

Abbey Academies Trust



Every Child Matters

POLICY

For

Health and Wellbeing

Policy Updated: Autumn Term 2021

Review Date: Autumn Term 2022

Every Child Matters within a loving and caring Christian environment

Striving for Excellence, Caring for All

Unicef Articles:

Article 1: All children under 18 have rights.

Article 6: All children have the right to life and to be healthy.

Article 19: Every child has the right to be protected from harm and to be kept safe.

Article 29: Every child has the right to be the best they can.

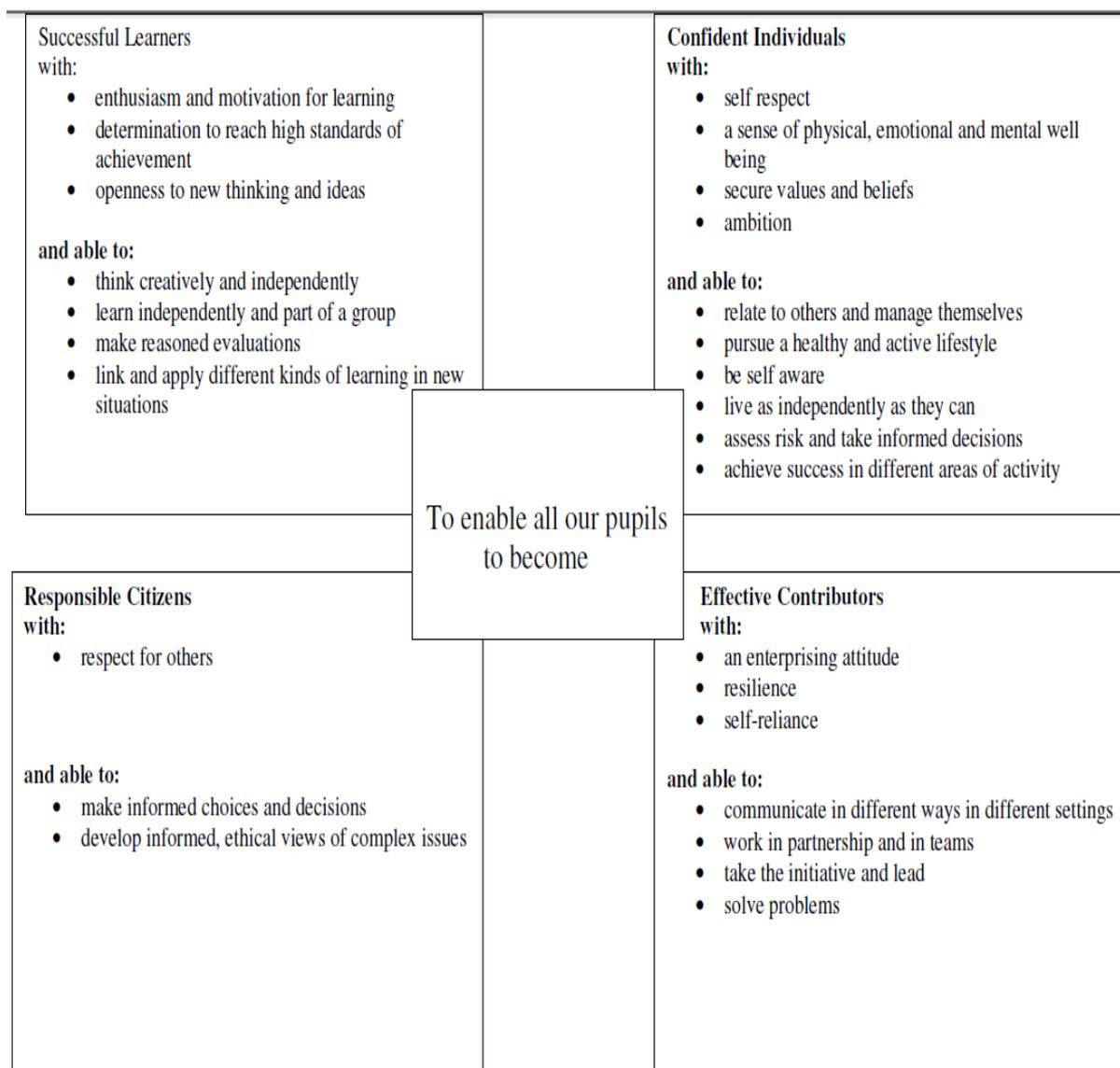
Article 36: Every child has the right to be protected from doing things that could harm them.

Our Academy Vision

We have a vision of a community in which each person is offered the opportunity to fulfil their potential and to understand themselves to be valued for who they are. Through a stimulating and challenging learning environment, we pursue academic excellence and seek the flourishing of all members of the school community. As inclusive and caring church schools, our commitment is to help pupils become thoughtful, open-minded and compassionate human beings who have the knowledge, skills and motivation they need to bring about positive transformation in the world.

"Do all the good you can, by all the means you can, in all the ways you can, in all the places you can, at all the times you can, to all the people you can, as long as you ever can."
John Wesley

A Health Promoting Academy



Background:

AAT believes that good health and well-being is central to effective learning and preparation for successful, independent living. We recognise that everyone is created in the image of God and we value their individuality as they explore their own God given talents and are treated with respect and dignity at all times.

It is of particular concern in the East Midlands where there is a history of poor health. If our nation's health is to improve in the long term as well as promoting positive mental health and social wellbeing, then our children must be the focus.

Within health and wellbeing, physical education can build learners' physical competences, improve aspects of fitness, and develop personal and interpersonal skills and attributes in preparation for leading a fulfilling, active and healthy lifestyle.

Each school has a team of Mental Health First Aiders who have completed specific training. They can offer advice and support to individuals or small groups of children, and may also form part of support for the wider family.

COVID-19

Following the coronavirus outbreak, Abbey Academies Trust remains dedicated to supporting the mental health and wellbeing of all staff and pupils. The Senior Leadership Team are aware that pupils and staff may be experiencing a variety of emotions in response to COVID-19 and may need support to re-adjust to school.

The return to school after school closures, allows social interaction with peers, carers and teachers, which benefits wellbeing. Our schools will provide more focused pastoral support where issues are identified for those individual pupils who may need help, drawing on external support where necessary and possible.

The Senior Leadership Team continue to be on site daily to aid all staff, with the Executive Headteacher moving between schools to further support where needed. Mental Health and Wellbeing First Aiders remain on-hand at all times to support the needs of pupils and staff alike.

Through a whole-school approach to health and wellbeing, we can contribute significantly towards better health for the next generation. "Don't you realise that your body is the temple of the Holy Spirit, who lives in you and was given to you by God?" Corinthians 6:19.

Rationale:

"A peaceful heart leads to a healthy body." Proverbs 14:30.

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical well-being now and in the future. Schools should have role to play in supporting children to be resilient. (Public Health England)

Aims:

Through our curriculum, learning and teaching in health & well-being, we aim to enable our children to;

- make informed decisions in order to improve their mental, emotional, social and physical well-being*
- experience and have the ‘courage’ to take on challenge and the enjoyment of achievement*
- experience positive aspects of healthy living and activity for themselves*
- apply their mental, emotional, social and physical skills to pursue a healthy lifestyle*
- make a successful move to the next stage of education*
- establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and well-being of the next generation of children*
- be encouraged to ‘persevere’ with their learning and experience new learning opportunities*
- show ‘compassion’, ‘forgiveness’ and ‘respect’ to help them to maintain and strengthen their friendships*
- live out our Christian Values to enable them to make more informed decisions later in life as broad-minded citizens*

Assessment and Reporting:

Assessment will focus on children’s knowledge and understanding, skills and attributes in relation to physical education, food and health, substance misuse, relationships and their social and life skills. Teachers and learners will gather evidence of progress as part of day-to-day learning inside and outside the classroom and, as appropriate, through specific assessment tasks. From Early Years through to Y6, our children’s progress will be seen in how well they are developing and applying their knowledge, understanding and skills in, for example, key features of healthy living and relationships, and in approaches to personal planning, assessing risk and decision making.

For example:

- To what extent do they understand the role of healthy eating and physical fitness in contributing to their wellbeing?*
- how well are they applying personal and interpersonal skills as part of their daily lives, and developing them as they grow and mature?*
- through their involvement in planning, managing and participating in individual and group activities in school and in the community, do they demonstrate skills, attitudes and attributes which will be important for the world of work, such as judgement, resilience and independence?*

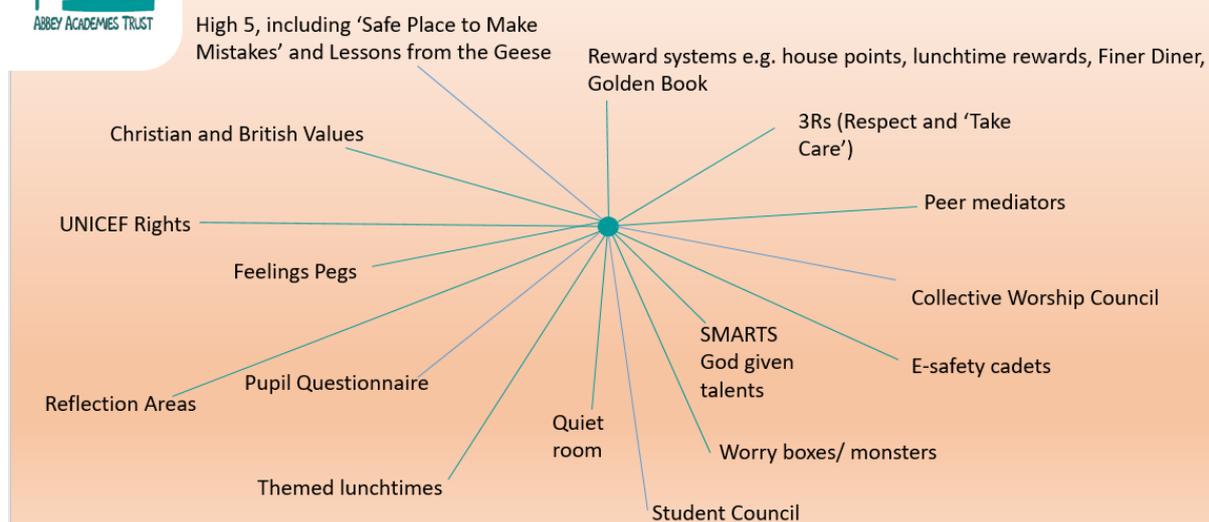
Progression in knowledge, understanding and skills can be seen as children and young people demonstrate that they are:

- *having the courage to apply their knowledge and skills with increasing confidence and competence in dealing with familiar circumstances and new challenges.*
- *showing respect and developing an increasing depth of understanding of their own and others' motivations, attitudes, beliefs and behaviours.*
- *extending the range of their relationships both inside and outside of school.*

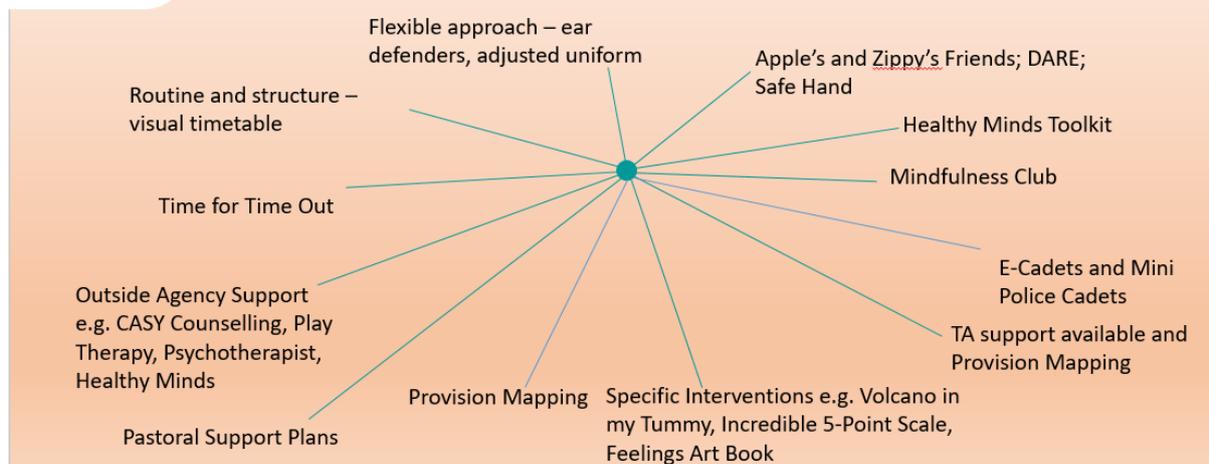
Assessment will also link with other areas of the curriculum, within and beyond the classroom, offering our children opportunities to apply their knowledge and skills in more complex, demanding or unfamiliar learning or social contexts.



The Pupil-Led Offer



The Adult –Led Offer



Outcomes:

By taking responsibility for Health and Wellbeing pupils will:

- *Explore physical factors in relation to health and looking after ourselves*
- *Explore emotions, feelings and relationships and how they affect mental well-being*
- *Explore the interaction of the individual, community and the environment in relation to health and personal safety.*

This will be covered using six areas of Health and Wellbeing in the Curriculum. These are:

• *Mental, Emotional, Social and Physical wellbeing (SEAL, Zippy's Friends, Apple's Friends, Passports)*

P.E. and Science)

• *Planning for Choices and Changes (SEAL and Zippy's Friends Apple's Friends, Passports)*

• *Physical Education, Physical Activity and Sport (P.E.)*

• *Food and Health (Science and P.E.)*

• *Substance Misuse (D.A.R.E KS2)*

• *Relationships, Sexual Health (SEAL, Zippy's Friends, Apple's Friends, Passports)*

The Health and Wellbeing experiences and outcomes allow a fair degree of flexibility in their use and can be amended to suit the needs of individual schools. Staff are also given flexibility to use the elements of SEAL that they feel are pertinent and useful.

Specific issues:

Within the wider context of taking responsibility for health lies the need to ensure that appropriate structure and coherent learning experiences are provided by the school. The issues below form an integral part of our Trust's Health and Wellbeing experiences and outcomes. Due to the importance and sensitivity of these issues, advice and guidance for them is found in separate policies.

- *Anti-Bullying*
- *Relationships and Sex Education*
- *Drugs Education*

Community liaison:

External Agencies;

Involvement of external agencies will be planned for in consultation with the Executive Head Teacher and member of staff.

Parents/carers;

As a listening school parents/carers will be encouraged to share any concerns they may have. We will consider the social, cultural and religious influences of our community.

Trustees and Governors' Roles and Responsibilities:

- *Support in the creation of a whole-school/ Trust approach*
- *Recognise staff and pupil well-being as vital and actively seek out information from staff and pupils about well-being and mental health*
- *Stay informed of current government legislation and guidance*
- *Drive standards*
- *Develop policy and monitor impact*

Supporting information:

This policy should be read in conjunction with our following policies

- *Equality policy*
- *Teaching, Learning and Curriculum policy*
- *Assessment policy*
- *Child Protection and Safeguarding policies*
- *Physical Education curriculum statement*
- *Behaviour and Bullying policy*
- *Health and Safety policies*
- *Relationships and Sex Education policy*
- *SEND and Inclusion policy*
- *Staff Wellbeing policy*

The Future:

- *Strengthen and further develop links with outside agencies, including charities*
- *Training for all staff to ensure that they know how to escalate concerns*
- *Continue to consider children's emotional health and wellbeing needs during COVID-19 times*

See Appendix 1 for examples of well-being within AAT



Definition of mental health

A positive state of mind and body, feeling safe and able to cope, with a sense of connection with people, communities and the wider environment.

NHS England 2015

Unicef Article 24: Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy.

This is the day that the Lord has made. Rejoice and be glad. [Psalm 118:24](#)



How do we support the mental health and wellbeing of our children?



Capture of staff views - June 2021

Everyone in school is like a family - we share values and ethos
Open environment in which people feel able to ask for help or support
Wellbeing support is well planned
Safe place to make mistakes
Christian community support
Wellbeing Wednesdays
Mindful Mondays
Wellbeing Warriors
Mental Health and Wellbeing first aiders - availability for children, 1:1 sessions where needed
Physical and mental health support
Collective Worship is a time to reflect and breathe
Extempore prayers
Play leaders guiding games and supporting positive relationships
Sensory circuits
Regular check ins - all staff provide pastoral support
Feelings pegs
Peer mediators
Inspire+ assemblies and mentor support
Inclusivity of roles and responsibilities
Transition activities
Teacher/Pupil relationships
Personalised behaviour management - positive
Sensory rooms
Curriculum - wellbeing is at the centre
Pupil questionnaires
E-safety
Reflection areas
Student Council and all pupil voice opportunities
Buddy benches/Buddy stops





How do we support the mental health and wellbeing of our children?



Capture of staff views - June 2021



Worry boxes and worry monsters
Thinking about mental, emotional and physical wellbeing
High expectations of children to do their best
SEN support and safeguarding - pastoral support for families
Staff communication with parents supports children
Time out where children need it
Positive environment- boost children's confidence
Circle time
Mindfulness board
Outdoor learning opportunities
The teachers and TAs know the children
Active brain breaks
High Five
Children are given opportunity to talk and are listened to
Safe hands
Stories
Multi-agency working, including Early Help Assessment support
Wellbeing groups for children who need support
Positive scrapbooks
Use of resources tailored to individual needs
Celebration of talents and SMARTs - makes all children feel good
UNICEF rights
Golden time
Mindfulness sessions
Zippy's friends and Apple's friends - explores emotions
Compliment box
Growth mindset
Activities shared on website so families can pick up ideas at home





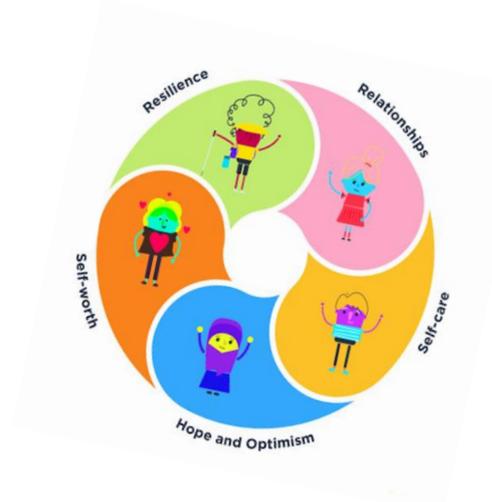
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Capture of staff views - June 2021

COVID-19 specific - much of the extensive list above continued during school closure

- Seesaw learning - communication between children and staff gave encouragement and support
- Teams meeting with classmates
- Support with iPads and technology during school closure
- COVID bubbles and strict protective measures
- Wellbeing sessions during home learning
- Familiarity of curriculum, Collective Worship, staff members etc continued
- Calls to individual children and families to check in on wellbeing
- Opportunity to attend school where mental health and wellbeing was a concern
- Support for families during COVID-19 and returning to school
- Food parcels
- Specific SEN support and tailored learning



Appendix 2



Safe place to make mistakes

Everyone in school is like a family – we share values and ethos

Staff board in staffroom



Open environment in which people feel able to ask for help or support

Mental Health staff wellbeing webinars

Confidential, emotional support (dealing with grief)

Christian community support

A good team dynamic and celebrating each other's special moments

Mental Health and Wellbeing first aiders – availability for staff as well as the children – they are fab!

Open door policy from leaders

No obligation to stay at school until a certain time

No emails between 6pm and 7am

Boxercise session

Wellbeing Wednesdays

Marking policy Physical and mental health support



How do we support the mental health and wellbeing of our staff team?
Capture of staff's views – June 2021



Occupational Health support if needed

Supportive team and colleagues

Reduced planning workload (S plan)

Collective Worship is a time to reflect

Supportive leaders, SLT very supportive and kind

Wellbeing and Mental Health information forwarded to staff

PPA time together as a team

Check ins from leaders and MHWB first aiders if they know things are difficult personally

Phone number for staff to call if have worries, discuss workload/stress

Staff 'get togethers' – when able

Option for additional PPA/Time out of classroom if requested

Questionnaires to find our views

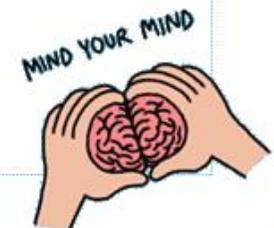
Thankyous (and chocolate at times) really boost morale, especially during a very busy week. Makes you feel appreciated

Able to request a part time role to support work-life balance

Able to attend own children's sports day/assemblies etc. – we only have to ask



Appraisals – feel valued, opportunity to share





Staff emails throughout COVID-19 – uplifting from Sarah M. *'Daily email from EHT gave praise and support to all staff to boost morale and make us smile'*

Supported if family has been affected by COVID-19, not made to feel guilty or that I was letting the school down

Risk assessments in place and 'live' – individual COVID risk assessments where needed



Simplifying and stopping some usual processes/ routines to enable staff time to focus on children returning to school after COVID-19 closure – eg observations, report writing



How do we support the mental health and wellbeing of our staff team?

Capture of staff's views – June 2021

COVID-19

Supply of cleaning, sanitising and protective gear available daily which helps staff in their daily tasks and is reassuring



Staff emails throughout COVID-19 gave us constant updates about government guidelines and restrictions but also kept us all up to date and informed

LFD tests available

Support during COVID 19 – expectations allowed time at home. The staff rota put in place ensured all were coping with the changes and challenges of the pandemic. *'I was able to spend time with my poorly Mum...this was good, not only for my mental health but also for my Mum's. I am very grateful for that precious time I was able to spend with her'*

