



Castle Hill School

Pupil Wellbeing Policy

Policy Created	2018
Last review	New Policy
Frequency	3 years
Date to be reviewed	2021

General Policy Statement

At Castle Hill School we intend to provide a safe, secure, caring environment where every one is valued and respected equally. We aim to provide an inclusive education where children develop independent learning skills and are taught according to need whatever their age, gender, background, beliefs or abilities.

National legislation re: disabilities, race relations and Special Educational Needs underpin this policy, which has also taken into consideration national, local and school policies on Special Educational Needs, Equal Opportunities and Health and Safety.

Rationale

At Castle Hill School we believe that wellbeing is critical to our pupils' cognitive development and social and emotional development. The seven indicators of wellbeing, as identified by the UK's leading Mental Health Charity, Mind, underpin wellbeing practices in school.

Wellbeing practices enable pupils to:

- feel confident in themselves and have positive self-esteem
- feel and express a range of emotions
- build and maintain good relationships with others
- feel engaged with the world around them
- live and work productively
- cope with the stresses of daily life
- adapt in times of change and uncertainty

Strategies to Ensure Pupil Wellbeing

Every pupil has wellbeing MAPP targets, which are derived from the Social and Emotional targets in their Education Health Care Plan (EHCP). The wellbeing MAPP targets are highlighted in the planning process. Short, smart, Progress in Provision (PiP) targets ensure the progress towards the wellbeing MAPP targets, allowing staff to monitor wellbeing progress, on a regular basis.

Bespoke wellbeing sections in each Curriculum guide provide teachers with guidance on activities which improve wellbeing, as proven by academic research.

Learning journal assessments link to specific indicators of wellbeing.

The 'Star of the Week' reward system relates to the seven indicators of wellbeing, allowing a whole-school indicator of wellbeing to be generated, which is shared with staff in monthly briefings, along with other updates on pupil wellbeing. The whole-school indicator of wellbeing demonstrates which indicators are strengths at particular points in the year and which indicators need to be developed further.

Teachers arrange interdepartmental links within school to promote wellbeing within the school community, allowing pupils to maintain and develop friendships across school.

Teachers arrange external links to promote wellbeing within the community, as well as for their pupils, as part of their Continuous Professional Development.

Specific assemblies explicitly address various aspects of pupil wellbeing.

A 'Wellbeing corner' in the Chill Den, enables staff to tailor activities to support the wellbeing needs of their pupils. The resources box contains items such as emotion puppets and vibro-tactile massage tools.

The Pupil Wellbeing Working Party meets on a half-termly basis, to provide a forum for discussion on pupil wellbeing, allowing staff to share experience. The Wellbeing Working Party works in collaboration with the Behaviour Working Party and the Positive Behaviour Policy to support pupil wellbeing.

The Bereavement Policy enables staff to support pupils who have experienced a bereavement, as well as pupils who may need to be prepared for a bereavement, in order to safeguard their wellbeing.

Planned learning walks with a wellbeing focus, in collaboration with the Governor for Wellbeing enable strengths and areas for development in pupil wellbeing to be identified and addressed.

The Wellbeing Governor is kept informed of wellbeing strategies of a regular basis and strategic advice and guidance is sought.

A pupil wellbeing board in the staffroom provides staff with information on wellbeing practices in school, as well as current articles on wellbeing for children with Special Educational Needs.

A wellbeing folder on the school server provides a wealth of resources for staff, enabling them to support pupil wellbeing. Staff actively engage with the content and upload their own wellbeing resources to be shared with colleagues.

Wellbeing boards in classrooms and around school celebrate pupils' successes.

A wellbeing section in the newsletter shares pupils' successes with families.

The Senior Leadership Team provide a wide variety of ongoing training opportunities to enable staff to support pupils' wellbeing. Courses to date include: Mental Wellbeing in Children and Young People 2018, Dealing with Bereavement and Loss, Child Protection in Education (September 2018), Child Neglect and Safeguarding Young People 2018.

Lunchtime Support Assistants are provided with regular training on aspects of pupil wellbeing.

Qualified Mental Health First Aiders in school provide ongoing support for pupils and guide staff in their support of pupils with mental health issues. Mental Health First Aiders have a thorough understanding of mental health and the factors that can affect wellbeing. They are trained to identify the signs of mental health issues and guide staff to support pupils, so that pupils can access the appropriate support both in school and externally.

The Wellbeing Action Plan is updated regularly as Castle Hill School works towards acquiring the School Mental Health Award.

An Overview of Pupil Wellbeing

