



## Pupil Wellbeing Policy

*The Corporation of Oundle School includes both Oundle School, a boarding and day School for pupils aged 11 – 18 and Laxton Junior School, a day School for pupils aged 4 - 11. This policy applies solely to Laxton Junior School.*

### Introduction

This policy sets out the ways in which the school promotes and supports pupils' wellbeing and their mental health. Pupil wellbeing is at the front and centre of all we do at Laxton Junior School. We care deeply about our children's health and wellbeing, alongside their academic achievements.

The World Health Organisation defines mental health as '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.'

We acknowledge that children are not immune from difficulties, in this regard, so we actively promote the positive wellbeing of all our pupils as well as respond to and support individual concerns about their mental health and wellbeing; our approach aims to ensure that all our children can lead happy and successful lives, both now and in the future.

### Our Values and Mission

Our School Values support the development of pupil wellbeing; we want our children to have a Love of Learning, take Opportunities, Care for themselves and others, be a part of Community and strive for Quality in all that they do. Our School's Mission promotes the development of pupils' personal development and wellbeing by encouraging children to be Confident and Resilient, Kind and Respectful, Open-Minded and Well-Rounded, Collaborative, and Independent.

### The Equality Act

As outlined in the Equality Act 2010, we promote the needs and interests of all pupils, irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. The school encourages pupils to respect other people, even if they choose to follow a lifestyle that one would not choose to follow oneself. Through discussion, teachers will promote equality of opportunity for all, and challenge comments or views which undermines this. Our pupils can show regard for the needs of others, respect the choices of others, and understand their own rights and responsibilities. Personal, Social, Health and Economic Education (PSHE) supports the government's requirement to actively promote British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

### Aims

The aim of this Policy is for all pupils to:

- Be happy and successful
- See diverse cultures represented in our school environment, through displays and material we use
- Be kind and courteous to everyone
- Be involved more fully in the operations of the school
- Develop self-knowledge, self-esteem, self-confidence, self-discipline, and resilience, including an understanding of how to improve their own learning and performance, so that they are well prepared for the next stage of their lives
- Develop an understanding that the decisions they make are important determinants of their own success and well-being
- Develop spiritual understanding and an appreciation of non-material aspects of life, whether religious, philosophical, or other
- Know and understand the difference between right and wrong, understand and respect systems of rules and laws, and accept responsibility for their own behaviour, including towards others
- Be socially aware and able to work effectively with others within school, the local community and wider society
- Fulfil responsibilities and contribute positively to the lives of others within the school, the local community and wider society
- Respect and value diversity within society, show respect for and appreciation of their own and other cultures, and demonstrated sensitivity and tolerance to those from diverse backgrounds and traditions
- Know how to stay safe, including online, and understand how to be physically and mentally healthy, particularly in terms of diet, exercise, and a balanced lifestyle

## **The LJS Pastoral Team**

Our Pastoral Team is led by the Deputy Head and Assistant Head Pastoral, and includes the Designated Safeguarding Lead, the Deputy Designated Safeguarding Lead, the Head of Educational Support, the Wellbeing Mentor for LJS and the Mental Health Lead for Oundle School and LJS. Our safeguarding and pastoral teams work closely together, meeting regularly to review pupil wellbeing, behaviour, and progress, which ensures that pupil wellbeing is kept as a focus and any support needed is quickly identified and acted on.

## **Our Approach**

Our approach to promoting positive wellbeing and responding to individual concerns about our children's mental health is organised as follows:

- Promoting positive wellbeing
- Identifying concerns
- Responding to concerns

The following sections outline how we work towards each of the above.

## **Promoting Positive Wellbeing**

We have a proactive approach to developing positive pupil wellbeing and we believe that healthy relationships are key to this. Positive relationships begin from the moment children join LJS as they quickly learn that they belong to a form, a house and LJS. A child's form teacher is the main support for pupil wellbeing on a day-to-day basis. Form teachers quickly work to develop cohesion within their forms and respond promptly to individual needs.

## Safeguarding

Keeping Children Safe in Education (KCSIE) sets out that schools should ensure children are taught about safeguarding, including how to stay safe online. Our Relationships and Sex Education (RSE) and PSHE education, assemblies and wider curriculum teach pupils about safeguarding. This enables children to learn about happy and safe relationships, making positive choices and avoiding situations which may compromise their wellbeing.

## The Curriculum

Through our PSHE and RSE curriculums, which are taken from the PSHE Association, pupils are taught how to:

- Develop healthy relationships, including online
- Live in the wider world
- Develop positive health and wellbeing, including mental wellbeing and first aid

The PSHE and RSE curriculums are carefully planned and delivered by Form Teachers and cover a wide range of topics (refer to the PSHE and RSE policies for further details). Our wider curriculum is broad and balanced and there is a wealth of opportunity to try new skills and to develop interests and strengths. The Social, Moral, Spiritual and Cultural (SMSC) development weaves through our school life and contributes to pupil wellbeing.

## Online Safety

We treat online safety seriously. We teach our children how to stay safe online in all lessons, but especially Computing and PSHE.

Technology has become a fundamental part in the lives of children and young people, both within schools and in their lives outside school. The Internet is an incredibly powerful tool, which can give access to new opportunities for everyone. Communication through technology helps teachers and pupils learn from each other and this can stimulate discussion, increase creativity, and promote effective learning. The use of exciting and innovative technology in school and at home has been shown to raise educational standards and boost pupil achievement. To magnify these opportunities, children and young people should always have safe internet access.

Online Safety is taught discretely as well as embedded into our curriculum. It is this approach that ensures pupil's knowledge is as strong as possible in relation to how to keep themselves safe online, inside, and outside of school. The curriculum will make children aware of some of the threats the pupils may face, inside and outside of school, including:

- Access to illegal, harmful, or inappropriate images or other content.
- Unauthorised access to / loss of / sharing of personal information.
- The risk of being subject to grooming by people they have met online.
- The sharing / distribution of personal images without an individual's consent or knowledge.
- Inappropriate communication / contact with others, including strangers.
- Cyberbullying.
- Access to unsuitable video / internet games.
- The potential for excessive use which may impact on the social and emotional development and learning of the young person.
- Harmful online challenges and online hoaxes.

The curriculum will also give the children resilience and skills that they can use beyond their time at Laxton Junior School to protect themselves and their peers by encouraging them to:

- Use technology safely, respectfully, and responsibly.
- Recognise acceptable and unacceptable behaviour.
- Identify a range of ways to report concerns about content and contact.

### Extra-Curricular

Alongside the wider curriculum runs our extensive extra-curricular programme, including clubs, which supports the development of pupils' personal and social skills, such as: collaboration, cooperation, resilience, self-confidence, self-discipline, self-knowledge, and self-esteem. There is a wide range of opportunities to cater for all pupils. Periodically, our Pastoral Team and other staff members will run clubs specifically aimed at developing and supporting pupil wellbeing, for example Managing Change, Mindfulness and Time to Talk.

### Visits, Residential and Visitors

Visits and Residential contribute to developing positive wellbeing by giving children the opportunity to practise the skills learnt in school within wider society. Visits provide:

- New and memorable learning experiences which enrich the children's education (curricular and co-curricular) in ways that are not possible in the classroom
- A wide range of experiences in the local and wider world
- Opportunities to develop personal and social skills in an alternative environment
- Opportunities to promote the independence of all our children as learners, and enable them to grow and develop in new learning environments

All year groups have several visits a year, and residential trips begin in Year 3. These are planned well in advance and the health and safety of pupils always forms part of our risk assessment.

Visitors to assemblies or lessons can include our School Constable, School Nurse and Mental Health Lead, NSPCC, E-safety talks, and inspirational leaders.

### Themed Events

We plan and integrate annual themed events, which focus on pupil wellbeing and safety, including Anti-Bullying Week and charity events organised by Young Minds and the NSPCC. These special events raise the profile of our ongoing message of, 'Speak Out, Stay Safe.'

### Transition

We have a strong pathway for transition, whether it is joining LJS at any stage, moving year groups or transitioning to other schools. We have welcome days, when children can visit LJS to find out more about us and move up afternoons towards the end of the academic year, for children to familiarise themselves with the environment and staff for the forthcoming academic year.

Reception children have several days for visits, prior to the academic year in which they will join, to ease them into their first year at LJS. Parents are encouraged to stay for some of these sessions to aid transition and reassure children when needed.

All new children are supported by their form teachers and by the Assistant Head Pastoral, who ensure that children are happily settled into their new school and have made friends.

When children move onto other schools, we wish them every happiness in their new school and information about wellbeing is shared between LJS and other schools, including Scott House, Oundle

School. This is to aid transition and to enable the highest quality support to be quickly established in new settings.

## Countering Bullying

The school promotes a countering bullying culture through a strong school ethos which empowers tolerance and respect, including respect for difference and diversity. Teaching and learning about anti-bullying take place through our PSHE and RSE programme, SMSC education, corporate posters, assemblies, and events such as the national Anti-Bullying Week.

## Context for Learning

The environment in which the school is located enables children to appreciate nature and we know that being outdoors aids pupil wellbeing. Our beautiful town offers opportunities to explore our local environment, whilst our own school setting, including playground space to play imaginatively, fields, and woodland garden, supports outdoor learning opportunities, which also supports the development of pupil wellbeing. Our indoor spaces are light and airy, which promotes a good working environment, thus enabling better wellbeing for all.

The school facilitates a context for learning through:

- Recognising the differences of individual pupils and their physical, social, and emotional needs
- Establishing clear rules, routines, and expectations about behaviour for learning and social cohesion
- Encouraging positive, caring, and constructive relationships
- Outdoor learning opportunities
- Opportunity for playtime outdoors
- Staff training including Safeguarding and Prevent

## The Oasis

The Oasis is a multi-sensory room situated next to the Assistant Head Pastoral's office. It is a space which is used for pastoral 1:1 or small group work. This room was requested by our pupils through School Council, the request was for a 'different' space and the name, The Oasis, was chosen by our pupils following a pupil vote in a democratic process. The Oasis promotes pupil wellbeing by providing a space which enables quiet reading, reflection, relaxation, talk, and peer support. Pupils can use the space by speaking to a member of staff. Pupil wellbeing is of paramount importance, so when pupils use the Oasis, a member of staff will be available for support, if needed.

## Pupil Motivation

We actively promote our school mission and values with all our children, but we want them to be self-motivated, leading to greater independence as they progress through our school. This is important as they will require the skills of self-motivation when they enter secondary education and the world of work.

The school enhances pupil motivation and learning through:

- Wide ranging opportunities for pupil voice
- Consistent support for all children from trained teams of pastoral, educational support, teaching assistants and other agencies, where appropriate, including those children with SEND
- Offering a range of challenging curricular and extra-curricular opportunities, including trips and residential
- A balanced curriculum with opportunities for intellectual, physical, and expressive development
- Encouraging independence in learning

- Using a range of teaching styles, appropriate to pupils' age, ability, and level of maturity
- Using a range of resources, including the PSHE Association and Votes for Schools materials, to raise self-esteem and confidence levels
- Praise for progress through challenging work and effort
- A range of rewards, including verbal praise, house points, certificates, prizes, and responsibilities
- Celebration assemblies
- Displaying pupils' work, which reflects the pupil population
- Recognising when pupils have gone above and beyond
- Positive and collaborative staff culture, visible to pupils
- Positive and open parental engagement
- Positive school culture with opportunities for building up our school community
- Equal opportunities; for example: choice of sport, democratic process for elections onto School Council, everyone invited to participate in Play Leaders
- Teaching about mental wellbeing and how to manage emotions
- The language of Growth Mindset, grit, determination, and perseverance

### Pupil Personal Development

The personal development of pupils is as important as academic development. Children need to feel happy, secure, and safe to fulfil their potential.

The school enhances pupil personal development through:

- Ensuring that children feel that they belong to our school community
- The PSHE and RSE curricula
- The wider curriculum
- Assemblies, including year group assemblies
- Opportunities for pupils to lead through School Council, Eco Team, Head Boy and Head Girl, House Captains, Sports Captains, and Form responsibilities, to name but a few.
- An emphasis on praise and reward
- An emphasis on restorative practice, in relation to behaviour
- Opportunities for reflection and spiritual development through art, literature and the RE curriculum
- Opportunities for drama and music competitions, including music exams
- Democratic process for School Council elections
- Opportunities to engage in a range of extra-curricular activities from clubs and charity fundraising to community music events and competitions
- A choice of sports in KS2 is available to both boys and girls
- A choice of lunch
- A choice of play equipment for break time
- A wide choice of clubs and activities from Canoeing and Rock Climbing to Drama and Lunchtime Library
- Actively promoting British Values

### Pupil Voice

There are many ways in which pupils can contribute to school life and responsibility is one of our key mission objectives. We actively seek pupils' opinions, and how they feel about their learning, teaching, relationships, opportunities, and self-esteem. We also welcome pupil suggestions through the channels of School Council, The Eco Team, Play Leaders, House Meetings and Form Time.

The school promotes and strengthens pupil voice through:



- A democratic process for the election of the Eco Team, School Council representatives, House Captains, and Heads of School
- Timetabled meetings for members of the School Council
- School Council run by the Heads of School
- Involving pupils in interviews for members of staff
- Opportunities in assemblies
- Pupil surveys and interviews about the development of key policies and processes

## Identifying Concerns

### Raising Concerns

Concerns about a pupil's wellbeing can be raised by teachers from across the school, by family members, by other pupils or by the pupil themselves.

### CPOMS

We use CPOMS to log concerns about a pupil's wellbeing; it is also used to track and monitor pupil wellbeing. Teachers record concerns on CPOMS, and concerns raised through CPOMS are discussed in weekly meetings between the Deputy Head and Assistant Head Pastoral. Meetings between the Deputy Head, Assistant Head Pastoral and Head of Educational Support take place half termly to ensure that all children's needs are captured, and action taken.

### Pupil Pastoral Needs Assessment

LJS pupils are proactive in seeking support for themselves, or for others, through our open channels. Support is offered without stigma and with appropriate confidentiality.

On a day to day, week by week basis we see happy, thriving children. However, in some cases, children may not speak out about their feelings to a trusted adult. To ensure that we can support children with early intervention, we assess pupil wellbeing, using PASS, which is part of the GL suite of assessments, which we use at LJS. PASS provides us with information related to:

- Feelings about school
- Perceived learning capability
- Learner self-regard
- Preparedness for learning
- Attitude to teachers
- General work ethic
- Confidence in learning
- Attitudes to attendance
- Response to curriculum demands

Positive feelings of school connectedness have a positive influence on young people, improving academic outcomes and reducing the risk of developing mental health issues or engaging in risky behaviours. PASS helps us to identify any students, who may not feel inwardly as positive as they seem on the outside. This insight enables us to develop our proactive approach to pupil health and wellbeing and offer intervention if it is needed.

## Responding to Concerns

### Pastoral Pathway and Support

Our proactive approach to pupil wellbeing ensures that most of our children have positive wellbeing. If a child needs pastoral support beyond the day-to-day support given by Form Teachers, we will use our pastoral pathway. Children will be placed on the pastoral pathway and offered support in relation to their

need. There are three stages to our pathway, green, amber and red. We would anticipate that most of our pupils, with pastoral needs, will be placed on green, with support being offered by their form teachers, and with guidance from the Assistant Head Pastoral. If children move to the amber stage on the pastoral pathway, we may seek support from our Mental Health Lead.

If children are placed on the amber pathway, intervention can include:

- Small group or 1:1 work from either a Teaching Assistant, the Wellbeing Mentor, a member of our Educational Support team, Assistant Head Pastoral, Deputy Head or Mental Health Lead. These sessions can be a single session or can form a series of sessions
- Art and Articulate, aimed at developing time to draw and talk about feelings
- Managing Change club, primarily aimed at older pupils as they approach transition into upper Key Stage 2 and secondary education
- Family Support via our Family Support Worker
- Play Leaders, which aims to offer children the opportunity to improve self-esteem through a leadership role

CPOMS acts as a tool for assessing the impact of interventions. We would expect children to move, in a reasonable period, off the pastoral pathway once intervention has been completed.

### External Support

Should our concerns about a pupil's mental health require specialist support beyond that which we are able to provide, we support the family to make a referral to the GP, NHS School Nurse, CAHMS or other external professionals.

### The Oasis

The Oasis is a multi-sensory room situated next to the Assistant Head Pastoral's office. It is a space which is used for pastoral 1:1 or small group work. This room was requested by our pupils through School Council, the request was for a 'different' space and the name, The Oasis, was chosen by our pupils following a pupil vote in a democratic process. In response to pupil wellbeing concerns, The Oasis can be pre booked by any member of staff for small group work, or individual work, related to wellbeing. This is to ensure that there are minimal interruptions during wellbeing support and intervention work. Pupil wellbeing concerns can develop in the moment. The Oasis offers the space to listen to pupils' worries when they arise. Any pupil wellbeing concern takes priority and if The Oasis is being used for quiet reading, reflection, relaxation, talk, or peer support, an assessment of the needs of the children will take place and priority will be given to those with a wellbeing need.

### Home School Partnership

We value our strong home school partnership and recognise that parents, alongside form teachers, are best placed to notice slight changes in a child's behaviour or emotions. Once a pupil wellbeing need has been identified, we will communicate with parents to work together so that the best support is available to our pupils. We have regular contact time when parents can connect with Form Teachers. We report on personal progress in our written reports and, if needed, we arrange meetings to discuss pupil wellbeing. There may be occasions when we meet as a larger team to support pupil wellbeing and these meetings, meeting around the child, may include members of the LJS Pastoral Team, parents of the child and qualified specialists from outside agencies.

Throughout the year, we host a range of topics for our Parent in Partnership sessions; some of these focus on pupil wellbeing and how parents can support their child's emotional development. These are planned following feedback from parents and according to need.



The school promotes the involvement of parents and carers in the life and learning of the school through:

- Parent questionnaires
- Regular consultation about change and development through questionnaires and special meetings
- Parent in Partnership sessions
- Subject Focus sessions
- Sports and Themed Weeks
- Concerts and Music Events
- Involvement in assemblies, school trips and extracurricular activities
- Regular communication and involvement over pupil progress, behaviour, and pastoral matters

## **Mental Health Concerns and Safeguarding**

When pupils talk about their feelings and emotions, there may be occasions when a disclosure is made, which is deemed by a member of staff to be of a safeguarding nature. In these circumstances, staff will follow processes laid out in the Safeguarding Policy and their safeguarding training and will inform the Designated Safeguarding Lead, whose responsibility it is to act accordingly on information shared.

## **Responsibility**

It is the responsibility of everyone at LJS to ensure pupil wellbeing is monitored and assessed and to inform the Assistant Head Pastoral, through CPOMS, as quickly as possible should there be cause for concern. Specific responsibility lies with Form Teachers, Subject Teachers, and Teaching Assistants to monitor day to day emotional wellbeing and with the Assistant Head Pastoral to ensure that appropriate support is put into place as quickly as possible. It is the responsibility of every pupil to have care for themselves and to care for others. All staff have a responsibility to alert the Designated Safeguarding Lead in the event of a safeguarding disclosure made by a child.

## **Staff Training**

LJS recognises the link between staff training and pupil wellbeing. We offer training to all staff for developing pupils' social, emotional, and mental wellbeing. The school:

- Plans whole school training events, including Safeguarding
- Provides access to appropriate external training
- Consults on training and support needs through our CPD process
- Provides regular updates; for example: via briefings

## **Linked Policies**

This Pupil Wellbeing policy is informed by the school's safeguarding policy and should be read in conjunction with the following policies:

- PSHE
- RSE
- SMSC
- Safeguarding
- Countering Bullying and Cyber-Bullying
- Behaviour
- Curriculum
- Teaching and Learning

- Equal Opportunities
- Online Safety
- Educational Support
- Collective Worship and Assemblies
- Health and Safety
- First Aid

<b>Reviewer</b>	Mrs J Ormston
<b>Post of Reviewer</b>	Assistant Head Pastoral
<b>Review Date</b>	Michaelmas 2021
<b>Reviewed and filed with both Schools</b>	Lent 2022
<b>Next Review (max 3 years)</b>	Michaelmas 2023