools offer and play a supportive role in all health promoting initiatives within the school.

## **Warning Signs**

School staff may become aware of warning signs which indicate a pupil is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns with Sophie Davies, our deputy DSL.

Possible warning signs include:

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating / sleeping habits
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing – e.g. long sleeves in warm weather
- Secretive behaviour
- Skipping PE or getting changed secretly
- Lateness to or absence from school
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

## **Supporting Peers**

When a pupil is suffering from mental health issues, it can be a difficult time for their friends. Friends often want to support but do not know how. In the case of self-harm or eating disorders, it is possible that friends may learn unhealthy coping mechanisms from each other. In order to keep peers safe, we will consider on a case by case basis which friends may need additional support. Support will be provided either in one to one or group settings and

will be guided by conversations by the pupil who is suffering and their parents with whom we will discuss:

- What it is helpful for friends to know and what they should not be told
- How friends can best support
- Things friends should avoid doing / saying which may inadvertently cause upset
- Warning signs that their friend needs help (e.g. signs of relapse)

### **Working in partnership with parents**

At Twyford St Mary's we understand and value the need to work closely with parents and carers to ensure that the school's health initiatives meets the needs of our pupils. We value the important contribution made by parents and appreciate the need to engage parents and families in improving the health of the children. We seek to establish and maintain strong positive links with both the parents and the community. We will continue to keep parents and carers informed through: letters, newsletters and leaflets on Health Promotion topics, Awareness Raising and Information meetings. Our Health and Wellbeing Policy is available to parents on our school website.

### **Working in partnership with other agencies and specialist services**

Twyford St Mary's makes extensive use of specialist services in supporting the learning, social, emotional and behavioural needs of individuals. We actively seek the expertise of other specialist agencies. E.g. Coram Education, HEATSMART, NSPCC, Local PCSOs, Road Safety officer, Children's Services, St John's Ambulance, Sports for Schools, Parish Leaders and Psychological Services to support both health education and promotion at our school.

### **Assessment and Recording**

We assess knowledge, understanding and skills on a regular basis, continually meeting the needs of the individual child. It is recognised that certain issues within the health and wellbeing curriculum will require sensitivity, confidentiality and flexibility. Consideration is also given to how health promoting may contribute to overall school performance.

Approved by Governing Body - Autumn 2018

Date of next review - Autumn 2021