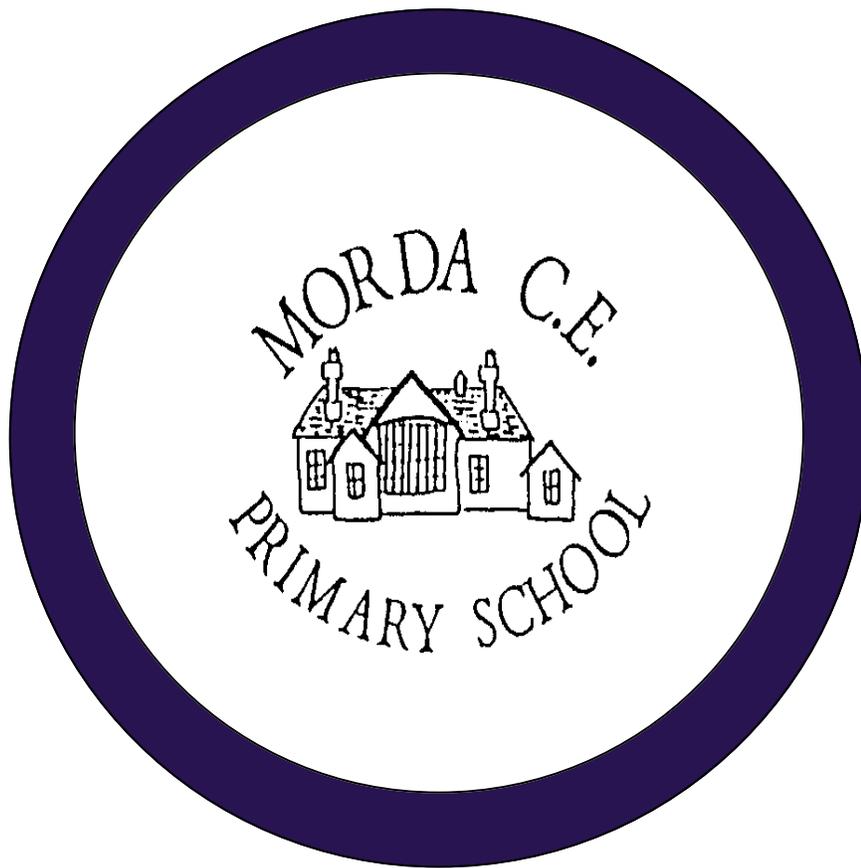


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Wellbeing Policy

Morda CE Primary School Wellbeing Policy

Vision statement of school

Our aim is for children to leave Morda feeling happy, confident and curious, fully prepared not just for secondary school but also for life long learning. We want our children to achieve their full academic and creative potential, to have highly developed personal skills and an awareness of their role in society. In short, we aim to set the children on the road to leading fulfilled and happy lives.

The school places a high value on creativity; giving children and staff the space and time to be creative.

Rationale

At Morda School our ethos is underpinned by the well-being and emotional health of our pupils. Our aim is for our school to be a happy, healthy place, where our pupils can attain a good academic grounding whilst flourishing into happy, confident and curious young people.

We want our children to be happy. Our core value of acceptance within a Christian community beholds us to ensure that we do our best to help children who, for whatever reason, are in an unhappy place. Of course teachers and support staff will look after children emotionally on a day to day basis but on top of this basic support, the school provides opportunities for all children to be listened to: each class uses SUMO (Stop, Understand and Move on) where social and emotional issues are discussed and everyone has a chance to speak.

Emotional health and mental health are linked directly. Therefore, when a child is facing a particular emotional challenge - divorce, bereavement, family illness, being new to the school or perhaps having friendship problems in the playground – we offer individual support from our Learning Mentors. We are very lucky to have Mrs Lesley Edwards, Wellbeing Mentor who is able to have individual and group sessions with children to give them a place to talk. This process relies very much on the involvement and support of parents.

At Morda School we will promote high achievement and learning for life by ensuring our pupils:

- ❖ Learn to be accepting, to always to think the best of everyone (and themselves) and to support each other through the good times as well as the bad, following Christian values.
- ❖ Are encouraged to be responsible; for themselves and for their learning, and to make a positive contribution to the school, the local area and the environment.

- ❖ Are happy children, as happy children are happy to learn and are not afraid to make mistakes.
- ❖ Respect individuality, diversity, cultural differences and ensure everyone feels included.
- ❖ Are good role models, think holistically and expect the best in everyone.
- ❖ Are able to build on past experiences.
- ❖ Are all able to access the curriculum in accordance with the SEN policy.
- ❖ Are supported in their young carer role (where applicable).

At Morda school the teaching staff always:

- ❖ Aim to foster resilience in our pupils and to enable them to stay positive.
- ❖ Listen to children and take account of their views.
- ❖ Teach children to respect and value themselves and others.
- ❖ We have a whole school approach to learning and emotional health and well being.
- ❖ Work with Shropshire Council Safeguarding Policy.
- ❖ Regularly assess and review well being and learning needs.
- ❖ Support and build upon relationships with families and the wider community.
- ❖ Look at the latest research and implement within the school community.
- ❖ Are good role models, think holistically and expect the best in everyone.
- ❖ Promote mental health and prevent mental illness with early intervention.
- ❖ Prevent bullying and discrimination.
- ❖ Encourage the development of new skills and interests.
- ❖ Reduce inequality by noticing and instigating appropriate support.
- ❖ Identify those at risk of not reaching their full potential and provide swift and easy access to specialist support as appropriate.

- ❖ Supporting friendships and peer relationships.
- ❖ Provide opportunities to develop good social skills.
- ❖ Ensure that basic needs are met in accordance with Maslow's hierarchy of need.

Aim

At Morda our aim is to ensure that our children are able to develop great levels of self esteem and self confidence, in order to facilitate this we:

- ❖ Ensure that the children have opportunities for success.
- ❖ Celebrate all successes, however large or small.
- ❖ Recognise achievements in everyone.
- ❖ Encourage independence.
- ❖ Build upon strengths and past experiences.

Curriculum Provision

Enabling the children to live well and adopt a healthy lifestyle is central to the ethos of the school. In partnership with parents we provide a curriculum from which the children learn: how to eat healthily; the need to take regular exercise; the importance of sleep and how to address anxieties.

This learning is delivered through our Living Well Weeks Project, these are held three times each year and consist of Eat Well Week, Sleep Week and Be Active Week. During these periods there are opportunities for the children and their families to access engaging learning activities designed to promote living well.

Over the children's time at school these weeks amount to 21 weeks of curriculum time.

Partnership with parents is an essential element of this approach to learning about healthy lifestyles. The school recognises that all parents work hard to encourage their children adopt good eating, sleeping and exercise habits. The school wishes to support parents by providing children with information and experiences that they can take home and enthuse about.

Pastoral organisation for pupils

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Pastoral organisation for staff

We feel that staff members should have pastoral support available to them in accordance with our core value of acceptance within a Christian community and our wish to create a happy, hardworking, creative and fulfilling place for children to learn and for staff to work. We want our staff to feel supported and valued and as such pledge to:

- ❖ hold regular meetings with line manager (headteacher).
- ❖ hold half termly supervision with Counsellor/Supervisor who is BACP accredited (learning mentor).
- ❖ conduct regular meeting with headteacher, deputy headteacher and SENCo at Well-being team meetings.
- ❖ ensure that all staff know they are entitled to the Occupational Health Counselling Service at Shropshire County Council.

Partnership with parents

We at Morda school are committed to ensuring we have a good partnership with parents. Parents are invited to come into the school to discuss any issues or problems that their child may be experiencing. We recognise that often children feel able only to tell their parents about any difficulties they maybe facing, so we actively encourage early intervention to enable any issues to be resolved quickly.

The staff at Morda have many levels of expertise dealing with children and their anxieties and worries, with years of both personal and professional experience to draw upon.

The role of family support is ongoing and staff make referrals to other expert services, as and when required.

In the past the school has helped families with many issues such as:

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- ❖ Behavioural issues
- ❖ Neurological issues
- ❖ Bereavement and separation
- ❖ Family isolation
- ❖ Disability
- ❖ Autism
- ❖ Domestic violence
- ❖ Benefit issues

Monitoring and evaluation

The headteacher, wellbeing mentor and named governor will monitor Wellbeing provision throughout the school. This will be done through Staff meetings, Senior Leadership and termly governor meetings. Support and advice in respect of pastoral care and its delivery will be provided by the headteacher and wellbeing mentor at Morda School. This policy will be reviewed every year or in light of new legislation regarding child welfare.