



Mottram C.E. Primary School

Health and Wellbeing Policy

The policy was adopted in Spring 2021.

Communicators – pupils will communicate their emotions and needs.

Explorers – pupils will explore what being healthy is and how important wellbeing is to 'live life in all its fullness' – John 10:10.

Readers – pupils will be given opportunities to explore themes of health and wellbeing in whole school collaborative texts and special books in the school library.

Believers – pupils will believe in themselves and others as 'Everything is possible for one who believes' Mark 9:23.

'It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning, as well as their physical and social health and their mental wellbeing in adulthood.'

Public Health England and the Department for Education (2021).

At Mottram CE (Aided) Primary School, we are committed to supporting the health and wellbeing of all pupils, parents/carers, staff and governors. We recognise that mental health and emotional wellbeing is just as important as physical health. Our school mission and vision promote a caring ethos that allows all of our pupils to thrive and flourish to 'live life in all its fullness' John 10:10.

We provide a supportive and nurturing environment, where pupils engage in positive, memorable experiences to develop their self-esteem and build resilience. We encourage them to show compassion to others through our Christian values of Love, Peace, Hope, Thankfulness and Togetherness.

Mottram CE Primary School's Health and Wellbeing Education programme consists of:

Physical Health: which explores the knowledge, skills and attitudes that are needed to understand physical factors in relation to our health.

Emotional Health: which explores the knowledge, skills and attitudes that are needed to understand emotions, feelings and relationships and how they affect us.



Social Health: which explores the interaction of the individual, the community and the environment in relation to health and safety.

Key Staff Members

Mental Health Staff Lead: Rachael Kirkham

Mental Health Governor Lead: Catherine Harris

PSHE Lead: Melissa Scattergood

SRE Lead: Mrs Thompson

Mental Health First Aiders: Michelle Craik and Karen Johnson

Pupil Health and Wellbeing Champions: Summer and Jenson

Healthy School Lead: Karen Johnson

Aims

Our school aims to enable all pupils, staff and everyone working in partnership with the school to develop the knowledge and understanding, skills and attributes necessary for mental, emotional, social and physical wellbeing, now and in the future.

We aim to:

- Plan and deliver a coherent, progressive Health and Wellbeing curriculum.
- Provide a supportive and encouraging environment, where all pupils and staff feel valued and comfortable.
- Develop and maintain positive, professional relationships with pupils, parents/carers, and the wider community.
- Engage and work with parents and carers to provide all pupils with positive experiences to promote physical health and mental health and wellbeing.
- Work with outside agencies to encourage a range of health-related activities.
- Provide opportunities for pupils to understand their emotions and develop emotional resilience.
- Support pupils to develop and maintain relationships with their peers.
- Actively promote self-esteem of the whole school community.
- Equip pupils with the knowledge and skills to take care of their physical health.
- Provide staff with continual professional development opportunities to develop their knowledge and understanding of children and young peoples' physical and mental health
- Enable staff to identify and respond to early warning signs of mental ill health in pupils.
- Monitor and develop school policies and procedures, in consultation with staff, pupils and parents/carers, to promote health and wellbeing.
- Ensure that all staff members are aware of their professional roles related to health and wellbeing to promote health living.
- Signpost support and services available to pupils, parents/carers, staff, governors, and the community.



Healthy Schools

In June 2019, we achieved the Healthy Schools Gold Award. We will reapply when necessary to keep this important achievement.

The school will actively encourage a healthy approach to eating. Staff will observe and encourage healthy playtime snacks. Staff, in the dining room, will encourage all pupils to try new foods and to eat a healthy, balanced lunch. When cooking or baking in school, a balanced approach between sweet and savoury dishes is taken.

Staff do not use sweets or sugary treats for motivation or rewards. We encourage pupils to celebrate their birthday with a book for the class library rather than bringing in sweets or birthday cakes, a book lasts much longer and helps us to instil our mission of putting reading at the heart of our school.

Celebration food for religious or cultural events is allowed in moderation and with due diligence to allergies.

Health and Wellbeing Initiatives

We provide and promote the following:

- Free fruit for EYFS and Key Stage 1
- Milk provision
- Pupils are encouraged to drink water regularly
- Breakfast Club
- Participation in Active Schools
- Eco Committee (Pupil led)
- School Council (Pupil led)
- Health and Wellbeing Champions (Pupil led)
- The Worry Wizard
- Commando Joe's
- Play Leaders (Pupil led)
- Coaching in sports (including cricket, football, rugby, hockey and basketball)
- Swimming lessons for Years 4-6
- Playground Equipment
- Outdoor reflection area
- Road Safety Assemblies
- Bikeability Training for Year 6
- First Aid Training for Years 5 and 6
- Health Checks (school nurse)
- Project Chameleon (Y6 transition programme)
- Effective transition procedures between classes and key stages
- Information on the website for parents/carers (For example, Online Safety, Drug Awareness and Sex and Relationships)
- Staff Health and Wellbeing Training



- Project Chameleon for Y6 (Drugs, Crime, Anti-social behaviour, domestic violence, road safety weapons and self-defence)

Targeted Support

We recognise that some pupils may need additional, targeted support, therefore, we aim to:

- Identify each pupil's needs early.
- Provide specific help for those pupils more at risk of social, emotional and behavioural needs.
- Work with outside services and agencies and follow advice on how best to support pupils.
- Work in partnership with parents and carers.
- Provide a range of interventions.
- Provide pupils with clear and consistent information about the opportunities and support available to them.
- Provide pupils with opportunities to build relationships and develop their social skills.

Working in partnerships with Parents/Carers

- At Mottram CE Primary School, we understand and value the need to work closely with parents and carers to ensure the school's health initiatives meet the needs of our pupils.
- We value the important contribution made by parents/carers, and appreciate the need to engage families in improving the physical and mental health of the pupils.
- We seek to establish and maintain strong positive links with families and the community.
- We continue to keep parents and carers informed through: letters, newsletters, leaflets and Twitter on physical and mental health promotion topics, initiatives, support and meetings.
- Our Health and Wellbeing Policy is available on the school website.

Working in partnership with outside agencies and specialist services

Mottram CE Primary School works in partnership with other agencies to support each pupil's physical and mental wellbeing, including:

- School Nurse(s)
- Active Schools
- Educational Psychologist Services
- CAMHS (Child and Adolescent Mental Health Service)
- Social Care
- School Police Liaison Officer
- Road Safety Officer(s)
- Safe Squad
- The Fire Service
- BLIS (Behaviour for Learning and Inclusion Service)
- Family Support Workers
- Global Policing



Mental Health and Wellbeing

Mental health is a state of mind and an individual's ability to respond to challenges. If a pupil is in good mental health, they can cope with life, reach their full potential and engage fully with friends, family, school and the wider community.

The skills, knowledge and understanding our pupils need to keep themselves, and others, physically and mentally safe are taught throughout the whole of our curriculum. We do provide regular PSHE lessons to focus on specific content, following the National Curriculum and Mottram CE Primary School's tailored progression document.

As part of our contributions to supporting the mental health and wellbeing of pupils, parents/carers, staff and governors, we achieved the AcSeed Award for 2019-22 and again for 2022-25.

Warning Signs

Staff may become aware of warning signs which may indicate a child is experiencing physical health and/or mental health wellbeing difficulties. If staff observe the warning signs, they will report these to the Designated Safeguarding Lead (DSL). Possible warning signs may include:

- Reduced attendance
- Punctuality
- Relationships
- Approach to learning and/or lower academic achievement
- Physical Indicators
- Avoiding PE or getting changed secretly
- Negative behaviour patterns
- Family circumstances
- Bereavement
- Health indicators
- Eating habits
- Sleeping habits
- Changes in activity
- Changes in mood
- Indicating self-harm
- Becoming socially withdrawn
- Expressing feelings of failure, uselessness or loss of hope
- Repeated physical pain or nausea with no evident cause

Sex and Relationships Education

At Mottram CE Primary School, in the Early Years Foundation Stage, pupils will learn self-regulation, how to manage themselves and how to build positive relationships. Staff will consider individual needs and interests of all pupils to



provide engaging and enjoyable experiences for each child's personal, social, and emotional development.

Key Stage One (KS1) and Key Stage Two (KS2) follow the Love & Sex Matters – Relationships & Sex Education scheme. The age-appropriate scheme offers a path that will deliver the statutory requirements for SRE within a framework of Christian Values. The emphasis in these materials is on creating dialogue through activities that will help children and young people grow in emotional articulacy and develop self-esteem to navigate a personal life that honours both themselves and others.

Managing Disclosures

If any pupil chooses to disclose concerns about themselves or a friend to any member of staff, the response will be calm, supportive, and non-judgemental. All disclosures will be recorded confidentially, using CPOMS. Where necessary, appropriate action will be taken.

Staff Wellbeing

We recognise that anyone can experience physical or mental health difficulties. There may also be work related factors that could contribute to poor mental health. We aim to recognise and address these difficulties and support all staff. We therefore:

- Aim to create a pleasant workplace for all
- Recognise achievements of all
- Encourage communication
- Proactively support staff
- Take any disclosures seriously

Policy Review

This policy will be reviewed every two years as a minimum.

Other Linked Policies:

Behaviour Policy
Anti-Bullying Policy
Safeguarding and Child Protection Policy
Medication Policy
Whole School Food Policy
Keeping Children Safe in Education
PSHE Policy
SRE Policy