

St Bernadette's Catholic Primary School



Learn, Live, Believe

Wellbeing Policy

Approved by Governors	November 2022
Reviewed and amended	October 2023
Next review date	October 2025



Article 29: Education should develop each child's personality and talents to the full. It should encourage children to respect others, their own and other cultures



Mission Statement

**We are a Christ centred community, reaching out to others.
We learn, grow and celebrate together.
We bring our faith to life.**

Vision Statement

St Bernadette's is a Christ centred community, valuing every one of our children and giving them the opportunity to thrive and be successful in their lives. We aim to develop children who are well rounded individuals, equipped with life-long skills to be the best that they can be, contributing to their families, the church and the wider community. We want every child to know that they have their own purpose in life and to develop into resilient, ethical and faith filled young people who respect themselves and others, and are joyful and celebrate together.

Section 1: Introduction

1:1 Our vision at St Bernadette's is the foundation of everything we do to promote the personal, emotional, spiritual and social development of all our pupils. Wellbeing and emotional health is fundamental to pupils' ability to, both individually and collectively, think, emote, interact with each other, be happy and lead healthy lives. On this basis, social and emotional learning and the promotion, protection and restoration of wellbeing and the building of resilience are at the forefront of all who work with or at St Bernadette's RC Primary school.

1.2 Policy Aims

Our focus for developing the emotional wellbeing of all pupils will be;

- To support pupils in becoming healthy, confident individuals through a broad, nurturing and progressive curriculum.
- To develop pupils respect for the different cultures, communities, societies and the world around them and to be ready to be independent citizens of Wales and the world.

1.3 Curriculum

Our school implements effective whole school strategies focused on the recommendations made by Graham Donaldson in his report '*Successful Futures*'. These strategies are based on the references in the report which identify pedagogical principles regarding intrinsic goals, active and personalised learning, social and emotional development and collaboration. All pupils, staff and stakeholders are engaged in order to promote children's skills in self-awareness, self-management and social relationships.

1.4 Jigsaw

Jigsaw is well-embedded into the school curriculum. Jigsaw is a mindful approach to Health and Wellbeing. It integrates schemes of learning for personal, social and health education

with a particular emphasis on emotional literacy, mental health, social, moral, cultural and spiritual development. The scheme fully supports the four purposes of the new curriculum through a unique and progressive scheme of work.

Our pedagogical approaches to teaching and learning, employed throughout the whole curriculum, make crucial contributions to nurturing school connectedness, enhancement of behavioural discipline, academic achievement and promoting all our pupils to work collaboratively. ([Article 28](#))

1.5 Whole school pupil support

Prevention and intervention strategies are used effectively to reduce emotional and behavioural difficulties, as well as promote positive well-being.

Thus, every child will develop the necessary lifelong, resilience and independence skills necessary to sustain and support their learning and wellbeing during their time at St Bernadette's RC Primary school, and when they move on to the next stages of their education and lives. All pupils will have access to the following;

- Daily Collective Worship
- Examen
- Jigsaw
- RE scheme of work
- Guided meditation
- De Bono's Hats (Thinking hats)
- Habits of Mind
- Bloom's Taxonomy
- Outdoor learning
- Circle time
- Positive behaviour management
- School rules (School Council led)
- Rewards/sanctions

1.6 Group support and interventions

- Rainbow readers
- STARS
- Motorway handwriting
- Eclips
- Language links
- Time to talk
- Social groups
- Support from TA/ Support Teacher

Individual children, who are displaying early indications of difficulties, as identified by the school's assessment processes, PASS, our well-being questionnaire and Cause for Concern systems, will be targeted for support to prevent the escalation of such difficulties. This support could be provided via;

- 1:1 teacher or LSA support
- ELSA interventions
- Peer/ buddy/ playground pal/ Wellbeing Warrior support
- LEGO therapy
- Referral to appropriate outside agencies such as Cardiff Family Advice and Support Flying Start or Action for Children
- Referrals for counselling may be made to, NSPCC, Barnardos, CAMHS, New Pathways etc.
- SEAL/ Circle Time activities
- Restorative approaches
- Participation in after school clubs or activities.
- Involvement with school councils and committees/ committee senedd.
- Residential experiences (yr 5/6)

1.7 Celebrating success

Our school will implement informal support systems that reinforce and reward the competencies of our pupils and enhance their capacity to thrive. Each child will have the opportunity to develop their personality and talents to the full ([article 29](#)) Opportunities to share such talents and achievements will be supported through:

- Half termly Merit assemblies.
- Weekly 'Star of the week.'
- Travelling Corduroy.
- Travelling Tedi Twt.
- Newsletter
- Social media
- Attendance rewards.
- Postcards home.
- Implementation of the whole school Policy for Positive Behaviour
- Implementation of whole school Afl strategies (including the coded marking policy, self and peer assessment/ mentoring and tracking of pupils' progress)
- MAT Talents and achievements board.
- Class displays.
- Show and tell.
- Jesuit pupil profile celebration assembly.
- Immersion week celebrations.

- Eisteddfod.
- Peripetic concerts.
- Rock Steady concerts.

1.8 Pupil Roles

Pupil involvement is imperative to building resilience. The pupil voice is accessed via meetings and dissemination of the work of School Senedd Committees and the contribution of our Super Ambassadors to the life and wellbeing of the school. ([Article 15](#), [article 12](#)) Pupil voice groups play an important role in the development of wellbeing, respect and ethical awareness. School committees include;

- School Council
- Mini Vinnies including Fairtrade/FAFWG
- Active Citizen Council
- Criw Cymraeg

Pupils are further empowered through opportunities to share their skills and learning with their peers across school and beyond the school via school to school Senedd meetings and SIG groups.

1.9 Leadership and staff and governor roles,

School leaders and staff provide positive role models for the children and the climate, organisation and ethos of the school each contribute to the reduction of socio-emotional problems (i.e. bullying, aggression and emotional difficulties). The underlying social and emotional skills can then be developed, as can the broader goal of proactively fostering emotional health. Continuous professional development is a focus within the school improvement plan. The following forms of CPD are made available to staff as required: -

- ELSA
- Restorative approaches
- Behaviour management
- Team Teach
- ALNco training and cluster meetings
- School based INSET
- SIG based INSET
- School-to-school visits and collaborative working
- Involving school staff in our Lead Practitioner Wellbeing/ Hwb training programmes
- NHS training (anger management, anxiety, coping with disappointment, adversity and bereavement)

- Training via Full Circle Education (particularly vulnerable girls)
- Healthy schools' network

Universal work for the whole school

The school provides many opportunities across and beyond the curriculum for pupils to develop a growth mind set and build resilience skills such as self-challenge, self-reliance, courage, determination, perseverance, collaboration, supporting others and participation as part of a team. As a Catholic Primary School, founded on strong Christian principles, the school provides opportunities for pupils to discover and develop their faith, spirituality and values system. These opportunities are delivered through schemes of work and planning via the following: -

SRE – Fertile Heart and Life to the Full

Collective Worship

Jigsaw – The mindful approach.

RE scheme of work

Metacognitive approach to teaching and learning

De Bono's Hats

Bloom's Taxonomy

Daily guided mediation

Examen

Transition

The school places great importance on supporting and sustaining pupils' wellbeing and resilience skills as they transition to each phase of their education. Transition arrangements are in place at school as pupils move on from each class to the next and from each phase to the next. Effective systems are in place for class teachers to pass on details regarding individual pupils to the next teacher. A period of transition activities is undertaken throughout the school at the end of the summer term.

The wellbeing and resilience of vulnerable pupils is supported during their transition to high school. The school identifies these pupils early in Year 6 and they work regularly with the High School to build confidence, self-esteem and to develop those necessary resilience skills on which they will need to draw during the transition period. The Transition Worker will continue to work with these pupils to sustain resilience and wellbeing during the first year in the high school.

Monitoring and Evaluation

The school makes robust and detailed analysis of the following sources of data to monitor wellbeing and resilience. Data is used to support both pupils and parents.

- School Performance
- PASS Data
- Pupil questionnaires- End of topic/after school club.
- Attendance and exclusion
- Pupils' self and peer assessment
- Formative assessment
- Class incidents record (behaviour)
- Bullying/ racism returns
- Reports from external agencies/ organisations

Stakeholders are made aware of the school's work in developing the wellbeing of all pupils through;

- School website (news and events/ information for parents/ school prospectus/ school blogs etc.)
- School Twitter Feed
- Newsletters
- HT Reports to the Governing Body
- Governors' Reports to Parents
- Newspaper/ church magazine and other published articles

Section 2: Wellbeing of staff

2.1 The School as employer has a duty to ensure the health, safety and welfare of its employees as far as reasonably practicable. It is also required to have in place measures to mitigate as far as practicable factors that could harm employees' physical and mental well-being.

- To develop a healthy, motivated workforce who can deliver a high standard of education to pupils.
 - To help ensure that our school promotes the health and wellbeing of all staff members, recognising the impact work can have on employees' stress levels, mental and physical health.
 - To recognise that excessive hours of work can be detrimental to staff health and effectiveness and to agree on flexible working practices where possible without damaging opportunities for pupils to succeed.
 - To communicate the importance of a work-life balance to all staff, and to ensure that all policy updates are communicated regularly.
 - To respond sensitively to external pressures which affect the lives of staff members.

- To provide staff with training to deal positively with stressful incidents, and provide them with a sense of confidence to deal with emergencies via training.
- To improve staff development, cooperation and teamwork by creating effective leaders.
 - To make staff members aware of the channels which can be used to manage and deal with stress or work-related health and wellbeing issues.

Implementation

2.2 Roles and Responsibilities:

The Governing Body:

- Will take overall responsibility for implementing this policy and ensuring that **all** staff enjoy a reasonable work-life balance.
- Will adopt the appropriate policies in respect of 'family friendly' employment, including consideration of part time working, flexible working patterns etc, where this can be implemented without detriment to the operational requirements of the school.
- Will ensure that clear procedures are in place that will minimise the levels of stress caused to staff when following formal procedures such as the Capability or Disciplinary Policy.
- Will provide a range of strategies for involving staff in the school decision making processes.
- Will review the demands on staff and seek practical solutions wherever possible.
- Nominate a wellbeing and work/life balance Governor with responsibility for promoting and monitoring work/life balance and wellbeing amongst **all** employees in the school.
- Ensure the implementation of this policy is monitored, evaluated and reviewed with the recognised workplace unions on an annual basis or in the light of changing needs and legislative frameworks.

2.3 Headteacher Responsibilities:

- Will support the governing body in ensuring that strategies are implemented to effectively manage and, where necessary, reduce employee stress.
- The Headteacher will ensure staff are aware of the sources of support available to them. There is also a programme of wellbeing practices implemented each year.
- Will adopt school policies and provide clear guidance regarding time-off for public or trade union duties, or for personal reasons. For further information refer to our school's Absence Management Policy.
- Will ensure that there is clear communication between staff and management with regards to all areas of school life. **All** staff to be included in briefing, INSETS and training opportunities.

- Will ensure that all staff are aware of and trained in-line with the school's priorities and offered opportunities for development. All staff aware of SLA online.
- Will conduct risk assessment for work-related stress in consultation with senior staff.
- Will appoint a staff Wellbeing Co-ordinator who is responsible for ensuring that the good health and wellbeing of all staff members is supported, promoted and valued by the school. The co-ordinator will also ensure that school policies and procedures reflect this aim.
- Will make individual interventions such as short-term rehabilitation and return to work plans, and longer-term reasonable adjustments to work.

2.4 Employee Responsibilities:

- Will make themselves aware of the school's policies on Capability, Bullying and Harassment, Staff Attendance etc.
- Will assist in the development of good practice and ensure that they do not, through their actions or omissions, create unnecessary work for themselves or their colleagues.
- Will ask their Line Manager for help or support if required. This includes understanding that a good relationship requires **communication from both parties** and so it's important that issues are raised at the earliest possible moment so that effective strategies can be put in place to manage workloads. ● Will identify opportunities for development and take advantage of those offered by the school.
- Will apply for any requests for leave of absence in advance and be honest about sickness absence leaves.
- Consider wellbeing support mechanisms offered by the school, including the wellbeing programme, Council and externally.
- Where possible, be watchful of any indication of changes of behaviour in colleagues and promote sympathetic alertness to colleagues who show signs of stress and signpost them to appropriate support or manager.
- Will share their views, ideas and feelings about all issues concerning the school at formal meetings and informal gatherings

Section 3: Sources of Support

3.1 All staff are valued members of the team at St Bernadette's and no-one is exempt from the trials and tribulations that happen to any human being at home; illness, bereavements, relationship issues not to mention concerns and issues at school. Please remember that there are a number of sources of support in school for staff.

3.2 Headteacher: If staff have any concerns that they feel the Headteacher should know about they should not hesitate to contact them. Whilst they cannot always fix the

problem, they may be able to point staff in the direction of another source of help. Sometimes it is important for staff that the Headteacher knows something in case it possibly affects their work at some time or other.

3.3 Wellbeing officer/mental health first aider: The wellbeing officer can provide information about sources of support and can help staff reach out to financial, emotional, bereavement and other forms of support for both work and home life. The wellbeing officer will also be responsible for ensuring staff are aware of support offered by Cardiff City Council.

Church support: Father Laurence or Deacon Steve – 02920 731061 . If a member of staff is absent for more than 2 weeks they can request a visit from him.

3.4 Wellbeing programme: Throughout the school year, there will be opportunities to support staff wellbeing.

Meditation sessions	
Fitness class	
Shout out board	Ongoing throughout the year
Staff social events	Termly
Stress management training	Yearly
ACTIVE card discount	Wellbeing Officer to provide staff with info
Mindfulness training	1 x yearly
Staff birthday treats	Ongoing throughout the year
Wellbeing basket to be provided in the staff room.	Occasions throughout the year.
Pizza lunch	To be provided by SLT 2 x yearly
Wellbeing questionnaire	Summer term.

3.5 Support services

Cardiff Academy

Offers a range of classroom based and e-learning. Topics include Stress Awareness and Control Programme, Stress Control 1:1 sessions, Mental Health in the workplace. Handling Difficult Conversations, Equality and Diversity. Telephone 02920 346050.

Email: CardiffAcademy@cardiff.gov.uk

Employee Assistance Programme - Carefirst

This free phone service is available 24 hours a day, 365 days of the year. All calls are answered directly by a team of qualified and experienced counsellors. Professional

information and advice services are also provided by a separate team of information specialists plus there is access to a web-based information service.

Telephone 0800 174319

<http://cmsweb/cardiff/content.asp?id=40976>

Employee Counselling Service

The Employee Counselling Service (ECS) offers free and confidential counselling to anyone who is employed by Cardiff City Council.

Telephone 02920 788500

Education Support Partnership

Advice, support and Counselling available to teachers and other employees in Education services. Operates 24 hours a day, 7 days a week.

Telephone: 08000562561 Responsibility

All staff members are responsible for implementing this policy. This policy will sit alongside the school's policies for:

- Positive Relationships Policy
- Health and Safety Policy
- Health care needs policy
- Anti-bullying Policy
- Hate Crime/Incident Policy

This policy was agreed by staff and governors:

November 2022

