



Ashfield Junior School

Inspiring our children to dream big, be extraordinary
and to change the world

Wellbeing Policy

Date agreed: June 2024

Date of next review: June 2026

Introduction

At Ashfield Junior School we take the emotional health and wellbeing of our pupils and staff very seriously.

Our school has a supporting and inclusive ethos, which encourages respect, the development of good self-esteem and gives staff and pupils a voice.

Our school is committed to providing a caring and supportive environment for all staff and we recognise the importance of their welfare too.

This policy outlines the ways in which we, as a school care for and nurture the emotional wellbeing of our pupils and staff.

Our Mission is to provide an excellent education for all our children so that:

- Every child flourishes both socially and academically to be the best they can be; and are equipped with the skills and confidence they need to navigate in a changing world
- Our families are confident that their children are happy and safe; and that our teachers are ambitious for their children in whatever paths they wish to take

Our policy aims to support this by outlining the supportive framework within other school policies for both pupils' education and staff workplace so that everyone feels safe, supported, valued and happy.

Rationale

The emotional health and wellbeing of everyone in the care of Ashfield School is fundamental to our mission and exemplified in our daily practice. We believe that positive emotional health and wellbeing creates happier, motivated staff and pupils who strive to get the most out of life; and promotes school improvement and success in a multitude of ways, including:

- Pupils engagement with their learning
- Attainment and progress across the curriculum
- Effective teaching
- Parents and carers who are actively involved in school life and learning
- Pupils' good self-esteem and confidence
- Pupils' excellent behaviour and attendance
- Low rates of persistent absence
- Positive and effective relationships between staff and with pupils
- Successful recruitment and retention high calibre staff.

Promoting Emotional Health and Well Being

Pupils

Our school council is made up of pupil representatives from all year groups who are democratically elected by their peers. The School Council meets regularly to discuss issues the pupils have, contribute to school improvement, organise events such as the Bring & Buy Sale and charity work; as well as contributing to changes in school policy.

Promoting Emotional Health & Well-being through the Curriculum

Ashfield promotes positive health and well-being through a detailed Personal Development curriculum (see policy)

We also promote positive emotional health and wellbeing throughout the curriculum by:

- Encouraging independence in learning
- Using a range of teaching styles appropriate to pupils' age, ability and level of maturity
- A focus on Growth Mind-sets
- Opportunities for pupil leadership through School Council, Eco Council, buddy system
- An emphasis on praise and reward for effort
- Weekly assemblies
- Achievement assemblies
- House points and positive praise
- Open classrooms and open evening
- Class well-being assemblies and Mindfulness

Pastoral Support for Pupils

Pastoral support for pupils is carefully considered as part of our support for meeting the needs of Social, Emotional and Mental Health needs (SEMH). At Ashfield we promote emotional health and wellbeing of **all** pupils (Tier 1a) whilst ensuring that we have appropriate support and strategies in place for identified pupils who may need additional or further support (Tier 1b). We appreciate that some pupils may need more specialist support from outside agencies (Tier 2 & Tier 3) and the SENCO or Headteacher would refer these children accordingly to the most appropriate service, whilst ensuring pastoral support is continued in school. See appendix for overview of tiered support for SEMH.

Parents & Carers

The school promotes the involvement of parents and carers in the life and learning of the school. We have an "open door" policy and teachers make time to speak with parents at collection time at the end of the day, as well as two parent consultations in the autumn and spring term. The school holds curriculum events e.g. E-Safety workshop for parents, "Moving On" meetings to help parents through transition to secondary school, as well as open classrooms in the Autumn and Summer Term. The school provides regular communication and involvement regarding pupil progress, behaviour and pastoral issues. Our SENCo is available to support parents of children with SEND, and frequently signposts parents to SEND parent workshops and/or additional support if necessary. Parents can also

access the school's Family Support Worker, who is available on request, coffee mornings, through workshops or works more intensively with families who require greater support.

Staff

The notion of TEAM is very important to Ashfield and we work hard to ensure that everyone working here feels valued. The Teaching and TA team meets weekly for training, development and general updates. All staff contribute to policy and curriculum changes and are represented on the Governing Body. Relationships in school are positive – staff genuinely care about each other – and are not fearful of voicing opinions or concerns. There is a whistleblowing policy in place and staff are encouraged to raise any concerns with their mentor, line manager, the Headteacher or a governor.

The school environment is clean, tidy and well resourced. The staff have a good facilities for their break times. Teachers have PPA time, time out of class to carry out leadership duties and focused staff meetings to carry out specific activities. The talented and well trained TA team provide excellent support for the teaching team.

Ashfield puts a lot of emphasis on good quality training. Staff meetings address whole school areas of need, where the teaching team work together for school improvement. Much of our training is in-house and run by members of the SLT. This avoids unnecessary travel and ensures that the whole teaching team can benefit from training. Curricular planning time is planned into staff meetings so that staff can work together with their year group partner, within their milestone or as a whole staff group. Access to good quality training from external providers is available where appropriate.

The further promote the positive well-being of staff, the Headteacher will take responsibility for his/her work life balance and be aware of the role modelling they are setting for others. In collaboration with senior leaders, set positive role models and provide pastoral/welfare support for individual staff as required.

The Headteacher will ensure that all staff are treated in a fair, sensitive and confidential manner; and when issues arise, discuss options appropriate to the circumstances. The school will support, as far as possible, any initiatives and recommendations in relation to staff welfare as advised by unions.

The work of all staff is underpinned by effective policies and clear job descriptions. The Governing Body always considers the impact of new initiatives and policy changes on the work-life balance of staff. There is a Wellbeing linked Governor who will report back to the Governing Body on wellbeing.

Pupil Progress meetings with parents of children with SEND are held within the school day. The school makes effective use of technology to reduce the burden of time-heavy work such as assessment, report writing and staff appraisal.

The Headteacher and SENCO have received training on supporting the Mental Health and Wellbeing of the school community (staff and pupils) and attends bi-annual refreshing training as part of their continued professional development. Any relevant training or feedback is delivered to staff.

The Headteacher will always consider any reasonable request for alterations to working patterns. Alterations to working patterns will be negotiated for a positive outcome for both the member of staff and the school. Applications for alterations to working patterns will not be granted where:

- There would be a loss to the quality of the education being provided
- There would be issues with health and safety in the school
- To grant it would have a negative impact on the well-being of other staff or children

- To grant it would be financially detrimental to the school

The Governors and Headteacher are committed to reviewing the impact of the Emotional Health and Wellbeing policy as part of the School Improvement Plan. It falls within the remit of the Curriculum Standards and Welfare (CSW) Committee. This policy should be used in conjunction with other policies, including, but not restricted to:

- Safeguarding and Child Protection
- Behaviour and Discipline
- Code of Conduct for Staff
- Anti-Bullying
- Health and Safety
- Healthy Eating
- Whistle Blowing Policy

Next formal review of this policy is Summer 2026

Appendix 1 - A Tiered Approach to Provision for SEMH

Focus Area	Tier 1a	Tier 1b	Tier 2	Tier 3
	Universal Provision Available for ALL children	Available for SOME Children		Available for a FEW Children
Social, Emotional & Mental Health (SEMH)	<ul style="list-style-type: none"> • Herts STEPS approach, reflected in whole school behaviour policy • Home/school agreement • Fair and consistent classroom management • Safe, secure classroom environment • Negotiated class rules • Built in 'Reward Time' as a class • Praise and house points • Achievements Assembly to reward academic and non-academic achievements • Family Assemblies incorporating children across all year groups • Facilitated play through Play Leaders • Use of 'Incredible Five Point Scale' across the whole school • Use of 'Blob Tree' in every classroom • Access to 'worry box' in every classroom to disclose any worries/concerns. • Mindfulness & breathing/calming strategies • Snack and Chat sessions • Regular meetings with parents/carers to share good/poor behaviour • 'R' Time and 'T' Time activities • Opportunities to chat to class teacher / TA • Weekly class assemblies with focus on Mental Health and wellbeing • Protective behaviours: safety & network 	<ul style="list-style-type: none"> • Personalised reward chart / behaviour support • 'Time out' / sensory breaks to other classrooms • Small group support for social skills / anxiety • 1:1 targeted mentoring from Pastoral Mentor, Headteacher or SENCO for a specified period of time • 'Talkabout Targets' containing details of targeted support regularly shared between Pastoral Mentor / teacher / child • Drawing & Talking Therapy • Extended, targeted use of Protective Behaviours • Access to GP for onward referrals • Possible referral to School Nurse for support • Access to support websites e.g. www.healthyyoungmindsinherts.org.uk • Open access to a quiet safe area at lunchtimes 	<ul style="list-style-type: none"> • Access to School Counsellor from SafeSpace (Herts Counselling Service) • Support from SWHP Family Support Worker • Referral to Step 2 via SPA for more specialist support • Drawing and Talking intervention • Referral to CAMHS • Advice & support from ESCs e.g. Chessbrook • Advice & support from DSPL9 Behaviour Hub • Referral to Educational Psychologist (EP) • Free online Counselling from www.kooth.com (ages 10-25yrs) 	<ul style="list-style-type: none"> • Support from Specialist CAMHS • Support from PALMS • FFA in place • EHCP detailing support required to meet SEMH needs

