



Pupil Wellbeing Policy

This policy was written in consultation with staff, pupils, parents and professionals involved in mental health and wellbeing.

Intent

At Haydn Primary School, we are committed to supporting the emotional health and wellbeing of our pupils. Our aim is to equip children with essential life skills that enable them to become healthy, independent and responsible members of society.

We have a supportive and caring ethos and our approach is respectful and kind, where each individual and contribution is valued.

At our school we know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. A number of children may have suffered childhood trauma and could have attachment issues. We take the view that positive mental health is everybody's business and that we all have a role to play.

Implementation

At our school we:

- help children to understand their emotions and feelings
- help children feel comfortable sharing any concerns or worries
- help children socially to form and maintain relationships
- promote self-esteem and ensure children know that they count
- encourage children to be confident
- help children to develop emotional resilience and to manage setbacks

We promote a mentally healthy environment through:

- promoting our core values; to be ready, resilient, resourceful, reflective and respectful and encouraging a sense of belonging
- promoting pupil voice and opportunities to participate in decision-making (School Council)
- Celebrating academic and non-academic achievements (Rewards system and achievement assemblies)
- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others (Peer mediators, playground buddies, reading buddies, school council)
- Providing opportunities to reflect
- Access to appropriate support that meets their needs

Teaching

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal for them and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.

Effective teaching should aim to reduce stigma attached to health issues, in particular those to do with mental wellbeing. At Haydn we will promote an atmosphere that encourages openness. This will mean that pupils feel they can check their understanding and seek any necessary help and advice as they gain knowledge about how to promote good health and wellbeing.

Mental health and wellbeing is embedded in the school ethos and the SRE and PHSE curriculums. We pursue our aims through:

- Universal, whole school approaches teaching the skills, knowledge and understanding needed by our pupils to keep themselves mentally healthy and safe through the SRE and PHSE curriculum (Appendix 1 and Appendix 2)
- Support for pupils going through recent difficulties including bereavement (ELSA)
- Specialized, targeted approaches aimed at pupils with more complex or long-term difficulties including attachment disorder, e.g.
- Circle time approaches or 'circle of friends' activities
- Targeted use of PHSE resources
- Managing feelings resources e.g. worry boxes and worry eaters
- ELSA support groups
- Therapeutic activities including art, lego and relaxation and mindfulness techniques

The computing curriculum covers e-safety, with progression in the content to reflect the different and escalating risks that young people face as they get older. This includes how to use technology safely, responsibly, respectfully and securely, how to keep personal information private, and where to go for help and support.

The PE curriculum aims to ensure that pupils develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and activities and lead healthy, active lives that promote mental health and wellbeing.

Identifying needs and warning signs

Indications of possible difficulties may include:

- Attendance
- Punctuality
- Relationships
- Approach to learning
- Physical indicators
- Negative behaviour patterns
- Family circumstances
- Recent bereavement
- Health indicators

These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns to the child protection and safeguarding lead or the emotional wellbeing lead as appropriate.

Possible warning signs include:

- Changes in eating/sleeping habits
- Becoming socially withdrawn
- Changes in activity and mood
- Talking or joking about self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

Working with Parents

In order to support parents we will:

- Highlight sources of information and support about mental health and emotional wellbeing on our school website
- Share and follow parents to access sources of further support e.g. through workshops
- Ensure that all parents are aware of who to talk to, and how to go about this, if they have concerns about their child
- Make our emotional wellbeing and mental health policy easily accessible to parents
- Share ideas about how parents can support positive mental health in their children

- Keep parents informed about the mental health topics their children are learning about in PHSE and share ideas for extending and exploring this learning at home

Working with other agencies and partners

As part of our targeted provision the school will work with other agencies to support children's emotional health and wellbeing including:

- The school nurse
- Educational psychology services
- Behaviour support
- Paediatricians
- CAMHs (child and adolescent mental health service)
- Counselling services
- Family support workers
- Therapists

Assessment

The school will make use of resources to assess and track wellbeing as appropriate including:

- Strengths and difficulties questionnaire
- R2i resources
- Emotional literacy scales
- Self evaluations

The Environment

This policy should be read in conjunction with our SEND and LAC policy in cases where pupils mental health needs overlap with these. This policy should also be read in conjunction with policies for Behaviour, Anti-bullying, PSHE and SRE policies. It should also sit along child protection procedures.

Whilst all staff have a responsibility to promote the mental health of pupils, staff with a specific, relevant remit include:

- Teresa Mason – Safeguarding/child protection
- Sarah Mcleod – SEND, Mental health first aider
- Mandy Morley – Designated teacher for LAC, PLAC and Mental health and emotional wellbeing, Mental health first aider
- Linda Cousins – ELSA

Monitoring and review

We will ensure that staff, pupils and parents are aware of what support is available within our school and how to access further support.

Governors are also invited to monitor the effectiveness of the school through a variety of other activities including learning walks and classroom observations as per the Monitoring and Evaluation framework in the School Improvement Plan.

Appendix 1 – PHSE curriculum

At Haydn PHSE is taught through the Jigsaw programme of resources. Jigsaw is designed to provide structured opportunities in every lesson to practise and enhance the five skills associated with emotional literacy (self-awareness, social skills, empathy, motivation and managing feelings). These opportunities are vital for children's development, their understanding of themselves and others and in promoting a sense of wellbeing. The following grids give a reference and summary of where these opportunities sit within Jigsaw.

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations

Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of Success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
	I can explain why my class is a happy and safe place to learn.	I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special.	I can explain how I feel when I am successful and how this can be celebrated positively.	I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy.	I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships.	I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private.
	I can give different examples where I or others make my class happy and safe.	I can explain what bullying is and how being bullied might make somebody feel.	I can say why my internal treasure chest is an important place to store positive feelings.	I can give examples of when being healthy can help me feel happy.	I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.	I can explain why some changes I might experience might feel better than others.

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
	I can explain why my behaviour can impact on other people in my class.	I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes.	I can explain how I played my part in a group and the parts other people played to create an end product.	I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices.	I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special.	I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private.
	I can compare my own and my friends' choices and can express why some choices are better than others.	I can explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends.	I can explain how our skills complemented each other.	I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.	I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.	I can explain why some types of touches feel OK and others don't.

Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing Feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and offline scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition
	I can explain how my behaviour can affect how others feel and behave.	I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.	I can explain the different ways that help me learn and what I need to do to improve.	I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help and how to call emergency services.	I can explain how my life is influenced positively by people I know and also by people from other countries.	I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.
	I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.	I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation, e.g. Solve It Together or asking for help.	I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important.	I can express how being anxious/ scared and unwell feels.	I can explain why my choices might affect my family, friendships and people around the world who I don't know.	I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behavior	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First Impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and Animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
	I can explain why being listened to and listening to others is important in my school community.	I can tell you a time when my first impression of someone changed as I got to know them. I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure.	I can plan and set new goals even after a disappointment.	I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.	I can recognise how people are feeling when they miss a special person or animal.	I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.
	I can explain why being democratic is important and can help me and others feel valued.	I can explain why it is good to accept myself and others for who we are.	I can explain what it means to be resilient and to have a positive attitude.	I can identify feelings of anxiety and fear associated with peer pressure.	I can give ways that might help me manage my feelings when missing a special person or animal.	I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestions about how I might manage my feelings when changes happen.

Ages 9-10	<p>Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, Participating</p> <p>I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.</p> <p>I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.</p>	<p>Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures</p> <p>I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.</p> <p>I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.</p>	<p>Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation</p> <p>I can compare my hopes and dreams with those of young people from different cultures.</p> <p>I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.</p>	<p>Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behavior</p> <p>I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.</p> <p>I can summarise different ways that I respect and value my body.</p>	<p>Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARTT internet safety rules</p> <p>I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure.</p> <p>I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.</p>	<p>Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition</p> <p>I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception.</p> <p>I can express how I feel about the changes that will happen to me during puberty, and that I accept these changes might happen at different times to my friends.</p>
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Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 10-11	<p>Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behavior Role-modelling</p> <p>I can explain how my choices can have an impact on people in my immediate community and globally.</p> <p>I can empathise with others in my community and globally and explain how this can influence the choices I make.</p>	<p>Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy</p> <p>I can explain ways in which difference can be a source of conflict or a cause for celebration.</p> <p>I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.</p>	<p>Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments</p> <p>I can explain different ways to work with others to help make the world a better place.</p> <p>I can explain what motivates me to make the world a better place.</p>	<p>Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress</p> <p>I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others.</p> <p>I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.</p>	<p>Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use</p> <p>I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.</p> <p>I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.</p>	<p>Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition</p> <p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.</p>

Appendix 2 – SRE curriculum

At Haydn pupils are taught SRE in the summer term using the 'Teaching SRE with confidence' resources.

By the end of KS2 pupils will know

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Teaching SRE with confidence – overview.

Foundation

Personal, Social and
Emotional Development
Making Relationships

Learning Intention
To recognise that all families are different

Learning Outcomes
Identify different members of the family
Understand how members of a family can help each other

Year 1

4c to identify and respect the differences and similarities between people

4d that family and friends should care for each other

Learning Intention
To explore different types of families and who to ask for help
Learning Outcomes
Know there are different types of families
Know which people we can ask for help

Year 2

4c, to identify and respect the differences and similarities between people

Learning Intention
To introduce the concept of male and female and gender stereotypes
To identify differences between males and females
Learning Outcomes
Understand that some people have fixed ideas about what boys and girls can do
Describe the difference between male and female babies

Year 3

1b to recognise their worth as individuals

4e to recognise and challenge stereotypes

3e to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable

4c, be aware of different types of relationship, including marriage and those between friends and families

4g where individuals, families and groups can get help and support

Learning Intention

To consider touch and to know that a person has the right to say what they like and dislike

Learning Outcomes

Identify different types of touch that people like and do not like

Understand personal space

Talk about ways of dealing with unwanted touch

Learning Intention

To explore different types of families and who to go to for help and support

Learning Outcomes

Understand that all families are different and have different family members

Identify who to go to for help and support

Year 4

1d) to recognise as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their families and others in a positive way

Learning Intention

To explore how puberty is linked to reproduction

Learning Outcomes

Know about the physical and emotional changes that happen in puberty

Understand that children change into adults so that they are able to reproduce

Year 5

1d) to recognise as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their families and others in a positive way

Learning Intention

To explore the emotional and physical changes occurring in puberty

Learning Outcomes

Explain the main physical and emotional changes that happen during puberty

Ask questions about puberty with confidence

Learning Intention

To explore the impact of puberty on the body and the importance of physical hygiene

To explore ways to get support during puberty

Learning Outcomes

Explain how to stay clean during puberty

Describe how emotions change during puberty

Know how to get help and support during puberty

Year 6

4c to be aware of different types of relationships, including marriage and those between friends and families, and to develop the skills to be effective in relationships

3f that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong

Learning Intention

Consider physical & emotional behaviour in relationships

Learning Outcomes

Discuss different types of adult relationships with confidence

Know what form of touching is appropriate

Learning Intention

To explore positive and negative ways of communicating in a relationship

Learning Outcomes

To have considered when it is appropriate to share personal/private information in a relationship

To know how and where to get support if an online relationship goes wrong