



## **BIDSTON AVENUE PRIMARY SCHOOL**

# **MENTAL HEALTH AND WELLBEING SUBJECT POLICY**

## **September 2022**

Approved by the Governing Body of Bidston Avenue Primary School

Autumn 2022

Signed: \_\_\_\_\_

CLlr George Davies (Chair of Governors)



## Intent

### Aims

To ensure that the children, staff, parents and wider community at Bidston Avenue 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. To meet our aims, we will ensure that the following objectives are achieved:

- Plan and deliver a coherent and curriculum-based Health and Well-being Education programme
- Provide a supportive and encouraging atmosphere for children, staff and parents/carers
- Have opportunities to take part in activities such as play, recreation and sport, which will contribute to healthy growth and development, both at home and in the community
- Having help to overcome social, education, physical and economic inequalities and being accepted as part of the school and community
- Develop our relationships with pupils, parents/carers and the wider community
- Work closely with outside agencies to encourage a wide range of health-related activities
- Being protected from abuse, neglect or harm at home, at school or in the community
- Further develop school policies and procedures to promote health. Ensure all members of staff are aware of their professional roles in health-related issues and are involved in developments to promote healthy living.

### Supporting our Vision

Every child will leave as a **reader** who **thinks** critically and has the **resilience** for the world's challenges.

### Supporting our Values

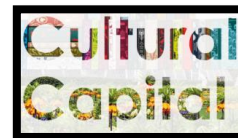
In all we do, we promote the following values

- **Respect**
- Friendship
- Determination
- Excellence
- Courage
- Inspiration
- Equality

## **Opportunities for promoting acquisition of Cultural Capital**

Mental Health and Well-being Initiatives include:

- Bidston Avenue Primary School's Second Step Programme – F2 to Year 6
  - Skills for Learning
  - Emotion Management
  - impulse control
  - Empathy
  - Problem-Solving
- Thumbs Up Education
- Free fruit snack for children up to Year 3
- Children encouraged to drink water regularly
- Participation in Active Schools
- Eco Schools
- Coaching in football, dance, athletics, tag rugby, Taekwondo and basketball
- Swimming lessons in KS2
- Use of Gym equipment in playground
- Improved playground equipment
- Improvements to school grounds
- Development of school gardens
- Buddy system
- School travel plan – Walk to school
- Cycling Proficiency Training
- First Aid Training
- Health and hygiene – School Nurse
- Effective transition policies between classes and stages
- Information Evenings for parents: Drug awareness, Internet safety and Sex Education
- Staff health and wellbeing – Social Activities, Team building and Development days
- Place2Be and Place2Talk
- Drug Education – Christopher Winter
- PE Outreach curriculum support
- Induction to F2
- After School Club provision
- Anti- bullying week
- Choir/ Choir events singing in public



## **Healthy Eating**

The school will actively encourage a healthy approach to eating. The children will bring in healthy playtime snacks and can purchase toast. Staff in the dining room will encourage pupils to try new foods and to eat a healthy lunch. When cooking or baking in school a balance must be struck between sweet and savoury dishes. Staff must not hand out sweets or treats in class for rewards or motivation. Pupils wishing to give a treat to their classmates must give them out at the end of the day when parents can decide if they are eaten. It is not school policy to allow birthday cakes. Celebration food for religious or cultural events is allowed in moderation and with due diligence to allergies etc. Edsential provides school meals to our children and all menus meet the School Food Standards and the ingredients they use meet the Soil Association Food for Life Bronze Award.

Edsential provides fresh, nutritionally balanced food along with a varied choice of salads, fresh bread and fruit every day.

- Menus cater for special, cultural, ethical and religious diets.
- Compliance with legislative requirements on Food Safety and Health & Safety
- Support to deliver cooking on the curriculum and to the wider community
- Cater for most special diets and are allergen compliant

## **Implementation**

***Bidston Avenue Primary School delivers a world class curriculum. It is accessible, inspiring and ambitious, so that every child is equipped to make a positive contribution.***

Emotional health and well-being cover the spectrum of activities in school and the range of educational and health/ welfare agencies who support our children. Our school is proactive in its approach and welcomes opportunities to promote emotional health and well-being through the formal and informal curriculum.

### **Planning**

We use a PSHE curriculum to ensure health, wellbeing and safety is taught throughout school. Staff will use a variety of methods for ensuring sound emotional health and well-being for children. These complement and reflect the overall aims and philosophy of the school. Our approach includes:

- Class codes of conduct/charter, developed from our Rights Respecting School Award activities (UN)
- Clearly identified rewards and sanctions, understood by all
- Rewarding positive behaviour and achievement
- Setting appropriately challenging tasks
- Providing a forum for listening and talking, e.g. using circle time as a tool for personal, social and health education and citizenship
- Encouraging co-operation and collaboration
- Developing social competence
- Encouraging and developing coping strategies and resilience.

The school places emphasis on problem-solving, positive self-assessment, time for reflection, quality feedback and encouragement to participate in school and community events. A range of extra-curricular opportunities exist for children that enable them to extend interests and talents beyond the classroom. The delivery of personal, social and health education and citizenship is fundamental to our promotion of emotional health. Through the planned programmes and informal curriculum, opportunities exist to explore issues appropriate to children's ages and stages of development. Staff deal sensitively with these issues and differentiate according to the varying needs of the children in their care. We also promote emotional health and wellbeing through our Values curriculum which aims to develop values and life skills for the future. Children are grouped in a variety of ways to promote the achievement of their best. In the classroom, there are opportunities for children to work in both friendship and ability groups. Regular review of seating arrangements helps to ensure that children gain maximum benefit. We see parental involvement as a vital part of emotional well-being and mental health.

### **Teaching and Learning**

Our school will:

- Develop our relationships with pupils, parents/carers and the wider community
- Actively promote self-esteem of the whole school community, including staff
- Engage and work with parents and carers to provide all children with positive experiences which promote and protect their health
- Engage with pupils and encourage their views and experiences and ensure they are considered, particularly where decisions are to be made that may impact on life choices
- Teaching takes account of on-going research, particularly in sensitive areas such as substance misuse
- A variety of approaches are used including active, co-operative and peer learning as well as the effective use of technology
- Opportunities to experience challenges in the outdoor environment are taken
- Pupils are encouraged to act as role models in the school environment
- Promote the health of all the school community
- Provide a range of stimulating experiences for all pupils
- Work closely with outside agencies to encourage a range of health-related activities
- Meet with children for views and development of health in school

## **Subject specific SEND Scaffolding**

SEND children are supported to ensure that they achieve geographical objectives and are fully engaged in all lessons to achieve their potential. Potential barriers such as Reading and Writing skills are reduced. This is achieved with a range of scaffolds.

Writing frames are used to support lower writers and word banks are used alongside these.

Key vocabulary is displayed/ available with a glossary. The meaning of key vocabulary is additionally shown in picture form.

When reading texts, accessing maps and atlas' children are paired with a partner or work in a small group. Age and ability appropriate resources are used.

Teachers/ TAs can scribe answers for children to ensure the geographical understanding is not lost through written forms.

Prior learning is recapped at the beginning of each lesson to help make the links and built on prior knowledge.

## **Experiences every child should have:**

- Explore our local area, through walks, visits and fieldwork to parks, shops and other places of interest
- Visit a variety of different physical environments, including the seaside, forests and rivers
- Residential Trips – Barnstondale, London, Oaklands, China
- Explored the culture of different countries through, including tasting food from around the world.

## **School 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.

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. Recycling facilities will reinforce the citizenship message both within school and among the local community.

Caring for the environment will be embedded in the life of the school. Children will have access to Gym equipment and a Table Tennis table within the school grounds.

During lunchtimes there will be games organised by a Sports Assistant and children are trained in leadership roles to support health development.

## **Parent Partnership**

At Bidston Avenue Primary School we understand and value the need to work closely with parents and carers to ensure that the school's health initiatives meets the needs of our pupils. We value the important contribution made by parents and appreciate the need to engage parents and families in improving the health of the children. We seek to establish and maintain strong positive links with both the parents and the community. We will continue to keep parents and carers informed through: social media, letters, newsletters and leaflets on Health Promotion topics, Awareness Raising and Information meetings. Parents are invited to support the school in numerous ways including joining the Home School Partnership, making toast and supporting fund raising events.

## **Working in partnership with other agencies and specialist services**

Bidston Avenue Primary School makes extensive use of specialist services in supporting the learning, social, emotional and behavioural needs of individuals. We actively seek the expertise of other specialist agencies e.g. MHST (Mental Health Support Team), Health Promoting Department, Secondary link staff, Active Schools Co-ordinator, School Police Liaison Officer, Road Safety officer, Social Work, Children First, Social Work and Psychological Services to support both health education and promotion at our school.

## **Sex Education**

This programme runs within the main health programme and is 'continuous and progressive'. The school uses the accepted and promoted resource 'All about us - Living and Growing'. We acknowledge that consultation with parents/carers is necessary and that parents/carers have the right to withdraw their child if they so wish. The school will ensure that these children are not disadvantaged in this area of the curriculum.

## **Drugs Education**

A programme of study for drug education has been developed for the school in liaison with outside agencies. Christopher Winter Drug programme runs within the main health/PSHE programme and begins in key stage 1, with aspects such as body awareness and the safe use of medicines being covered. By year 6, the focus is on drug facts, coping with persuaders, positive body image and drug and substance misuse.

## **Health and Welfare of Staff**

The school is committed to encouraging all staff to lead healthy working lives. A staff room is available where staff can relax. Staff will be involved in drawing up development plans and in most decisions affecting their professional practice. Staff meetings will be held weekly where individuals can air their views and feel supported. A number of social events will be held throughout the year where staff can relax in a social setting.

## **Roles and Responsibilities**

All staff will actively support, contribute to and be involved in the promotion of good health and participate in staff development when the opportunities arise. The Senior Leadership Team is responsible for monitoring the Health Education Programme and overseeing the promotion of health in the school.

The Health and Wellbeing subject leader and Senior Leadership Team will have responsibility for reviewing the health programme of work and playing a supportive role in all health promoting initiatives within the school.

## **Assessment**

We assess knowledge, understanding and skills on a regular basis, continually meeting the needs of the individual child. School staff will gather evidence of pupil progress as part of day-to-day learning inside and outside the classroom and, as appropriate, through specific assessment tasks. From the early years to the upper classes, pupil progress will be seen in how well they are developing and applying their knowledge, understanding and skills in healthy living and relationship and in assessing risks and decision making. The methods used to monitor pupil progress will be wide-ranging and the evidence to support their findings may include among others, questionnaires, quizzes, observations, interviews, examples of pupils' work, teachers notes, feedback from parents/carers, video or photographic entries, class displays, quantitative data (number of incidents, sickness absence etc), follow up classroom activities or focus group results.

## **Monitoring and Review**

The Mental Health and Wellbeing lead is primarily responsible for monitoring the implementation of this policy. This will be through ongoing discussion with the Senior Leadership Team.

The subject lead will report on this to the governor's where requested

The work of the Mental Health and Wellbeing leader is also subject to review by the head teacher as part of our performance management arrangements.

## **Governor Approval and Review Dates**

The policy is to be reviewed annually.