

Wellbeing Policy



Lisburne's aim is to provide quality inclusive education for all pupils and access to the full range of National Curriculum subjects in a safe, caring environment where all achievements are valued and celebrated. At the heart of Lisburne Schools aims are the wellbeing of all pupils, parents and staff. We know that in order to provide the quality and inclusive education we strive for, wellbeing needs to be central.

Lisburne School is committed to Safeguarding, promoting the welfare of all its pupils and to protecting them from the risks of harm. The Governors expect all staff, students and volunteers to share this commitment by demonstrating their understanding of how each individual adult working on behalf of the school has an active part to play in protecting children from harm and promoting their welfare. In order to safeguard the children at Lisburne, wellbeing is prioritised as this ensures children feel happy and confident at both school and at home. We know that changes to behaviour can be a sign that a child needs support with their mental health and wellbeing. Having an environment which focuses on children's wellbeing allows us to reduce the anxieties of our children and ensure they feel fulfilled and self-assured.

Staff and parent wellbeing is also fundamental to us at Lisburne to ensure that the children's wellbeing and safety is a priority. Without the resilience and wellbeing of the child's support network, learning, behavior and opportunities are restricted.

As part of Lisburne's commitment to safeguarding and child protection we fully support the government's Prevent Strategy.

We aim to fulfill the Prevent Duty by protecting our pupils from harm and to ensure they are taught in a way that is consistent with the law and British Values. We aim to: raise awareness, enable learners to make a positive contribution and safeguard the wellbeing of our children.

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| Policy agreed by GB on | October 2018 |
| Policy shared with staff on | November 2018 |
| Reviewed | May 2020 |

Our aims:

- **To have happy and nurturing environment which promotes a culture of awareness of the individual's wellbeing needs for children, parents and staff.**
- **To create an environment where all staff feel the ability to respectfully challenge a viewpoint without it being judged.**
- **To create a positive communication system where we speak to people as we would like to be spoken to.**
- **To promote flexible practices built around people and therefore prioritise our workload.**
- **To have a clear referral system to support both staff and parents to access appropriate links.**

What is Wellbeing?

We use the World Health Organisation's definition of mental health and wellbeing "A state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community".

Mental health and wellbeing is not just the absence of mental health problems. We want all children/young people to:

- Feel confident in themselves.
- Be able to express a range of emotions appropriately.
- Be able to make and maintain positive relationships with others.
- Cope with the stresses of everyday life.
- Manage times of stress and be able to deal with change.
- Learn and achieve, to the best of their abilities.

Links to other policies

This policy links to our other policies on Safeguarding and Anti-bullying. Links with the school behaviour policy are especially important as withdrawn and anxious behaviour may be a direct link to mental health and emotional wellbeing.

Roles and responsibilities

At Lisburne, we believe wellbeing is the responsibility of all. Being understanding and proactive about risk factors is vital in looking for early warning signs of mental health problems. We aim to offer a range of different support channels for anyone concerned with a child, staff member or careers/parents wellbeing.

Head teacher's role

- Will ensure staff enjoy a reasonable work life balance, leading by example.
- Support the governing body to reduce employee stress.
- Will ensure there is clear communication between staff and management.
- Ensure there is an open door policy allowing all staff to voice concerns.
- Monitor and review current wellbeing of staff with wellbeing coordinator, ensuring wellbeing is being prioritised at all times.

Governing body's role

- Will take overall responsibility for the policy and ensure staff enjoy a reasonable work life balance. This will come as part of reviewing current practice.
- Ensuring the procedures are in place that will minimise stress.
- Will provide a range of strategies to allow for staff to be part of decision making.
- Will provide personal and professional development such as team building, understanding of restorative approaches etc.

Teachers role

- Will act as a line manager for class team, discussing worries and concerns.
- Check in with support staff, ensuring wellbeing is good.
- Will share views and feelings about school life with senior leadership.
- Try to take advantage of training opportunities, to allow for a better understanding of staff and pupil wellbeing.

TA's role

- Discuss areas of concern or worries with a line manager or senior leadership team.
- Look out for colleagues wellbeing and encourage appropriate support channels when worried about wellbeing.
- Try to look after wellbeing, considering the 5 ways to wellbeing.



Sources of relevant support for [staff](#):

At any point can staff members turn to the below for support.

- Wellbeing lead: Gillian Levis
- Our senior leadership team
- Class teachers
- Members of class team
- The school nurse
- HYMS training sessions and consultations

Sources of relevant support for [children](#):

- Our senior leadership team
- Class teachers
- FLC's
- The school nurse
- CAMHS
- Speech and Language therapists
- Occupational therapy
- HYMS/CCLDT consultations

Sources of relevant support for parents:

Appropriate links and support networks will be provided to parents regularly

- Our Head teacher
- FLC's
- Class teachers
- Support link social worker as needed

How we promote and support wellbeing?

Staff

- Restorative discussions are promoted amongst all staff.
- Training opportunities led by staff voice.
- Open door policy.
- Advisory services available through wellbeing lead.
- Privacy and confidentiality will always be respected.
- Continual staff voice opportunities.

Children

- Appropriate whole school and class reward systems
- Circle times
- Restorative approaches to all aspects of school life
- Wellbeing week
- Transition programmes for all children across school
- Behaviour changes evaluated and recorded via CPOMS to allow for consideration of wellbeing.
- Continual pupil voice opportunities.
- Positive communication between school and home.

Parents

- Awareness of differing needs within school- awareness days.
- Termly support sessions based on topics decided by parents. (Parents at Lisburne School- PALS)
- Parent befrienders-to be established following the Face to Face program led by SCOPE.
- Parents evening- an opportunity to voice worries and concerns.
- Open door policy
- Regular communication about a parent/ carers child and their wellbeing, between home and school.
- Links with FLC via home visits, face to face meetings, telephone communication.
- Using restorative approaches to build and maintain relationships between parents and carers, staff and children.
- Signposting to outside agencies for relevant support.
- School link social worker as needed.
- Availability of siblings after school club.
- HYMS/CCLDT consultations.