



Well-Being Policy

January 2025

Approved by Governing Body
Review date January 2026

At Falcon Junior we are committed to supporting the positive mental health and wellbeing of our whole community of children, staff, Governors, parents and carers.

Our ethos is supportive, caring and respectful. We understand how important positive mental health and wellbeing is to our lives. We recognise that children's mental health is a vital factor in their overall wellbeing and how it can affect their learning and achievements. Our School encourages children to be open and we support all children to have their voice heard.

The Department for Education (DfE) recognises that "in order to help their children succeed, schools have a role to play in supporting them to be resilient and mentally healthy". Our School is a place for children to experience a nurturing and supportive environment. We support the children to develop their self-esteem and build resilience. We understand all children and their families go through ups and downs, and some face significant life events.

Our culture of nurturing children and building resilience to mental health problems means our School is a safe place where:

- Every child feels valued;
- Every child has a sense of belonging;
- Every child feels able to talk openly with trusted members of staff about their problems;
- Positive mental health is promoted;
- Bullying is not tolerated.

We recognise the importance of supporting positive mental health and wellbeing to the whole School community.

At Falcon Junior School positive mental health is everybody's responsibility.

Policy Scope

This Policy is a guide for all teaching and non-teaching staff. It outlines our approach and commitment to promoting and supporting positive mental health and wellbeing in the whole school community. It should be read and understood alongside:

- [Keeping Children Safe in Education\(2021\)](#)
- [Falcon Child Protection and Safeguarding Policy](#)
- [Falcon RSHE policy](#)
- [Falcon Positive Behaviour Policy](#)
- [Falcon Policy to Combat Bullying](#)
- [Falcon Cluster SEND Report](#)

Purpose of the Policy

This Policy sets out:

- How we promote and support positive mental health in the whole school community
- How we identify and support children with mental health needs
- How we prevent mental health problems
- How we support whole families in dealing with children's mental health problems
- How we support staff in spotting early warning signs in children and addressing mental health problems

Definition of Mental Health and Wellbeing

"A state of wellbeing in which every individual realises his or her own potential, can cope with the natural stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community."

World Health Organisation

"The strength and capacity of our minds to grow and develop, to be able to overcome difficulties and challenges, and make the most of our abilities and opportunities."

Young Minds

We recognise that mental health and wellbeing is not simply the absence of mental health problems. We know building children's confidence and self-esteem in a safe environment is vital to positive mental health and successful learning outcomes.

At our school we want all children to:

- Understand their emotions and experiences;
- Form and maintain friendships and relationships;
- Be able to express a range of emotions appropriately;
- Develop resilience and cope with setbacks;
- Manage the stresses of everyday life and be able to deal with change;
- Learn and achieve.

We maintain a mentally healthy environment for pupils and staff by:

- Promoting our school rules and values, and encouraging a sense of belonging and community;
- Providing opportunities to develop self-worth;
- Valuing each pupil for who they are;
- Celebrating academic and non-academic achievements;
- Supporting our children to have their say and participate in decision-making;

- Raising awareness amongst staff about early warning signs and symptoms of mental health issues;
- Supporting staff who are struggling with their own mental health problems.

Staff Roles and Responsibilities

Headteacher and Deputy Designated Safeguarding Lead - **Mr Edward Savage**

Safeguarding Lead and Assistant Head - **Mrs Michelle Margree**

Deputy Designated Safeguarding Lead and Assistant Head - **Mrs Sharon Hunter**

Deputy Designated Safeguarding Lead, SENDCo, Mental Health Champion and Assistant Head

Mrs Sharon Wagstaff

Deputy Designated Safeguarding Lead - **Mrs Lucy Toomer**

Deputy Designated Safeguarding Lead and Lead Teacher of SHIP - **Miss Dayna Hewitt**

RSHE co-ordinator - **Miss Ruth Buckland**

Nurture Practitioners - **Miss Hindley and Miss Tilney**

ELSA Practitioners - **Mrs Vicki Tilney and Mrs Claire Hindley**

Parent Support Advisor - **Mrs Julie Barnes**

Young Carers Champion - **Mrs Vicki Tilney**

All teaching and non-teaching staff have a responsibility and important role in promoting and supporting the mental health and wellbeing of children and each other. We understand some children will need additional help and we know all staff have a responsibility to look out for early warning signs to ensure children get the early intervention and support they need.

We recognise that many behaviours and emotional problems can be supported within the School environment, or with guidance from external professionals. We have links with mental health professionals and organisations that provide support with mental health needs to children and their families.

Examples of some of our external partners:

[CAMHS Community Team Norfolk and Suffolk](#)

For referrals to Point One and Children's Mental Health Services

[JustOneNorfolk](#)

Website for parents, carers and professionals with a wide range of advice and signposting to services

[Link Project](#)

Working alongside CAMHs to deliver training and multi-agency working to professionals

[The Benjamin Foundation](#)

Providing Falcon with a designated Parent Support Advisor

[CEPP](#)

Working with individual children through assessment and planning of support

[Schools and Community Team](#)

Working alongside school to deliver training, workshops and support to staff, individuals and families

[Mental Health Support Team](#)

Working alongside the school and offering support to individual children

[Young Carers](#)

Supporting the school to achieve their Young Carers Award and raise awareness within school

Identifying Mental Health Concerns

If a member of staff is concerned about the mental health and wellbeing of a pupil or other staff member, they should record their concerns on our internal safeguarding monitoring system CPOMs. They could also have a conversation with SENDCo and Mental Health Champion, Mrs Sharon Wagstaff about appropriate referrals either to an outside agency or to the nurture or ELSA (Emotional Literacy Support Assistants) operating in school.

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour and education.

If a child or staff member presents a medical emergency then relevant procedures must be followed, including involving the emergency services.

All staff have a responsibility to facilitate and support positive mental health. We aim to spot the early warning signs of mental health issues and to identify appropriate support for the children based on their needs. We involve parents and carers wherever possible and also the children themselves in the care and support they need in School.

We take a whole-community approach towards the mental health of our pupils. Our aim is to support the whole family if possible, but we recognise that we are teachers not mental health professionals. This means regular communication with parents explaining our concerns if appropriate and giving parents guidance about who they can talk to about their children's mental health problems. We involve parents and carers, advise parents to engage the services of mental health professionals if required, and work with professional partners and agencies where necessary.

Promoting and Supporting Children's Positive Mental Health

Our School promotes positive mental health and we aim to prevent mental health problems through our developed range of activities and strategies including:

Class activities – Falcon Flyers, Falcon Stars, dojo points, Child of the Day, compliments and PATHS lessons.

Transition programme – Falcon Junior has a robust transition programme both within school and with partner Infant and Secondary schools. This includes Year 3 Lead going to Year 2 to read a story, Year 2 coming to Falcon for a craft day and other activities. Year 6 spending time in Year 7 in the summer term, vulnerable Year 6 pupils going for extra transition sessions over several weeks. Extra transition visit before school starts in September for all children within the school who may need support.

Whole School initiatives – assemblies; School Council; OPAL (Outside Play and Learning).

Through our whole-School RSHE programme and PATHS (Promoting Alternative Thinking Strategies), we teach social and emotional skills to develop the children's confidence and resilience. We help the children to develop positive coping strategies and build their understanding of how to motivate themselves, be supportive of others, and the importance of talking to someone and how to get help.

Interventions and Support

All concerns are reported to the Designated Safeguarding leads and SENDCo through CPOMs. This may be accompanied by a child's wishes and feelings if appropriate. SENDCo and DSLs assess the level of need to ensure the child gets the appropriate support either from within School or from an external health professional. We aim to put early interventions in place wherever possible and to prevent problems escalating.

We have access to a range of specialist services, including CAMHS, Early Help, Parent Support Advisor, and CEPP (Child and Education Psychology Practice). As well as our in school pastoral team who run Nurture groups daily, ELSA 1:1 sessions, Working on Worries CBT programme and drop ins for short term support. We involve the children themselves and their parents or carers. We make every effort to support parents and carers to access services where appropriate.

The Mental Health and Wellbeing Policy is on the School website.

Supporting and Promoting staff wellbeing

Role of all staff:

All staff are expected to:

- Treat each other with empathy and respect
- Keep in mind the workload and wellbeing of other members of staff
- Support other members of staff if they become stressed, such as by providing practical assistance or emotional reassurance
- Report honestly about their wellbeing and let other members of staff know when they need support
- Contribute positively towards morale and team spirit
- Use shared areas respectfully, such as the staff room or offices
- Take part in training opportunities that promote their wellbeing

Role of line managers and Year Leaders:

Line managers and Year Leaders are expected to:

- Maintain positive relationships with their staff and value them for their skills, not their working pattern
- Provide a non-judgemental and confidential support system to their staff
- Take any complaints or concerns seriously and deal with them appropriately using the school's policies
- Monitor workloads and be alert to signs of stress, and regularly talk to staff about their work/life balance
- Make sure new staff are properly and thoroughly inducted and feel able to ask for help
- Understand that personal issues and pressures at work may have a temporary effect on work performance, and take that into account during any appraisal or capability procedures
- Promote information about and access to external support services
- Help to arrange personal and professional development training where appropriate □
Keep in touch with staff if they're absent for long periods

Role of senior staff:

Mrs Sharon Wagstaff is the senior leader in charge of wellbeing.

Senior staff are expected to:

- Lead in setting standards for conduct, including how they treat other members of staff and adhering to agreed working hours
- Manage a non-judgemental and confidential support system for staff
- Monitor the wellbeing of staff through regular surveys and structured conversations
- Make sure accountability systems are based on trust and professional dialogue, with proportionate amounts of direct monitoring
- Regularly review the demands on staff, such as the time spent on paperwork, and seek alternative solutions wherever possible
- Make sure job descriptions are kept up-to-date, with clearly identified responsibilities and staff being consulted before any changes
- Listen to the views of staff and involve them in decision-making processes, including allowing them to consider any workload implications of new initiatives
- Communicate new initiatives effectively with all members of staff to ensure they feel included and aware of any changes occurring at the school
- Make sure that the efforts and successes of staff are recognised and celebrated
- Produce calendars of meetings, deadlines and events so that staff can plan ahead and manage their workload
- Provide resources to promote staff wellbeing, such as training opportunities
- Promote information about and access to external support services and internal counselling service
- Organise extra support during times of stress, such as Ofsted inspections
- Monitor staff sickness absence, and have support meetings with them if any patterns emerge
- Conduct return to work interviews to support staff back into work
- Conduct exit interviews with resigning staff to help identify any wellbeing issues that lead to their resignation

Role of the governing board:

The governing board is expected to:

- Make sure the school is fulfilling its duty of care as an employer, such as by giving staff a reasonable workload and creating a supportive work environment
- Monitor and support the wellbeing of the headteacher
- Ensure that resources and support services are in place to promote staff wellbeing
- Make decisions and review policies with staff wellbeing in mind, particularly in regards to workload
- Be reasonable about the format and quantity of information asked for from staff as part of monitoring work

- Ensure that staff are clear about the purpose of any monitoring visits and what information will be required from them

Managing specific wellbeing issues

The school will support and discuss options with any staff that raise wellbeing issues, such as if they are experiencing significant stress at school or in their personal lives.

Where possible, support will be given by senior staff. This could be through:

- Giving staff time off to deal with a personal crisis
- Arranging external support, such as counselling or occupational health services
- Completing a risk assessment and following through with any actions identified
- Reassessing their workload and deciding what tasks to prioritise
- At all times, the confidentiality and dignity of staff will be maintained.

Domestic Abuse

The school is committed to developing a workplace culture that recognises that some employees will be experiencing domestic abuse and that the workplace should be a place of safety and one that recognises that perpetrators of domestic abuse are responsible for their behaviour and for addressing this.

When an employee discloses domestic abuse, school will encourage its employee to contact NIDAS who can undertake a DASH and make appropriate referrals where necessary.

The school will work with the employee and any agency (with the employee's consent) to identify what actions can be taken to increase their personal safety both at work and at home, as well as address any risks there may be to colleagues, taking into account the duty of care for all employees.

More support and advice for victims can be found at [Norfolk.gov.uk/safety/domestic-abuse](https://www.norfolk.gov.uk/safety/domestic-abuse).