

# KEW WOODS PRIMARY SCHOOL



Health and Well Being Strategy

To encourage and inspire every child to believe that all of their aspirations can be achieved through learning, imagination and effort... the possibilities are limitless.

The words we keep at the heart of these values to uphold them:

With a talented and dedicated team of teachers, support staff and governors we work together to give each member of our community the opportunity to achieve their potential.

We are committed to providing a curriculum that is challenging, relevant and a reflection of our community. We value the voice of every child and staff member. At Key Stage 1, we focus on developing the basic skills in reading, writing and mathematics. We also encourage children to develop their creativity and imagination through art, music and drama. We believe that every child has the potential to achieve their dreams and we will support them every step of the way.

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believe that all of their aspirations can be  
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**The possibilities are limitless!**

## **Rationale**

At Kew Woods Primary School we are developing 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), 2000. SMSC and British Values are included in this Wellbeing policy as they are fundamental to the building blocks and ethos that make up our curriculum. British Values are promoted through our school curriculum.

This strategy document describes our school's approach to promoting positive mental health and well being for pupils, staff and parents. The governors are committed to the school completing all objectives and obtaining the well being award. They are also committed to well being in the long term, with the school developing the objectives further and embedding and expanding the work completed to date.

## **Definition of Mental Health and Well Being**

The World Health Organisation define mental health and well being as 'a state of well-being in which every individual realises his or her potential, can cope with the normal stresses of life, can work productively and fruitfully and is able to make a contribution to his or her community'.

Mental health is not just the absence of mental health problems. We want all pupils and staff to:

- *Feel comfortable in themselves*
- *Be able to express a range of emotions appropriately*
- *Be able to make and maintain positive relationships with others*
- *Cope with the stresses of everyday life*
- *Manage times of stress and be able to deal with change*
- *Learn and achieve*

## **Aims**

Our vision is that we aim to promote positive mental health and well being for our whole school community (children, staff, parents and carers). We recognise that children's mental health is a crucial factor in their overall well being and can affect their learning and achievement. The Department for Education (DFE) recognises that: 'in order to help their children succeed, schools have a role to play in supporting them to be resilient and mentally healthy'. Kew Woods should be a place for our pupils to experience a nurturing and supportive environment that has the potential to develop self esteem and give positive experiences for overcoming adversity and building resilience. We will aim to offer positive role models and relationships and help to promote a sense of belonging and community. Our role in school is to ensure that children that pupils are able to manage in times of stress and that they are supported to reach their potential or access help when they need it.

We strive to enable our pupils, staff and everyone working in partnership with

the school to develop the knowledge and understanding, skills, capabilities and attributes necessary for mental, emotional, social and physical wellbeing now and in the future.

The governors are committed to supporting staff accessing quality CPD as available to improve their own knowledge and support their own well being. Training and signposting to materials will continue to be a focus on the school improvement plan.

At Kew Woods we are working towards creating a flourish school using the PERMA model for all members of our school community: \_

*Positivity  
Engagement  
Relationships  
Meaning / Purpose  
Accomplishments*

We aim to:

Ensure all pupils feel valued

Pupils have a sense of belonging and feel safe

Pupils feel able to talk openly with trusted adults about their problems without feeling any stigma

Plan and deliver a coherent and curriculum based Health and Wellbeing Education programme

Provide a supportive and encouraging atmosphere for children, staff and parents and carers

Develop our relationships with pupils, parents and carers and the wider community

Work closely with outside agencies to encourage a wide range of well being and health related activities

Further develop school policies and procedures to promote well being

Ensure all members of staff are aware of their professional roles in health and well being related issues

**Whole School Approach**

We take a whole school approach to positive health and well being that aims to help our community become more resilient, happy and successful through the following aspects:

1. Leadership and Governance that supports and champions the emotional health and well being strategy
2. Creating an ethos, policies and behaviours that support health, well being and resilience that everyone understands
3. Promote positive social relationships, support each other and seek help when they need it
4. Enable pupil voice to influence decisions
5. Work with parents and carers
6. Develop resilient learners

7. Promote social and emotional skills
8. Early identification of mental health needs and planning to support their needs, including working with specialist services
9. Supporting and training staff to support their own well being and that of others
10. Monitoring of the impact of interventions

### **Teaching and Learning**

Through our curriculum we promote confidence, independent thinking and positive attitudes and dispositions. We focus upon:

**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 and 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 and well being 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 and well being related activities.

### **Roles and Responsibilities**

All staff will actively support, contribute to and be involved in the promotion of well being and participate in staff development when the opportunities arise.

The SLT Team and Governors are responsible for monitoring the Health and Well Being Programme. The Change Team lead will produce and monitor the implementation of the action plan. Staff with specific responsibility include:

Ms C Jackson –

Headteacher, Designated Safeguarding lead

Miss K Banks – SENDco

Mrs B McNally – Change Lead, PSHE Subject Lead, Deputy Safeguarding

Mrs Lyz Collins / Mrs J Bassey –Governors

Mrs S Baumber – Early Help Lead

Phase leaders are appointed across the school. They will also support staff with their own well being and that of the pupils in their phase.

### **Working in partnership with Parents**

We understand and value the need to work closely with parents and carers to ensure that the school's well being 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 well being of their

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 and information meetings (workshops, meet the teaching team etc). We will continue to highlight sources of information about common mental health issues, ensure parents are aware of who they can talk to and how they can access support they may need for themselves or their family or friends. We will also keep parents informed about the mental health topics their children are learning about in the curriculum so that the ideas can be extended on and explored at home.

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

We will continue to make 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. Eg Health, Active Schools, Achieve 360, Police services (gangs workshops), Road Safety officer, CAMHS, Social Care and Educational Psychologist services, Equality Consultant etc to support both health education and well being promotion at our school.

### **Well being Team Committee**

Our Well being Committee consists of teaching staff, teaching assistants, members of the senior leadership team and pupils (Health Champions and anti bullying Ambassadors) who form our Well Being team.

Our school has developed a range of strategies and approaches to promote positive health and well being. These include:

### **Pupil Health and Well Being promoting Initiatives:**

Worry Monsters in each classroom (Years 1-6)  
Healthy Tuck Shop (2 x per week run by TAs)  
KS1 healthy daily snack provided by school  
Water only policy in classes  
Bike it Breakfast  
Year 6 transition cycling project  
Year 5 Bikability levels 1 and 2 awards  
Year 2 Learn to Ride Project  
Walk to School WOW Project  
Participation in Sefton Active Schools programmes  
Mindfulness lessons (KS2)  
Relax Kids programme for targeted pupils (KS2)  
Targeted Energy Club for EYFS  
Range of after school sports / fitness clubs (see timetables each term)  
Swimming lessons (Years 3-5)  
Lunchtime playleaders trained / deliver active sessions  
Equipment available for active lunchtimes  
Anti Bullying Ambassadors appointed and trained through the Diana Award  
School Council representatives appointed and meet to plan events  
Love My Community events  
Smile Project  
Year Reception / Year 6 Buddy system  
Transition programmes for different phases of the school  
Progressive PSHE programme  
Lunchtime club for targeted pupils Internet safety day

Pay a Complement Day  
Hickory's Reward Trip each term for selected class  
Kindness Week  
Health weeks / DT healthy food focus  
Year group specific workshops (equality and diversity, gangs, bullying, mental health project, being healthy)  
Year 6 transition work on drug and relationship –Eyes Wide Open  
Show Racism the Red card workshops  
Wide range of sports clubs and events (including specific focused clubs for those not accessing clubs usually)  
Academic Resilience pyramid of need  
Teachers / TAs on playground at lunch / break  
Y6 SATs breakfast  
TESCO community fundraising events  
Queenscourt fundraising events  
Love my community events  
Southport Learning Partnership Sports Weeks  
Stanley High School Sports Partnership  
Christ the King High School Sports Partnership

**Parent Health and Well Being:**

School nurse drop in sessions each month  
Information Evenings for parents: Drug awareness, Internet safety and Sex Education  
Well Being promoted regularly on newsletter  
Early Help set up for targeted families  
SLT open door policy / access on the playground pre school

**Links with specialists / agencies / other schools:**

School nurse  
Mersey Care NHS  
Young Minds – not established though  
Capita – Flourishing Individuals, Organisations and Communities  
Sefton Early Help Team  
Relax Kids  
Achieve 360 / Animal Therapy  
CAMHS

**Staff Well Being:**

Well being after school activities -fitness club, badminton, netball and football teams  
Team building days  
Development days  
Opportunities to watch own children's events  
Time off for medical appointments, funerals, weddings etc (if good attendance)  
Report writing days  
No staff meetings during parents weeks / event weeks  
Lunch provided on inset days  
Mindfulness sessions offered pre school  
Tea provided when supporting school productions  
Health Champions  
CPD focusing upon well being – staff meetings academic resilience

approach, trained in mindfulness (paid for by school)  
Referrals to occupational health for staff to provide additional support  
Team-building exercises as part of staff CPD (Pinewoods, Hickory's)  
Providing mindfulness sessions for staff  
Planning social activities together (Hickory's, Vincent Christmas Night out, staff netball and football team)  
Holding designated health and wellbeing sessions – Well Being Champion  
Celebrating staff achievements / events (acknowledging qualifications obtained, weddings, baby news etc)  
Providing creative opportunities for building morale and promoting wellbeing (e.g. cake/fruit days, shared lunches, fundraisers)

### **Assessments, Interventions and Support**

Well being measures include staff observations focusing on any changes in behavior, attention or presentation for example. Pupils are encouraged to communicate to members of the team any concerns or issues with their emotions and feelings. All concerns by members of staff regarding pupils are recorded using CPOMs. Discussions are held with the SENDco and or members of SLT. We then implement our assessment system based on the level of need. High levels of need may include a CAMHs referral, a health care plan seeking counseling or therapy support. Pupils with some need may access family support, mentor support, therapy support or interventions. Pupils with low need may access a drop off with the school nurse for example.

The impact of support is monitored by consultation with the parents, agencies or professionals involved and by the SENCo or SLT.

If there is a fear that a pupil is on danger of immediate harm, normal safeguarding procedures are followed.

#### **Links to other Policies:**

Many other Kew Woods Policies should be consulted in regard to pupil health and well being including PSHE, PE, Safeguarding, Bullying, SEND and Behaviour..