



Apex Primary School

Pupil Wellbeing Policy

Implemented April 2024

Next review: When needed

Aims

At Apex Primary School, we are committed to supporting the well-being of pupils, parents, carers, staff and other stakeholders.

This policy focuses on pupils' wellbeing. It aims to:

- Set out our school's approach to promoting positive mental health and wellbeing for all pupils across our school
- Provide guidance to staff on their role in supporting pupils' mental health and wellbeing, including how they can foster and maintain an inclusive culture in which pupils feel able to talk about and reflect on their experiences of mental health
- Support staff to identify and respond to early warning signs of mental health issues
- Inform pupils and their parents/carers about the support they can expect from our school in respect of pupils' mental health and wellbeing, and provide them with access to resources

Legislation and guidance

This policy was written with regard to:

- [The Equality Act 2010](#)
- [The Data Protection Act 2018](#)
- Articles 3 and 23 of the [UN Convention on the Rights of the Child](#)

Roles and responsibilities

All staff are responsible for promoting positive mental health and well-being across our school and for understanding risk factors. If any members of staff are concerned about a pupil's mental health or wellbeing, they should inform the DSL.

Certain members of staff have extra duties to lead on mental health and wellbeing in school. These members of staff include:

- Headteacher/Emotional Wellbeing Lead - Ms Meherun Hamid

- Designated safeguarding lead (DSL) & SENCo - Ms Aisha Hodgson
- Deputy DSL- Ms Soumayah Chakir

Supporting pupils

As part of our school's commitment to promoting positive mental health and wellbeing for all pupils, our school offers support to all pupils by:

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Whole School

- Raising awareness of mental health during assemblies, SMSC, and mental health awareness week
- Signposting all pupils to sources of support available at school
- Having open discussions about mental health during lessons
- Providing pupils with avenues to provide feedback on any elements of our school that are negatively impacting their mental health
- Monitoring all pupils' mental health through assessments, e.g. wellbeing questionnaires
- Appoint a senior mental health lead with strategic oversight of our whole school approach to mental health and wellbeing
- Offering pastoral support, e.g. through wellbeing ambassadors in upper Key Stage 2 and Peer Mediators
- Worry boxes for children to share concerns with SLT
- Anti-bullying week and activities
- Displays and information around the School about positive mental health and where to go for help and support
- Growth Mindset

Class activities

- Worry boxes - children can anonymously share worries or concerns in class and select the adult they wish to talk to
- Circle Time: group activity for pupils to engage in discussions or activities led by a teacher. It provides a safe and supportive environment for pupils to share their thoughts, feelings, and experiences, fostering a sense of community and belonging. A range of topics are discussed such as emotions, relationships, problem-solving, and social skills development.
- Meditation/Breathing Exercises: are mindfulness practices aimed at promoting relaxation, focus, and emotional regulation. These techniques involve various methods such as deep breathing, guided imagery, and mindfulness meditation. By practising meditation and breathing exercises regularly, pupils can learn to manage stress, reduce anxiety, and improve their overall wellbeing and performance.
- Journaling: writing thoughts, feelings, and experiences in a personal journal or diary provides pupils with a creative outlet for self-expression and reflection. Journaling can help pupils develop self-awareness, process their emotions, and identify patterns in their behaviour or thinking. It also serves as a tool for goal setting, problem-solving, and building resilience.

- **Feeling Fan:** is a visual tool pupils can use to identify and communicate how they are feeling at any given moment. Pupils participate in this at the beginning of the day and at transition times. It encourages emotional literacy and communication skills by helping pupils recognise and express their emotions effectively.
- **Feelit Fixit:** is a problem-solving technique designed to help pupils address and manage their emotions constructively. It involves three steps: identifying the feeling (Feelit), understanding the cause or triggers of the feeling, and brainstorming solutions or coping strategies (Fixit). This approach empowers pupils to take control of their emotional responses and develop resilience in facing challenges. (See Behaviour Policy)
- **Feeling Metre:** is a visual tool to assess and monitor pupils' emotional states over time. It typically consists of a scale ranging from low to high-intensity emotions, with corresponding facial expressions or descriptors. Pupils can self-assess their feelings and track changes in their emotional well-being, allowing teachers to provide targeted support or interventions as needed.
- **SMSC (Spiritual, Moral, Social, and Cultural) development:** Promotes pupils' personal development, social responsibility, and understanding of diverse cultures and beliefs. Cover topics such as empathy, respect, citizenship, and ethical decision-making. By integrating SMSC education into the curriculum, schools nurture pupils' holistic development and prepare them to become active and responsible members of society. (See SMSC Policy)
- **Class Dojo -** Teachers can praise pupils for effort applied, and tasks achieved and a collaborative attitude and work towards public praise.

Transition programmes

Transition programs are invaluable in ensuring that pupils navigate major educational milestones with confidence and ease. By implementing a staff mentorship initiative for Year 6 students transitioning to secondary school, we aim to provide personalised support and guidance tailored to their individual needs. This will be held half termly with Teachers/SLT. This mentorship not only fosters a smoother transition but also cultivates a sense of belonging and reassurance during this pivotal period of academic and personal development.

Each year children will complete a Wellbeing Action Plan for children helps children identify their own challenges and what helps them. The booklet is designed to be personalised and to enable children to build their own wellbeing toolkit. See Appendix

Similarly, our Early Years transition program prioritises a nurturing environment for pupils new to the school, offering settling-in days alongside parents and a gradual transition to full-time attendance. These initiatives underscore our commitment to fostering a supportive educational community where every pupil feels empowered to thrive.

Early Years

In the Early Years, promoting wellbeing is crucial for the overall development of pupils. Some activities that we do to help promote well-being in the early years include:

- Encouraging physical activity through outdoor play and movement-based games.
- Providing opportunities for creative expression through art and imaginative play.
- Promoting social interaction and communication skills through group activities and cooperative games.
- Teaching mindfulness and relaxation techniques to help children manage emotions and stress.
- Encouraging healthy eating habits and regular sleep patterns to support physical and mental health.

See Early Years Policy

Assessing what further support is needed

If a pupil is identified as having a mental health need, the school will take a graduated and case-by-case approach to assessing the support our school can provide, further to the baseline support detailed above.

Our school will offer support in cycles of:


- Assessing what the pupil's mental health needs are
- Creating a plan to provide support
- Taking the actions set out in the plan
- Reviewing the effectiveness of the support offered

Internal mental health interventions

Where appropriate, a pupil will be offered support that is tailored to their needs as part of the graduated approach detailed above. The support includes:

- Nurture groups
- Reduced timetable
- Time-out pass
- Counselling/therapy e.g Drawing & Talking therapy

Individual healthcare plans (IHPs)

A pupil will be offered an individual healthcare plan  if the condition is persistent or it is concluded that the pupil will benefit from one. IHPs are written in collaboration with the pupil (if appropriate), their parent/carer, and any other relevant professionals.

The pupil's IHP will contain the following details:

- The mental health issue (and its triggers, signs, symptoms and treatments)
- The pupil's needs resulting from the condition
- Specific support for the pupil's educational, social and emotional needs
- The level of support needed
- Who will provide the support
- Who in our school needs to be aware of the child's condition
- What to do in an emergency
- Evaluation

Making external referrals

If a pupil's needs cannot be met internally by the school, our school will encourage parents/carers to make a referral for external support.

A pupil could be referred to:

- Their GP or a paediatrician
- CAMHS
- Mental health charities (e.g. [Samaritans](#), [Mind](#), [Young Minds](#), [Kooth](#), Childline, Muslim helpline)
- Local counselling services

See Child Protection and Safeguarding Policy

Supporting and collaborating with parents/carers

We will work with parents/carers to support pupils' mental health by:

- Asking parents/carers to inform us of any mental health needs their child is experiencing, so we can offer the right support
- Informing parents/carers of mental health concerns that we have about their child
- Engaging with parents/carers to understand their mental health and wellbeing issues, as well as that of their child, and support them accordingly to make sure there is holistic support for them and their child
- Highlighting sources of information and support about mental health and wellbeing on our school website, including the mental health and wellbeing policy
- Liaising with parents/carers to discuss strategies that can help promote positive mental health in their child
- Providing guidance to parents/carers on navigating and accessing relevant local mental health services or other sources of support (e.g. parent/carer forums)
- Keeping parents/carers informed about the mental health topics their child is learning about in SMSC, and sharing ideas for extending and exploring this learning at home

When informing parents/carers about any mental health concerns we have about their child, we will endeavour to do this face-to-face.

These meetings can be difficult, so our school will ensure that parents/carers are given time to reflect on what has been discussed and that lines of communication are kept open at the end of the meeting.

A record of what was discussed and action plans agreed upon in the meeting will be recorded and added to the pupil's confidential record.

Peer on Peer Support

Watching a friend experience poor mental health can be very challenging for pupils. Pupils may also be at risk of learning and developing unhealthy coping mechanisms from each other.

We will offer support to all pupils impacted by mental health directly and indirectly. We will review the support offered on a case-by-case basis. Support might include:

- Strategies they can use to support their friends
- Things they should avoid doing/saying
- Warning signs to look out for
- Signposting to sources of external support

Signposting

Sources of support are displayed around our school and linked to on our school website, so pupils and parents/carers are aware of how they can get help.

The Wellbeing Lead will be available to provide further information to pupils and parents/carers if they want to learn more about what support is available.

A whole school approach to promoting mental health awareness

Mental health is taught in SMSC

We have introduced the Feelit Programme by the Happy Confident Company

We follow the [PSHE Association Guidance teaching mental health and emotional wellbeing](#).

Pupils are taught to:

- Develop healthy coping strategies
- Challenge misconceptions around mental health
- Understand their emotional state and that of others
- Keep themselves safe

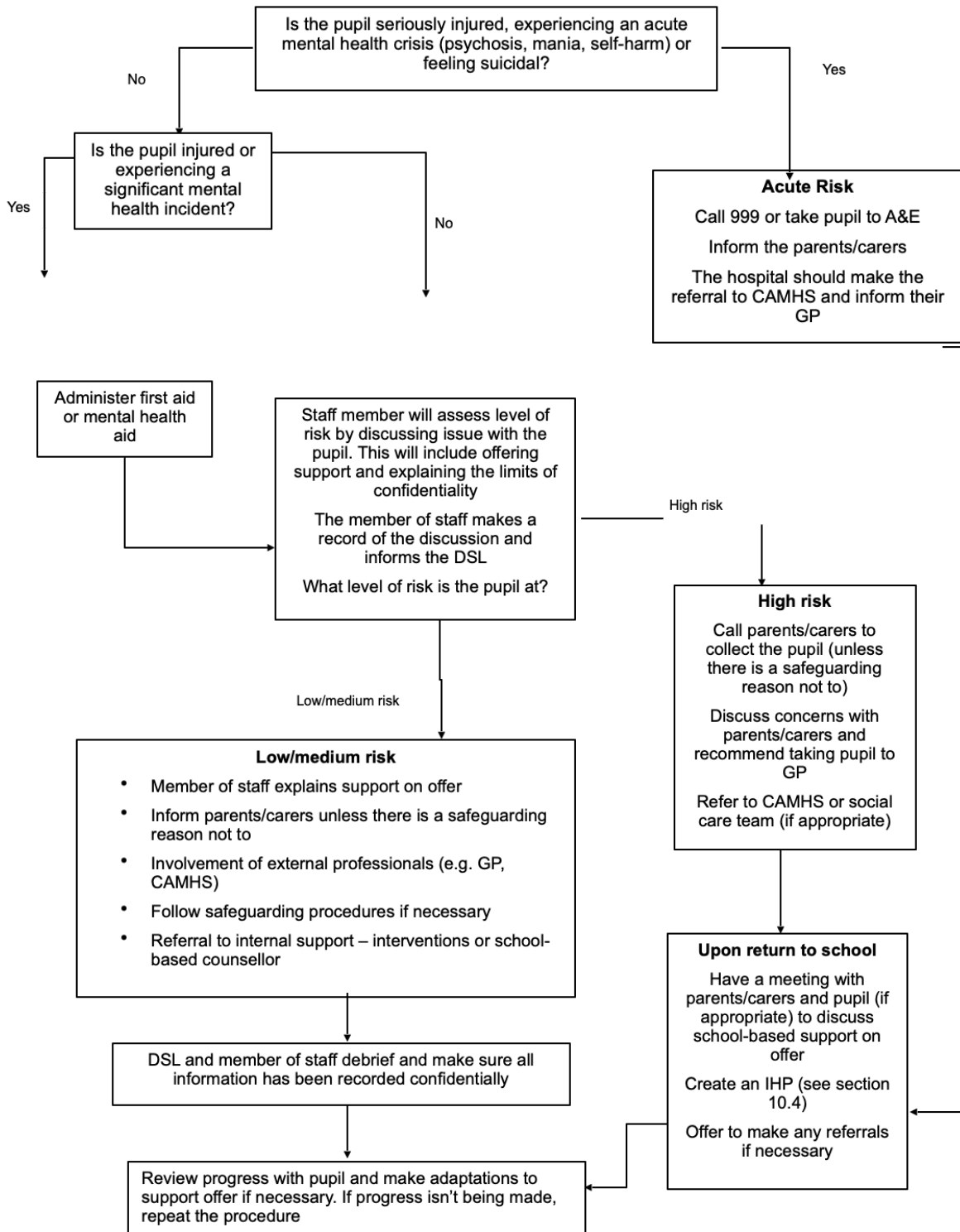
For more information, see our PSHE curriculum.

Creating a positive atmosphere around mental health

Staff will create an open culture around mental health by:

- Discussing mental health with pupils to break down stigma
- Encouraging pupils to disclose when their mental health is deteriorating

Procedure to follow in a case of acute mental health crisis



Warning signs

All staff will be on the lookout for signs that a pupil's mental health is deteriorating. Some warning signs include:

Changes in:

- Mood or energy level
- Eating or sleeping patterns
- Attitude in lessons or academic attainment
- Level of personal hygiene
- Social isolation
- Poor attendance or punctuality
- Expressing feelings of hopelessness, anxiety, worthlessness, or feeling like a failure
- Abuse of drugs or alcohol
- Rapid weight loss or gain
- Secretive behaviour
- Covering parts of the body that they wouldn't have previously
- Refusing to participate in P.E. or being secretive when changing clothes
- Physical pain or nausea with no obvious cause
- Physical injuries that appear to be self-inflicted
- Talking or joking about self-harm or suicide

Managing disclosures

If a pupil makes a disclosure about themselves or a peer to a member of staff, staff should remain calm, non-judgmental and reassuring.

Staff will focus on the pupil's emotional and physical safety, rather than trying to find out why they are feeling that way or offering advice.

Staff will always follow our school's safeguarding policy and pass on all concerns to the DSL (Ms Aisha). All disclosures are recorded and stored in the pupil's confidential child protection file.

When making a record of a disclosure, staff will include:

- The full name of the member of staff who is making the record
- The full name of the pupil(s) involved
- The date, time and location of the disclosure
- The context in which the disclosure was made
- Any questions asked or support offered by the member of staff

Confidentiality

Staff will not promise a pupil that they will keep a disclosure secret – instead, they will be upfront about the limits of confidentiality.

A disclosure cannot be kept secret because:

- Being the sole person responsible for a pupil's mental health could have a negative impact on the member of staff's mental health and wellbeing
- The support put in place for the pupil will be dependent on the member of staff being at school
- Other staff members can share ideas on how to best support the pupil in question

Staff should always share disclosures with at least 1 appropriate colleague. This will usually be the DSL. If information needs to be shared with other members of staff or external professionals, it will be done on a need-to-know basis. Before sharing information disclosed by a pupil with a third party, the member of staff will discuss it with the pupil and explain:

- Who they will share the information with
- What information they will share
- Why they need to share that information

Staff will attempt to receive consent from the pupil to share their information, but the safety of the pupil comes first. Parents/carers will be informed unless there is a child protection concern. In this case, the child protection/safeguarding policy will be followed.

Process for managing confidentiality around disclosures

1. The pupil makes a disclosure
2. Member of staff offers support
3. Member of staff explains the issues around confidentiality and rationale for sharing a disclosure with DSL
4. Member of staff will attempt to get the pupil's consent to share – if no consent is given, explain to the pupil whom the information will be shared with and why
5. Member of staff will record the disclosure and share the information with the chosen elected member of staff
6. The DSL will inform the parent/carer (if appropriate)
7. Any other relevant members of staff or external professionals will be informed on a need-to-know basis

Training

All staff will be offered training so they:

- Have a good understanding of what pupils' mental health needs are
- Know how to recognise warning signs of mental ill health

- Know a clear process to follow if they identify a pupil in need of help

Support for staff

We recognise that supporting a pupil experiencing poor mental health can affect that staff member's own mental health and well-being. To help with this we will:

- Treat mental health concerns seriously
- Offer staff supervision sessions
- Support staff experiencing poor mental health themselves
- Create a pleasant and supportive work environment

We recognise staff members or adults working with pupils, need to also have a good state of mental health to work with and support pupils. To help with this we will dedicate CPD sessions on mental health topics.

See Staff Wellbeing Policy

Appendix and Resources

Sources of support

CHILDLINE Call: 0800 1111 (free 24hr) Online: childline.org.uk Phone or chat any time 24/7. Confidential listening, 1-2-1 chat, online message boards for under 19s.

KOOTH Online: kooth.com Free, safe and anonymous online community of peers and a team of experienced, accredited counsellors.

MEIC Call: 080880 23456 Text: 84001 Online: meiccymru.org Phone, text or webchat, 8am to midnight, seven days a week. Free confidential listening for under 25s in Wales, available in Welsh or English.

MUSLIM YOUTH HELPLINE Call: 0808 808 2008 Online: myh.org.uk Phone 4pm-10pm every day. Faith and culturally sensitive confidential support by phone, live chat or email for young Muslims in the UK.

YOUNGMINDS Text: YM to 85258 Online: youngminds.org.uk Free, 24/7 text support for young people across the UK experiencing a mental health crisis.

YOUTH ACCESS Online: youthaccess.org.uk A directory of free and confidential counselling, advice and information services for young people based on your postcode.

More resources

We have a number of other guides that might be of interest to you. To view these and all our other resources please visit charliewaller.org/resources To order hard copies of this booklet please go to shop.charliewaller.org

[Wellbeing Action Plan for children | Charlie Waller Trust](#)

[Wellbeing Action Plan \(young person\) | Charlie Waller Trust](#)