



St Jude's Church of England Primary School

Children and Families Wellbeing Policy

*Our children
Our St Jude's family
Happy – Inspired – Loved
The sky is not the limit
Ready for today - prepared for tomorrow*

Promoting Wellbeing at St. Jude's

At St. Jude's, we strive for our children to be *happy, inspired and loved*. Their wellbeing is extremely important to us especially during the time of school closures and throughout the COVID pandemic.

In response to the global pandemic, the government produced wellbeing guidance during covid 19 for parents and carers In March 2021 which shares the important elements of how schools and parents can support children's wellbeing

Locally, 'A Children and Young People's Plan for Lambeth' has been created to improve health and wellbeing in the borough. Within the document's priorities, children and young people's health and wellbeing features prominently.

St. Jude's places the health and wellbeing of our children at the centre of our ethos. We intend to build on our existing provision, raise the profile of wellbeing in our school, continue to further improve our curriculum and build a culture of wellbeing for everyone at St.Jude's.

This document describes the approach to promoting positive health and wellbeing, and is intended as guidance for all staff including non – teaching staff, governors and parents.

Health and Wellbeing at St. Jude's

We have a proactive and nurturing approach to supporting the health and wellbeing of our children. It is a strength of our school that we know our families and the wider community very well. This enables us to identify each child's specific needs and know how to support them better.

Culture and Ethos

The children are encouraged to demonstrate our St Jude's values, derived from our school vision statement and directly linked with our Christian vision:

1. We celebrate one another's successes
2. We are there for each other
3. We work together
4. We are prepared and helpful
5. We are resilient
6. We respect one another

Our values are central to our behaviour policy at St Jude's. If a child is seen to be demonstrating a particular value, they are rewarded in a range of positive ways.

These values promote wellbeing by giving our children guidelines and vocabulary on how to navigate school and the challenges that can occur within it.

Staff expectations

Our Christian Values are at the heart of our staff code of conduct. This is developed with staff to ensure that we grow a nurturing culture for our children. Therefore, a commitment to our staff code of conduct is important for our children's ongoing wellbeing.

At St Jude's we adopt a consistent and calm approach when following our behaviour policy. Studies have shown that a nurturing approach is beneficial to a child's development and their wellbeing.

High standards of behaviour are expected at St Jude's School.

We aim to:

- Provide a safe and happy environment where children can excel, and teachers are able to teach effectively
- Ensure that the Christian faith is taught, lived out and exemplified through positive relationships between children; parents, staff, governors and all stakeholders within the school community
- Prepare children to meet the demands of a changing society through developing their understanding of rules and adopting appropriate behaviour models in order to create a fairer society in which they can become responsible and productive adults
- Firmly establish a positive and proactive ethos where children are truly responsible for their behaviour choices, and they are resilient and reflective in every aspect of school life
- Ensure the safety of all by following the relevant COVID 19 advice, which is embedded within our behaviour policy and online safety policy

Strategies to support the health and wellbeing of our children

Our school has a key role in promoting the health and wellbeing of our children. To ensure this, we employ a range of ongoing strategies and initiatives, such as:

- Dojos in class to promote good behaviour
- High quality interventions from support staff, including bespoke nurture groups for each year group
- Two PE lessons per week to ensure regular exercise
- Zoned playgrounds at lunches with a variety of staffed sporting activities to promote exercise
- A range of extra-curricular activities
- Quiet spaces for readers at break and lunch
- Art therapy and talking spaces with our resident art therapist
- Following the OFSTED approved Jigsaw PHSE curriculum that includes health and wellbeing units
- Wellbeing stations in each classroom
- Whole school implementation of zones of regulation
- Trauma, mental health and attachment theory training for all staff

This broad, balanced and inclusive approach supports students' wellbeing by employing a diverse provision and means that all children are nurtured and better catered for.

SEND and Inclusion

St. Jude's Primary School is committed to providing an appropriate and high quality education for all. We believe that all children have a common entitlement to a broad and balanced academic curriculum and that they are to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will endeavour to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

At St. Jude's we are committed to inclusion and aim to develop cultures, policies and practices that include all learners. We aim to foster a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

Our holistic approach to SEND and inclusion promotes student wellbeing by responding to learners in ways that take into account their varied life experiences and needs.

Key People

At St. Jude's our staff are involved in the safeguarding, health and wellbeing of our children. However, there are a few key people who have been trained in key areas to further promote wellbeing in our school.

The key members of staff are:

- Alex New, Claire Douch, Kelly Jackson, Alison Bickmore, Asia Scott – designated safeguarding leads
- Geraldine O'Brien - chair of governors and safeguarding link governor
- Asia Scott - SEND and inclusion lead
- Alex Cutts - Mental Health First Aider
- Support staff that are first aid trained (Siobhan Heron - First Aid Lead)
- Our staff receive regular professional development to ensure the safety and wellbeing of our children

Our dedicated team of specially trained, calm, consistent and caring professionals work together to ensure that our children's wellbeing is healthy.

Curriculum

Our broad, balanced and inclusive curriculum is creative, exciting and meaningful and meets the needs of all our children. We believe this supports their wellbeing by consistently challenging and inspiring them.

Exceptional learning outcomes are provided for our children through engaging and relevant cross-curricular themes. This ensures that the cultural capital our children gain sticks in their long-term memory bank. We intend for our children to be inspired and motivated by our progressive curriculum, which will provide them with opportunities to build upon knowledge and skills across the school, over time.

The curriculum includes a robust PSHE Jigsaw scheme of work, that discusses matters tied to wellbeing such as diet, exercise and relationships. If a class or student are facing a difficulty, the class teacher can deliver a lesson that gives the class or student tools to improve the situation.

Classes go on regular trips that enrich their educational experience further. Stepping outside the classroom has been shown to increase achievement, build cultural understanding and deepen student's cultural capital.

The school celebrates health and wellbeing week and other relevant national initiatives to promote wellbeing within our school community.

Working alongside the Windmill Cluster of Schools Partnership, a small group of children at St Jude's have been elected to become wellbeing ambassadors to represent the pupils views when discussing wellbeing in our school community.

At St Jude's we also regularly seek children's views on their wellbeing and the support in place for them at school. We use carefully created online surveys to monitor whole school wellbeing and gain data to help inform and improve our mental health support system at St Jude's.

Wave 2 and 3 Interventions

Where children require additional support to access the curriculum we deploy a range of supportive interventions and focus groups. These will either be in the classroom or outside of the classroom when appropriate. During Covid-19 lockdown interventions have been deployed differently and have followed Lambeth and the government's 'best endeavours' SEND model. Interventions are supported by professionals (such as the Educational Psychologist or Speech and Language Therapist) and run by our SENDCO and support staff.

These include:

- Speech and Language groups: Terrific Talkers and Little Listeners
- Lego Therapy
- Fine motor skills groups
- Handwriting
- Touch typing
- Social skills
- Early play skills
- Nurture groups for SEMH support
- Art therapy
- Dyslexia support following the precision teaching model

These additional and personalised interventions benefit our children's wellbeing by considering their specific needs and working with them so that they can access the curriculum more effectively.

Young Leaders

At St. Jude's we have a group of student leadership roles that are integral to the daily running of our curriculum. Each role is different and includes opportunities for increased responsibility, training, additional roles within lessons and school trips. These student roles are:

- School Council
- Curriculum Steering Group
- Games Leaders
- Faith Group
- Wellbeing ambassadors

We believe that these additional roles benefit the wellbeing of our children by championing their skills, promoting their personal development and by giving them an active voice and role within the school. Studies have shown that increased responsibility within school boosts confidence, aspiration and motivation which all promote a sense of wellbeing within our leaders. These groups are to be relaunched on the reopening of schools in March 2021.

Outdoor Learning

We are fortunate to have extensive outdoor space, both within and near the school, for our children to explore.

Furthermore, to increase the amount of time outside to play for our pupil premium children, we take part in the 'Outdoor Learning Project' in Brockwell Park with our partner Windmill Cluster schools.

A growing body of evidence suggests that outdoor learning can boost children's wellbeing and their performance at school. Research suggests that spending time interacting with nature can reduce stress among young people and boost their creativity and problem-solving skills.

Therefore, we will continue our curriculum commitment to using the natural resources around us to promote our children's wellbeing. This will include utilizing our newly renovated nature garden and continuing our links with Brockwell Green Houses.

Extra-Curricular Offer

The curriculum is supplemented by our range of popular before and after school sporting, creative and music clubs. They give children a chance to learn and practise a skill outside of the classroom with the help of staff and coaches. Our provision alternates each term, but extra-curricular choices range from:

- Art Attack
- Natural Thinkers
- Titch and Stitch
- KS1/2 Football
- KS2 Netball
- Hockey
- KS1/2 Choir
- Steel Pans

Creativity through art or music can promote wellbeing by developing problem-solving skills, by growing a positive state of mind and by calming the mind by being in the moment. Physical activity can promote wellbeing through building confidence, managing stress and increasing self-esteem and cognitive skills. Therefore, our broad extra-curricular provision can be used to supplement our existing curriculum and further grow a child's wellbeing.

Parent Wellbeing

Research shows that children's wellbeing is closely linked to their parent's wellbeing. As a school, it is central to our ethos that our parents feel supported, listened to and able to communicate with the school.

At St. Jude's we value good communication between school, parents and the wider community. It is important to us and helps build a community of trust and understanding that is at the heart of a good school. Our staff are always pleased to make time to speak with you face to face.

Furthermore, we also have:

- Regularly updated website and Twitter feed
- Weekly newsletters signposting support in the local community
- Local activities advertised
- Coffee mornings regarding the curriculum, SEND, phonics and more
- Weekly telephone support to all families during the lockdown to signpost support and offer advice
- Therapeutic advice from our Art Therapist, Alison Bickmore who leads 1; 1 sessions for children and offers telephone support to parents
- Bespoke child-parent art therapy sessions offered when appropriate
- Bespoke SEN and SEMH resources made available to parents in lockdown
- Offer a before and after school club provision to support parents with additional childcare

Therefore, when parents and school staff work together, we believe that the behaviour, welfare and wellbeing of our children are maintained and nurtured by all. Our parents are valued because of their attitudes, aspirations, encouragement and exemplary behaviour are important in ensuring that their child excels at St. Jude's. These expectations are explained clearly in our Parent Code of Conduct, which all parents and carers sign.

Below we have specific examples of how we do this further.

Supporting our disadvantaged children and families

All members of staff, governors and teaching assistants accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring Christian environment. This is an essential, integral part of the spiritual development of the whole school community.

Therefore, pupils who are identified as 'socially disadvantaged' will get access to a range of provision funded by a Pupil Premium grant designed to 'bridge the gap'. Information on how the money is spent is also available in the Pupil Premium Funding Plan and the COVID catch up plan, which are published on the school website.

CAMHS (Child and Adolescent Mental Health Services)

Children experiencing difficulties with their emotional and behavioural wellbeing can be referred to the local CAMHS service. This will be decided and organised in conjunction with our SENDCO.

They offer individual and family interventions, psychological therapies, talking and creative therapies and medication management in line with NICE guidelines.

The help they give is very individual to each child or young person and is decided after very careful assessments.

<https://www.lambeth.gov.uk/children-young-people-and-families/mental-health-for-children-and-young>

Curriculum support

At St Jude's, we intend our curriculum to be creative, exciting and meaningful so that it meets the needs of all our children. So that our parents are up to date with our ever-expanding curriculum, we regularly hold formal and informal meetings.

These include:

- Regular informal contact with teachers every day.
- Formal updates in the weekly newsletter.
- Parents' evenings twice a year.
- Parent workshops held to discuss changes to the school.

St. Jude's PTA

At St. Jude's we have a thriving PTA that holds regular fundraising and social events for the school and local community. It is a fantastic place to network, develop relationships and make a valuable impact on the school and local community. PTA events are advertised in the playground and include:

- Regular cake sales
- The Valentine's Day disco
- Christmas Fair
- Parents v Teachers netball match
- Summer Fair
- Fun Run

Some of these events have been adjusted to remain COVID safe, including the Virtual Valentines disco.

Further guidance for parents

Below is a list of local and national organisations that offer help and advice. We have checked these websites to make sure that they are appropriate and relevant to our children and parents.

- [Lambeth's hub for children and young people's mental health](#)
- [Mind's Southwark and Lambeth youth branch](#)
- [Young Minds a national youth mental health charity](#)
- [The Children's Society produced document called 'How to support your child's wellbeing'](#)
- <https://learning.nspcc.org.uk/safeguarding-child-protection/early-help-early-intervention/>

The charity *Young Minds* recommends that you can promote your own child's wellbeing at home by:

- Encouraging your child to share their worries.
- Encouraging a healthy lifestyle by eating well, exercising, having fun and getting enough sleep.
- Staying well informed by finding out more about topics that concern your child.
- Never stopping talking and listening to your child through good times and bad.

In terms of our expectations regarding parent's behaviour, please check our behaviour policy.

Related Policies

There is a range of policies in place to promote the wellbeing of our children. These policies apply to our children, staff and parents:

The behaviour policy: This supportive policy applies to our children, staff and parents. It is designed to promote and provide a safe and happy environment where children can excel and teachers are able to teach effectively.

- The accessibility policy. The school does not unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation.
- Safeguarding and child protection policy: St. Jude's is committed to provide an environment for pupils where children feel safe and are kept safe and all staff contribute to the culture of vigilance which is embedded in our school.
- SEND and Inclusion Policy: St. Jude's is committed to inclusion and aims to develop cultures, policies and practices that include all learners.
- Pupil Premium Spending Plan and COVID catch up plan: All members of staff accept responsibility for 'socially disadvantaged' pupils and are committed to meeting pastoral, social and academic needs within a caring 'Christian Ethos'. These spending plans explain how we support our vulnerable children with additional funding that we receive.
- Supporting children with medical needs policy: This policy is designed to support managing medication and medical care in school, and to put in place effective management systems to support individual pupils with medical needs.
- Intimate Care Policy: This is designed to meet a pupil's intimate care needs and is a key aspect of safeguarding.

- Equality Policy: This policy ensures equality for all, taken from DFE guidelines and Equality Act 2020.

These policies are firmly embedded in the culture and ethos of our daily life at St. Jude's. They promote our children's wellbeing by ensuring that they are happy, taken care of and allowed to flourish. If you would like to see more of our policies in detail please visit our school website.

Policy History

Policy launched	March 2021
Date Reviewed by governors	16 th March 2021
Next Review	March 2023

This policy has been agreed by the PAC committee on 16th March 2021

Chair of Governors: Mrs Geraldine O'Brien

Signed: *Geraldine O'Brien* Date: 16th March 2021