

KEMBLE PRIMARY & SIDDINGTON CE PRIMARY SCHOOLS



Our vision is – ‘To have fun, do our very best, and look after everyone in a caring, **Christian**, community’.

Siddington, as a church school, focuses on caring for everyone. This is taught by Jesus through the parable of The Good Samaritan (Luke 10). By caring for everyone in our community, especially pupil, staff and community well-being, children are then enabled to have fun and to do their very best.’ Jesus taught us to look after everyone and we place a high value of mental health in our schools.

In both schools children and staff will use our values of Respect, Compassion, Courage, Truthfulness, Forgiveness and Thankfulness to show how we put our vision into action.

WELL-BEING POLICY

Member of staff responsible	Head Teacher
Governor responsible	Vicar / Foundation Governors
Sub-Committee responsible	LGB
Date agreed with staff	November 2017
Date discussed with pupils	-
Parent group discussions	-
Date agreed at LGB	
Frequency of policy review	3 Yearly
Date next review due	May 2021
Statutory Policy	N

Document Version Control

Issue Number	Issue Date	Summary of changes
1.1	November 2017	New policy in light of pupil and staff need

There is a growing crisis in teacher & head teacher recruitment. Our well-being policy is based upon the needs in our schools as well as local and national priorities. The rationale for this wellbeing policy can be further understood by the statistics in Appendix 1.

Aim

To ensure that the children, staff, parents and wider community at Kemble Primary School & Siddington CE Primary School acquire and develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.

Objectives

To meet our aim we will ensure the following objectives are achieved:

That the children in our schools are:

- Being supported and guided in their learning and in the development of their skills, confidence and self-esteem at home, at school and in the community.
- Having opportunities to take part in activities such as play, recreation, the arts and sport, which will contribute to healthy growth and development, both at home and in the community.
- Having help to attain the highest standards of physical and mental health, as well as access to suitable healthcare and support in learning to make healthy and safe choices.
- Having help to overcome social, educational, physical and economic inequalities and being accepted as part of the school and community.
- Having a nurturing place to learn and where pupils are treated with care and respect
- Having the opportunities, along with carers, to be heard and involved in decisions which affect them.
- Having opportunities and encouragement to play active and responsible roles in the school and community.
- Being protected from abuse, neglect or harm at home, at school or in the community.

Curriculum

A scheme of work is in place covering all the aspects of personal, social and health education (PHSE). The following are covered over the course of the seven years children are at school, always at age appropriate times:

- Growing up, change & emotional responsibilities
- Self-Esteem & feeling good about myself & managing feelings (body image)
- Getting on & Falling out – being proud V being boastful (including being jealous)
- Respect (agreeing & disagreeing)
- Democracy, Citizenship & British Values & school values / Christian Ethos at Siddington
- Bullying & Conflict (including all types of bullying – cyber / homophobic etc)
- Personal hygiene & the need for sleep
- Drugs and solvent abuse (includes alcohol, caffeine & smoking)
- Relationships & Sex Education (RSE) includes changes, puberty, & different types of relationships
- Keeping Safe – includes media influence and peer pressure
- Enterprise work & money management

Teaching and Learning

Approaches will be taken to ensure that:

- 1 hour of PHSE is taught weekly in every class
- Pupils are engaged and their views and experiences are taken into account - particularly where decisions are to be made that may impact on life choices;
- Teaching takes account of ongoing research - particularly in sensitive areas such as self-harm;
- A variety of approaches is used including active, cooperative and peer learning, as well as the effective use of technology;
- Opportunities to experience challenges in the outdoor environment are taken (residential);
- Pupils are encouraged to act as role models within the school environment;

- Feelings boxes available when needed
- A commitment to follow a healthy lifestyle is developed through participation in varied, relevant, realistic and enjoyable activities.

Physical Environment

The school building, facilities and grounds will be maintained in a manner that supports the health message to be reinforced throughout the working life of the school. Play spaces and toys are designed and bought in consultation with the school council.

A high value is placed on creating and maintaining a litter and graffiti free environment. Sufficient litterbins are located inside and outside the school and children will be encouraged to look after the environment.

Links with Family and the Community

Parents and carers are valued and welcomed into the school. We will communicate regularly, consult and engage with parents/carers through newsletters, assemblies, text or email updates, parents' evenings and teacher meetings.

Parents and the wider community will be encouraged to be actively involved in the development and review of our priorities and policies through questionnaires and parent head meetings as well as the PTA.

All staff members will make sensitive use of information concerning individuals and treat conversations with parents/carers with appropriate discretion. The school will deal sensitively with pupils' and parents'/carers' needs and concerns and an effective complaints procedure will be available to all stakeholders.

Staff will encourage pupils to be well behaved and considerate to others, both in school and out in the community.

Schools have a celebration & reflection assembly each Friday that parents are invited to.

Caring for the Wellbeing of Teachers and School Staff

When you're caring for the emotional wellbeing of others, it's easy to forget your own. But to fully support the pupils in your care, you need to make sure your own staff are cared for too.

The high demands on teachers have been shown to result in stress among teachers.

Therefore, addressing the wellbeing of teachers is a vital step to addressing the wellbeing of pupils because engaged, cared for teachers are better able to care for pupils. There are a whole host of factors which can cause stress at work, including:

- Emotional & physical demands of the job
- Parents' behaviour
- Excessive workload
- Workplace bullying
- School environment (air quality, lighting, state of classrooms, staff rooms)
- Lack of professional learning opportunities
- Low morale
- Excessive change
- Culture of blame
- Teachers striving for perfection
- Poor communication

What we do in our school to help with staff well-being:

- Well-being and reducing workload is on the staff meeting agenda each term
- Appraisal always includes a discussion on work-life balance
- Part-time work / job shares are encouraged
- Governors monitor teacher & head teacher work-load & well-being

- Staff are encouraged to eat together
- Playtime and lunchtime duties are shared
- Staff socials are organised termly
- Staffrooms are kept as work free as possible
- Staff are allowed to watch sports days, open days and assemblies of their own children if possible – we always say ‘families come first’.

Appendix 1

There is a growing mental health crisis in our schools. An estimated three children in every classroom have a diagnosable mental health problem, rising to one in four when we include emotional distress.

82% of teachers said that the focus on exams has become disproportionate to the overall wellbeing of their students

- 70% of teachers agreed that the Government should rebalance the education system to focus more on the wellbeing of students
- 91% of teachers would welcome greater recognition of the work that teachers do to support the wellbeing of their students
- 73% of teachers would welcome a change to the Ofsted framework, so that student wellbeing is given a greater focus with other areas reduced
- 71% of teachers said that they would welcome a duty on schools to promote student wellbeing
- 92% of parents think that schools have a duty to support the wellbeing and mental health of students
- 73% of parents would prefer to send their child to a school where children are generally happy, although previous exam results have not been good
- More young people felt that their school cared about their grades/ results than cared about them being happy: 81% to 67%.

Statistics taken from the Young Minds Wise-Up Well-Being Research 2018