



# The Wellbeing Framework For North Somercotes Primary School

Everybody deserves to be both happy and healthy in school and the ‘Happy, Healthy School Framework’ aims to ensure that this can be a reality in every classroom and school. We are aware that the happiness and achievements of children in school depends upon many different people and factors, and lots can be done to protect to support the wellbeing of all involved, from the point of feeling calm, happy and resilient through to possible times of crisis. This Framework has been built to address each aspect of wellbeing, protecting and up-skilling all relevant stakeholders and raising awareness within the school community and beyond of matters concerning social and emotional wellbeing and resilience. We believe that everybody has a part to play in building a happy, healthy school. The Framework was devised in support of the national consultation into Children & Young People’s Mental Health Paper (July 2018), Mental Health and Behaviour in Schools advice from DfE and the NCB advice (May 2015).

## Ethos & Leadership

School policy and procedures, led by leaders, are robust and create an ethos that promotes wellbeing

### Pupil Well-Being

Pupils are supported through an integrated whole school approach, early intervention and long term plans to help them develop skills and awareness for their social and emotional development, including physical exercise.

- Whole school integrated curriculum for PSHE which is quality assured and training provided where needed to ensure consistency and frequency of delivery is effective – it incorporates, RSE, British Values, Resilience and Safeguarding, Health & Safety.
- Children are allowed lots of opportunities to reflect on themselves, others, their learning attitudes and values through dialogic learning and talk time, in an ethos where their opinions and ideas are valued and listened to. Opportunities for mindfulness and relaxation techniques embedded within the curriculum (**Collective Worship, weekly PSHE sessions, Wellbeing Wednesdays (Thoughtful Tuesdays and Feel Good Fridays)**).
- PE and sports curriculum and offer within school promotes sports for all children, as part of a healthy lifestyle out of school, and 2-hour curriculum offer within school time. (**PE coaching, Dance, Swimming, Outdoor Gym**)
- Exercise used to break up learning throughout the day to enhance physical exercise and better mental agility, through strategies such as **Activate** and **Just Dance, Peer/Pizza Massaging**.
- Routines in the morning and last at the end of the day are clear and embed safety and security for children, with robust methods for meetings and greeting children, a calm, purposeful start to the day and **Positive Reflection Time** to finish the day.
- Children are reminded to drink water throughout the day (**drinking charts displayed in all classrooms**).
- Lunchtimes and playtimes are designed to support social interactions and physical exercise, in a structured and supportive way. (**Games tables, Football and Trim Trail rotas, buddy system**)
- Classrooms have a range of strategies to support anxiety such as **feeling scales, worry boxes/ monsters** etc
- The learning environment allows children to make their own choices, and supports and scaffolds children with Autistic, ADHD and Dyslexia friendly approaches (**5 point scale, Spheres of Influence**)
- Children are supported to identify their own and others’ feelings. Children who need extra support are given personalised tools to enable them to name their own and others’ feelings (**Emotion Walls**)
- Success is celebrated within the curriculum, and through whole school sharing. (**Classroom-based celebrations, Superstar Assemblies**).

### Behaviour

Behavioural difficulties are supported through **positive**, robust approaches that tackle the underlying issues

- Whole school ‘relational’ and ‘Restorative’ approach to positive behaviour management and conflict resolution embedded, with range of restorative strategies used by all staff
- Whole school rules in place (a small number) and used consistently by all staff.
- Class charters/rules including conduct during listening and speaking times on display.
- All staff practice ‘*Every interaction is an intervention*’ (Dr K.Treisman) and ‘*connection before correction*’ Paul Dix.
- All staff use an agreed script when dealing with challenging behaviour. (**Restorative dialogue posters**)
- Behaviour that is over and above what is expected is recognised (**behaviour ladders**) and poor behaviour is responded to with deliberate calm and in private.
- Staff understand the importance of creating positive relationships with all children; language is one of the most powerful things we can change to make a difference. **The way we speak to children become their inner voice**.
- Staff view ‘behaviour as communication’, remain curious about the unmet need and seek to support the child and family.
- Children are taught self-talk and calming strategies. (**PSHE sessions, Wellbeing Wednesdays**).
- **Behavioural needs and positive ways to manage them are part of the ongoing professional dialogue in teaching liaison time**.
- Quality assurance and tracking of behaviour to identify children with needs early.
- System of assessing quality first provision for children with behavioural needs followed by appropriate support for staff.
- System of assessing children with behavioural needs followed by appropriate recommendations.

### Working With Others

Support for pupils is integrated and collaborative, to give maximum potential for success, through multiagency support, strong partnerships with parents and strong pupil voice.

- Pupils feel a sense of connection and belonging to one another through a ‘house’ system (**termly work in house teams**)
- Children develop secure relationships with their class teacher and other adults they work with. This supports a sense of belonging.
- *Children are encouraged to work cooperatively throughout the curriculum. (Talk Partners, mixed ability and mixed gender groups)*
- Range of embedded pupil buddy/mentor systems for all pupils whereby older children are paired with younger children - support at lunchtimes, behaviour restoration/social support and academic support.
- Robust school council who are elected democratically to provide meaningful consultation and feedback and to lead on ensuring regular communication back to all pupils on key messages. School Council action plan embeds change through pupil voice.
- Regular interviews with pupils as part of whole school QA cycle
- Parent ‘Meet & Greet’ and/or open door policy
- Strong communication with parents, including emotional wellbeing (**weekly, newsletters, Action 4 happiness calendars, school website, twitter, TEAMs + wellbeing calls in lockdown**)

### Staff Well-Being

Staff are supported to do the best job possible with pupils, by addressing their stress and workload, and providing high quality professional development.

- Robust annual professional development program for all staff on emotional wellbeing for staff and pupils including:
  - Training on behaviour management for high needs groups of children
  - Training on general emotional wellbeing for all
  - Up to date research and articles inbuilt within learning time to keep awareness of issues high (**Mobilise EHWB**)
  - **Mental Health First Aid Training**
  - **Restorative practices training**
- Annual staff survey to look at ways of reducing unnecessary workload and reducing stress (**WEMWBS scale**)
- Time built into staff meetings to look at school ethos, share whole school developments and ways to improve staff wellbeing, and survey feedback and actions.
- Regular staff wellbeing drives e.g. one week per month – no staff meeting, end of term staff buffet, reading shelf in staffroom, Wellbeing day.
- Staff buddies system is used to strengthen relationships between staff on all levels.

“Taking care of you means giving people the best of you, not what’s left of you.”

## Quality First Provision Not Meeting Needs – Referral To Stage 2 Targeted School Support from EHW School Team

- Wellbeing for children is measured through an evidence based program, or questionnaire, to baseline and evaluate the impact of work with targeted children (**Stirling, SDQ, Stress Survey**).
- Children identified as having additional emotional needs will choose key members of staff to talk to.
- **1 page profiles** will be completed to identify pupil strengths and give them voice (*strategies that help me*)
- Interventions are in place for a range of areas, using evidence based approaches and programs where possible, such as: **SEAL, Friends, Time to Talk, ELSA, Dr Treisman’s Trauma Informed Resources**
- Children who need additional help are allocated a Pastoral Support Plan (PSP) key member of staff of their choice to support them, with regular time to meet and explore their issues.
- PSP and interventions running are reviewed and evaluated regularly and changes made where needed.
- There is a clear exit strategy for children when success has been made, which also builds in sustainability for the child.
- Information and impact working with children with emotional needs is communicated effectively to other key areas of the school such as behaviour, safeguarding and attendance.
- Early referral to Community Paediatrician or Early Help if needed.

- Standardised assessment tool used to baseline behaviour, identify areas to develop, and measure impact (**Boxall, Stirling, SDQ, Stress Survey**)
- Assessment tool to identify possible underlying medical conditions.
- Regular and on-going support for child and family for behaviour in school and at home through quality Pastoral Support Plan (PSP) or equivalent, involving parents and children and in school based specialists such as SENDCOs/ EHWB team.
- Delivery of evidence based behavioural interventions by school-based specialists such as **SEAL, Friends, Time to Talk, Dr Treisman’s Trauma Informed Resources**
- On-going observations, quality assurance and meetings with revision to PSP.
- System to gather information about parenting capacity and environmental factors influencing behaviour, followed by recommendations. **Therapeutic Parenting Programme** delivered in schools to support families of children with emotional needs.
- Opportunities for training and events for parents on emotional wellbeing (**LPCF, Healthy Minds**)
- Early referral to Community Paediatrician or Early Help if needed.

- Restorative peer mentoring for children who need support with conflict
- (**Mini-police, restorative** )
- Buddy groups to support children who are finding it difficult to make friends and socialise appropriately (**buddy bench**)
- Initial meeting with parents of child in need of support, to establish back - ground information such as medical, family, environmental.
- EHW Lead to coordinate an integrated meeting with school support team, including for example, Pastoral Leads, SENDco, Attendance Officer, SLT, DSL to decide on next steps for supporting child based on wider information gathered.
- Initiate Pastoral Support Plan, involving teacher, TA, parents, child and wider EHW Team members as appropriate.
- On-going parental involvement through attendance at PSP reviews.

- Meeting with staff member and HT/EHW Lead to discuss areas of stress and issues relating to emotional wellbeing.
- 1:1 Mentor assigned.
- Staff Wellbeing Action Plan devised with recommendations and review.
- Adjustments made to working arrangements to support staff member.
- School to signpost education counselling services if appropriate.

## Targeted School Support Not Meeting Needs – Referral To Stage 3 Targeted Cluster Support from EHW Team

- EHW Team hold a Supervision Conference to discuss the child, family and how best to meet the needs of the child locally.
- Input from local and regional professional bodies with recommendations made at the conference.
- EHW Team allocate a specialist or small team to work with school EHW Lead, family, other school staff and child to develop strategies and up-skill all involved to better support the child.
- Initial school observations, support and development of existing Pastoral Support Plan to include local multi-agency support from the following menu:

- |                              |                            |
|------------------------------|----------------------------|
| ➤ Lincolnshire Healthy Minds | ➤ TAC                      |
| ➤ Boss/Restorative Solutions | ➤ County Inclusion Officer |
| ➤ WTT                        | ➤ CAHMs                    |

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| ➤ PCSO                     |

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- Supervision Conference with EHW Team, comprising of EHW Leads in all cluster schools.
- EHW Team allocate a specialist or small team to work with school EHW Lead, family, other school staff and child to develop strategies and up-skill all involved to better support the child.

## Targeted Cluster Support Not Meeting Needs – Referral To Stage 4 Outreach Services

- CAMHS
- Community Paediatrician / GP
- EP
- Samaritans / Crisis Team / Social Services

- BOSS Referral and subsequent support and recommendations
- Referral to Community Paediatrician
- EHA referral for Early Help Worker
- EP referral

- Collaborative working with external services, family, child, EHW Team and school EHW Lead.

- Recommendation for staff member to seek GP advice for counselling, talk therapy and/or medication.

Stage 1 – Quality First Provision (Universal Support For All)

Stage 2 –Targeted School Support (EHW School Team)

Stage 3 – Targeted Cluster Support (EHW Team)

Stage 4 – Crisis Referral