



# Wakefield Grammar Pre-Preparatory School

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Consultation	Emma Gill, WGPPS Head Michelle Robinson, EYFS Danielle Anderton, Pastoral Team - 2023 Shared and consulted with all staff at WGPPS - 2023 Elizabeth Ramsden - 2024
Checker Person Name	Emma Gill, WGPPS Head
Quality Assurance	
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**VALIDITY – Policies should be accessed via FireFly to ensure the current version is used.**

## **CHANGE RECORD - REVIEW PERIOD (2 yearly)**

<b>Version</b>	<b>Date</b>	<b>Change details</b>
V1.00	Aug 2022	Written, J Taylor
V1.01	Sept 2023	Review / Additions made including combining Wellbeing Policy with Mental Health, J Taylor
V1.02	Sept 2024	Reviewed - J Taylor and E Ramsden

To be published on the following:

<b>Staff shared</b>	<b>X</b>	<b>School website</b>	<b>X</b>
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## WGPPS Mental Health and Wellbeing Policy 2023-2025

### 1. Policy Statement

At WGPPS our vision is that big futures start at Wakefield Grammar Pre-Preparatory School. We provide a happy, safe and secure learning environment where everyone is valued and shown respect. Our role in school is to ensure that our whole school community is able to manage times of change and stress, be resilient, and are supported to reach their potential and access help when they need it. We also have a role to ensure that pupils learn about what they can do to proactively protect and maintain positive mental health, what affects their mental health and help reduce the stigma surrounding mental health issues and where they can go if they need help and support.

Ultimately, the day-to-day ethos and approach we have at our school has an impact on the wellbeing of all of us, therefore at WGPPS, we strive to promote wellbeing through our school values which are to be **respectful, resilient and kind**. Wellbeing is also threaded through the School Development Plan, our strategic goals and Carnegie Mental Health Award. Our school rules are appropriately relatable to children to understand and remember: **Ready, Respectful and Safe**. We also nurture the importance of our pupils on team building, fostering a tribal and team ethos.

We make it a priority at WGPPS to listen to everyone's ideas and opinions and that we are all looking after each other. This includes staff, parents, carers and children. All of the below approaches and initiatives have been generated and developed through discussion and consultation with all stakeholders and we are constantly looking to improve our approach and provision for wellbeing and promote the importance of mental health. Staff understand the importance of connection, building strong, open and supportive relationships. We maintain that it is our priority that everyone feels able to express without judgement and seek to make decisions from a point of understanding of all perspectives.

We know that the emotional health of children is the strongest predictor of happiness in adulthood and we want all of our children to grow up to be happy, confident, independent people who can contribute positively to society. Happier children learn better and generally perform better in school.

The Department for Education recognises that, in order to help their pupils succeed: schools have a role to play in supporting them to be resilient and mentally healthy.

Wellbeing is defined as: "The state of being comfortable, healthy, or happy."

Emotional Health is defined as: Emotional health is about how we think and feel. It is about our sense of wellbeing, our ability to cope with life events and how we acknowledge our own emotions as well as those of others.

Mental Health is defined as: "Mental health is a state of wellbeing 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." (World Health Organization 2014)

Mental health and wellbeing is not just the absence of mental health problems. We want all pupils to feel confident in themselves and:

- 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

Conversely, poor mental health undermines educational attainment and life satisfaction. One in eight children and young people aged 5 to 19 have a diagnosable mental health disorder. Wellbeing is a balance between our personal resources and the challenges we face in our everyday life. We strive to ensure that WGPPS is a place where everyone can build on these resources and learn how to deal with these everyday challenges. We promote and maintain everyone's wellbeing, then to teach emotional health through our curriculum and finally a targeted approach for mental health.

As importantly, the mental health of teaching staff impacts on children too, and teachers play a very important role in modelling positive emotional health. All staff also deserve to enjoy their job and feel supported. Therefore, the emotional health and wellbeing of all members of WGPPS (including staff, children and parents) is fundamental to our philosophy and ethos.

#### Links to other Policies

This policy links to:

WGSF Safeguarding and Child Protection

WGSF Special Educational Needs and Disabilities (SEND) Policy.

WGPPS Anti-Bullying

WGPPS Behaviour

WGPPS Personal Social Health Education (PSHE)

WGPPS Relationships Sex Education (RSE)

Links with the WGPPS Behaviour Policy are especially important because behaviour, whether it is disruptive, withdrawn, anxious, depressed or otherwise, may be related to an unmet mental health need. We consider behaviour to be a message.

## **2. Promotion of mental health and wellbeing**

WGPPS aims to:

- establish a shared vision of health and wellbeing for all and promote the wellbeing of all within the school community
- ensure all pupils, staff and parents/caregivers are valued
- ensure pupils have a sense of belonging and feel safe
- explicitly teach and uphold that bullying is not tolerated
- be open, collaborative and responsive
- engage and work with parents, carers, and all stakeholders to provide children and young people with positive and formative experiences, which promote and protect their emotional and physical health

- develop arrangements to support emotional and physical wellbeing
- respond sensitively and appropriately if a critical incident takes place within the school community, and have a contingency plan in place to enable this to happen
- ensure that through the promotion of positive emotional health and wellbeing, children and young people are helped to understand, recognise and express their feelings, build their confidence and emotional resilience and therefore increase their capacity to learn.
- increase the awareness, understanding and reduce stigma amongst children, staff and parents/carers of issues involving the emotional health and wellbeing of young people and to provide support at an early stage to any child who is or appears to be suffering from mental health issues.

Our approach will be carried out by:

- Leadership and management – championing mental health and wellbeing in the school
- Ethos and environment that promotes inclusivity, equality and diversity
- Pastoral provision with ELSA trained staff delivering targeted support and appropriate intervention
- Zones of Regulation trained staff
- PSHE/RSE curriculum implemented to promote resilience and support the emotional health of pupils
- Staff wellbeing provision to support their own wellbeing and that of others
- Enabling pupil voice to influence decision making
- Working with parents and carers

**All staff have a responsibility to promote the wellbeing of pupils and designated staff have certain responsibility to promote mental health and wellbeing with staff and parents.**

Staff with a specific, relevant responsibility include:

Designated Safeguarding Lead -	Mrs Emma Gill
Deputy Designated Safeguarding Lead -	Mrs Lynne Butler and Mrs Jenny Taylor
Lead Mental Health First Aiders -	Mrs Jenny Taylor
Pastoral Team -	Mrs Jenny Taylor and Mrs Elizabeth Ramsden
Physical Health Team -	Mrs Jenny Walton and Mr James Ward

### **3. A whole school approach to promoting positive mental health**

We take a whole school approach to promoting positive mental health that aims to help pupils become more resilient, be happy and successful and prevent problems before they arise.

The culture at WGPPS is a whole school approach which promotes children’s positive emotional health and wellbeing and avoids stigma. We recognise that stigma can prevent understanding and awareness of mental health issues and we aim to create an open and positive culture that encourages discussion and understanding of mental health issues by:

1. Teaching pupils social and emotional skills and an awareness of mental health
  - a. Openly talking about and discussing positive mental health in class and assemblies,
  - b. Promoting the importance of sharing difficult feelings and emotions with people we trust.
  - c. Explicitly teaching a growth mindset to support the individual resilience and tenacity in all areas of the curriculum.
2. Helping pupils to develop social relationships, support each other and seek help when they need to.
3. Creating an ethos, policies and behaviours that support mental health and resilience that everyone understands.
4. Early identification of pupils who have mental health needs and planning support to meet their needs, including working with specialist services.
5. Ensuring high quality continuing professional development (PLD) for staff and a staff committed to positive emotional health and wellbeing, support and values.
6. Supporting and training staff to develop their skills and resilience
7. Being fully committed to; achieving the standards outlined for the Carnegie Centre of Excellence for Mental Health in Schools School Mental Health Award (*Bronze Award achieved in 2024*).

#### **4. Supporting children:**

We believe that all staff have a responsibility to promote positive mental health, and to understand protective and risk factors for mental health. Some children will require additional help and all staff should have the skills to look out for any early warning signs of mental health problems and ensure that pupils with mental health needs get early intervention and the support they need. All staff understand possible risk factors that might make some children more likely to experience problems; such a physical long-term illness, having a parent who has a mental health problem, death and loss, including loss of friendships, family breakdown and bullying. They also understand the factors that protect children from adversity, such as self-esteem, communication and problem-solving skills, a sense of worth and belonging and emotional literacy.

Our schools offer a range of services to help our children develop positive mental health and wellbeing, as well as additional support for those experiencing mental health difficulties.

These include:

- Building positive parent/carer partnerships to enable early intervention to accessing mental health and wellbeing support and to allow for consistent strategy implementation within home and school to support the child.

- Having clear communication for parents/carers such as bespoke journals with dedicated wellbeing pages, visible staff at school drop-off, regular teacher contact, and pastoral support so that any changes can be identified and support given to child/parent / carers as required.
- Staff trained in Adult Mental Health First Aid and ELSA. This ensures that teachers and support staff are well placed to spot changes in behaviour that might indicate a problem and offer support and guidance. Many things can cause a change in mental health including traumatic events (e.g. loss or separation, life changes, abuse, domestic violence or bullying). We have a trained Senior Mental Health Lead and ELSA trained staff to work 1:1 with children struggling in class with behaviour and/or emotional concerns.
- All staff are trained in the Zones of Regulation - the Zones language is referred to throughout the curriculum and everyday school life
- Our Behaviour Policy helps establish a positive school environment and support children in making the right choices which contributes to their own and others' emotional wellbeing.
- Wellbeing-focused assemblies and themed weeks such as the importance of 'Brain Health' in order to raise awareness and understanding of what contributes to positive physical and mental health, and to provide strategies for children to look after themselves and each other.
- An experienced PE teacher, and a wide array of sports clubs to boost children's physical fitness which studies show positively impacts on children's body-image, and physical and mental health.
- ELSA trained staff running interventions for selected children, using an evidence-based programme to develop their social and emotional skills.
- Bespoke weekly wellbeing sessions provided for children identified as needing support with friendships, worries and self-esteem.
- Transition support for EYFS, Y2 to Y3 at Junior School.
- Providing calming and restorative spaces for children to spend time in such as the refurbished library and the forest school area at WGHS JS and QEGS.

## **5. Working with Specialist Services to get swift access to the right Specialist Support and Treatment**

In some cases a pupil's mental health needs require support from a specialist service. These might include anxiety, depression, school refusal and other complex needs. We make links with a range of specialist services and have regular contact with the services to review the support and consider next steps, as part of monitoring the pupils' provision. School referrals to a specialist service will be made by the Head following the assessment process and in consultation with the pupil and his/her parents and carers. Referrals will only go ahead with the consent of the parent/carer and when it is the most appropriate support for the pupil's specific needs.

<p><b>Whole school approach</b></p>	<p><u>Connect with other people</u></p> <p>Curriculum</p> <ul style="list-style-type: none"><li>● Pupil voice - provides relevant data that informs us about the thoughts, feelings, and views of our school community, thus providing us with the ability to respond accordingly in a range of ways that will support, nurture and encourage all of our stakeholders</li><li>● Using strategies (such as What I would like my teacher to know) which enable children to request to speak with a member of the pastoral team about a concern.</li><li>● Emotional literacy skills taught through P4C and PSHE/RSE curriculum</li><li>● Zones of Regulation - Self-regulation strategies linked to behaviour management</li><li>● Tailored pastoral interventions 1:1 or paired depending on the individual</li><li>● Educational visits and Year 2 Residential</li><li>● Themed Weeks - Wellbeing Week and Feel Good Fridays</li><li>● Little Leaders - Roles of responsibility</li><li>● External visitors (authors, religious celebrations)</li><li>● ELSA - dedicated are The Snug - calm and comfortable space for dedicated 1:1 or group interventions</li></ul> <p><u>Be physically active</u></p> <ul style="list-style-type: none"><li>● Physical Education incl swimming curriculum</li><li>● After school Clubs</li><li>● House Competitions</li><li>● Sports Day</li><li>● Sports Ambassadors</li></ul> <p><u>Learn new skills</u></p> <p>This is something our children are doing every day!</p> <p><u>Give to others</u></p> <ul style="list-style-type: none"><li>● Assemblies</li><li>● School Council</li><li>● House Captains</li><li>● Choosing, supporting and raising money for chosen charities</li><li>● WGPPS Harvest Festival</li><li>● Charity Days</li><li>● PSHE/RSE curriculum- give to others curriculum</li><li>● Themed weeks - Anti-bullying weeks, It's cool to be kind, Healthy Brain</li></ul> <p><u>Pay attention to the present moment</u></p> <ul style="list-style-type: none"><li>● Classroom time</li><li>● P4C</li></ul>
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	<ul style="list-style-type: none"> <li>• Zones of Regulation</li> <li>• Teaching about Growth Mindset, Stretch Zones - Comfort and Stretch</li> </ul>
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<b>Targeted Support</b>	<p><u>CAMHS</u></p> <ul style="list-style-type: none"> <li>• Engagement with individuals as when needed</li> <li>• Educational Psychologist.</li> </ul> <p><u>Wellbeing interventions</u></p> <ul style="list-style-type: none"> <li>• Tailored Pastoral Interventions: self esteem/regulation</li> </ul> <p><u>School Counselling service</u></p> <ul style="list-style-type: none"> <li>• Pupils referred to services where applicable and necessary</li> </ul> <p>All of this support occurs in consultation with parents</p>
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## 6. Promoting emotional health and wellbeing of staff

The emotional health and wellbeing of staff is of paramount importance to effective running of any school. Not only does it directly impact the wellbeing of children but, as significant adults in children's lives, teaching staff must set a good example and model positive emotional health. More than that, all staff deserve to enjoy their jobs and feel supported so they can enjoy long and enjoyable teaching careers. To this end, we offer a range of interventions and support to help promote the positive wellbeing of WGPPS.

We are committed to making sure that staff have the resources available to cope with demands in their life and are supported by us, so that each individual is able to cope successfully with the demands in their life. All staff must encourage the creation and maintenance of an atmosphere where we feel comfortable asking for help or raising concerns. All staff should be sensitive to any problems which may cause work stress-related issues and should act in a professional, fair, consistent and timely manner when a concern arises.



<p><b>Whole School Approach</b></p>	<p><u>Connect with other people</u></p> <ul style="list-style-type: none"> <li>● Staffroom as a place to relax and socialise</li> <li>● Allocated area to work and a quiet space to make personal phone calls</li> <li>● Staff Nights out for celebrations, end of term</li> <li>● A supportive SLT who regularly check-in with staff informally and through performance management</li> <li>● Dedicated staff wellbeing team with representatives from a cross-section of the staff community. The team focuses on the results of the Staff Wellbeing surveys and also organises social events</li> <li>● All TAs to be able to contribute to planning meetings and year group meetings</li> <li>● Using Bounce Together for Wellbeing Surveys to monitor how our staff are doing, and then agreeing actions collectively to improve their working lives.</li> </ul> <p><u>Managing Workload</u></p> <ul style="list-style-type: none"> <li>● No morning staff briefings so that staff have more time in class to get ready for the day ahead and only one staff meeting after school on a Monday.</li> <li>● Realistic and manageable planning and marking policies that do not place too much pressure on staff or increase workload unnecessarily.</li> </ul>
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<p><b>Whole School Approach</b></p>	<p><u>Learn new skills</u></p> <ul style="list-style-type: none"> <li>● Staff library</li> <li>● Professional development focused on developing skills and knowledge, not on targets</li> <li>● Regular PLD for all teaching staff and teaching assistants.</li> <li>● Personalised PLD plans</li> <li>● Opportunities for learning and development through the Foundation.</li> <li>● Staff folder (shared drive) for PLD provided with links, recommendations, podcasts, books</li> </ul> <p><u>Give to others</u></p> <ul style="list-style-type: none"> <li>● Charity Events (Wakefield 10k)</li> </ul> <p><u>Pay attention to the present moment</u></p> <ul style="list-style-type: none"> <li>● Quiet working area situated in a quiet location on the school site</li> <li>● Flexibility around PPA at pinch points in the school year</li> <li>● A newly refurbished staffroom and quiet working situated in a quiet location on the school site.</li> <li>● Tea and coffee in the staff room.</li> </ul>
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<b>Targeted support</b>	<p><u>Specific support</u></p> <ul style="list-style-type: none"> <li>Employee Assistance Programme - Health Assured is the Foundation's Employee Assistance Programme. It offers a free 24 hour confidential helpline to support you through a range of issues. This includes stress, anxiety and bereavement.</li> </ul>
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## 7. Parent Support and interventions

We recognise the important role that parents and carers have in promoting and supporting the wellbeing of their children. We hold regular parental workshops at WGPPS for parents where they can meet other parents, network with each other and receive advice or support when needed.

When a concern has been raised the school will:

- contact parents and carers and meet with them.
- keep parents and carers up to date and fully informed of decisions about the support and interventions. In most cases parents and carers will be involved in their children's interventions, although there may be circumstances when this may not happen, such as child protection issues.
- offer information to take away and places to seek further information
- be available for follow up calls
- make a record of the meeting
- agree an Action Plan
- discuss how the parents and carers can support their child

Parents and carers will always be informed if their child is at risk of danger. We make every effort to support parents and carers to access services where appropriate. Pupils are our primary concern, and in the rare event that parents and carers are not accessing services we will seek advice from the Local Authority. We also provide information for parents and carers to access support for their own mental health needs.

### Parents' support

<b>Whole school Offer</b>	<ul style="list-style-type: none"> <li>• Open and welcoming environment for families</li> <li>• Whole school celebrations such as Mother's and Father's Day Assemblies</li> <li>• Dedicated Firefly pages PSHE/RSE, Zones of Regulation, Wellbeing</li> <li>• Open door policy</li> <li>• EYFS stay and play sessions for new starters to FS1 to help parents and students feel welcomed and settled as they embark on their WGPPS experience</li> <li>• ELSA support meetings to explain the process to parents and progress</li> </ul>
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<b>Whole school approach</b>	<p><u>Connect with other people</u></p> <ul style="list-style-type: none"> <li>● Parents' Evenings- this includes beverages for parents and families, stalls to showcase different learning areas at school and a general relaxed fun evening for all.</li> <li>● Weekly Newsletter</li> <li>● LWWD evenings</li> <li>● Parent Workshops</li> <li>● FOPPS</li> <li>● Cake sales</li> </ul> <p><u>Learn new skills</u></p> <ul style="list-style-type: none"> <li>● Parental workshops</li> </ul> <p><u>Give to others</u></p> <ul style="list-style-type: none"> <li>● Harvest Festival</li> <li>● Charity Days</li> <li>● Supporting charities</li> </ul>
<b>Targeted Support</b>	<ul style="list-style-type: none"> <li>● Parents' coffee mornings</li> <li>● Wellbeing Evenings</li> </ul>

## 8. Raising concerns

Any member of staff, child, parent/carer concerned about the mental health and wellbeing of a child should speak to the class teacher in the first instance. The class teacher will monitor and support them, and refer to the Senior Leadership Team for additional support or for further intervention.

## 9. Monitoring and Evaluation

This policy was made in collaboration with staff and elements shared with pupils where appropriate. Its effectiveness will be monitored by the SLT. This policy will be reviewed every three years, or sooner if deemed necessary.