



The Wellbeing Framework For Grimoldby Primary School

Everybody deserves to be both happy and healthy in school and the 'Wellbeing Framework' aims to ensure that this can be a reality in every classroom in our school. We are aware that the happiness and achievements of children in school depends upon many different people and factors, and lots can be done to support the wellbeing of all involved, from the point of feeling calm, happy and resilient through to possible times of crisis. This Framework has been built to address each aspect of wellbeing, protecting and up-skilling all relevant stakeholders and raising awareness within the school community and beyond of matters concerning social and emotional wellbeing and resilience. We believe that everybody has a part to play in building a happy, healthy school. The Framework was devised in support of the national consultation into Children & Young People's Mental Health Paper (July 2018), Mental Health and Behaviour in Schools advice from DfE and the NCB advice (May 2015)

Ethos & Leadership

School policy and procedures, led by leaders, are robust and create an ethos that promotes wellbeing.

| | Pupil Well-Being Pupils are supported through an integrated whole school approach, early intervention and long-term plans to help them develop skills and awareness for their social and emotional development, including physical exercise. | Behaviour Behavioural difficulties are supported through positive , robust approaches that tackle the underlying issues | Working With Others Support for pupils is integrated and collaborative, to give maximum potential for success, through multiagency support, strong partnerships with parents and strong pupil voice. | Staff Well-Being Staff are supported to do the best job possible with pupils, by addressing their stress and workload, and providing high quality professional development. |
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| Stage 1 – Quality First Provision (Universal Support For All) | <ul style="list-style-type: none"> Whole school integrated curriculum for PSHE in place which is quality assured and training is provided where needed to ensure that the consistency and frequency of delivery is effective – it incorporates, RSE, British Values, Resilience and Safeguarding, Health & Safety. Children are provided with lots of opportunities to reflect on themselves, others, their learning attitudes and values through dialogic learning and talk time, in an ethos where their opinions and ideas are valued and listened to. Opportunities for mindfulness and relaxation techniques embedded within the curriculum (Weekly PSHE sessions, Wellbeing Wednesdays, Cosmic Yoga, regular 'brain breaks' throughout the day). Our PE and sports curriculum and offer within school promotes sports for all children, as part of a healthy lifestyle out of school, and 2-hour curriculum offer within school time. (PE coaching, Dance, Swimming, The Daily Mile, yoga sessions, after school sports clubs) Children are encouraged to share how they are feeling with class teachers through the Wellbeing Wednesday check in. In KS2 children use an online version accessible via a QR | <ul style="list-style-type: none"> Whole school ethos built around 'Relational' and 'Restorative' approach to positive behaviour management and conflict resolution embedded, with range of restorative strategies used by all staff. School Charter and School Values on display in all classrooms and regularly promoted by all staff. All staff practice <i>'Every interaction is an intervention'</i> (Dr K.Treisman) and <i>'connection before correction'</i> Paul Dix. 'Every kid needs a champion' Rita Pearson. Positive behaviour is recognised (Star of the week, star writer, stickers, showing work to HT etc) and negative behaviour is responded to as necessary in line with the school behaviour policy. Staff understand and model the importance of creating positive relationships with all children; language is one of the most powerful things we can change to make a difference. The way we speak to children become their inner voice. Staff view 'behaviour as communication', remain curious about the unmet need and seek to support the child and family. | <ul style="list-style-type: none"> The school ethos fosters a sense of connection and belonging to one another in our school through our school value of unity and sense of community. Regular positive reinforcement as a class team and through a 'house' system (house points) encourages children to work together. Children develop secure relationships with their class teacher and other adults they work with. This supports a sense of belonging. Children are encouraged to work cooperatively throughout the curriculum. (Talk Partners, mixed ability and mixed gender groups) Range of embedded pupil buddy/mentor systems for all pupils whereby older children are paired with younger children - support at lunchtimes, behaviour restoration/social support and academic support. Robust school council who are elected democratically provide meaningful consultation and feedback and lead on ensuring regular | <ul style="list-style-type: none"> Robust annual professional development program for all staff on emotional wellbeing for staff and pupils including: <ul style="list-style-type: none"> Training on behaviour management for high needs groups of children Training on general emotional wellbeing for all (Healthy Minds-Anxiety Twilight) Up to date research and articles inbuilt within learning time to keep awareness of issues high (Mobilise EHWB) Mental Health First Aid Training Restorative practices training (ACEs) SLT regularly review staff wellbeing and workload. SLT are visible and approachable: staff know that they can seek support and advice and their opinions are valued. |

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| | <p>code in the classroom. In Foundation Stage and KS1 children share this by moving their name peg to a feeling. Children are encouraged to do this every Wednesday but it is accessible throughout the week.</p> <ul style="list-style-type: none"> • Exercise used to break up learning throughout the day to enhance physical exercise and better mental agility, through strategies such as Cosmic Yoga, Just Dance and Active Maths and Active English. • Routines in the morning and at the end of the day are clear and embed safety and security for children, with robust methods for meeting and greeting all children, a calm, purposeful start to the day and Positive Reflection Time to finish the day (E.g. What did you enjoy today? What have you achieved today?) • Children are reminded to drink water throughout the day. • Lunchtimes and playtimes are designed to support social interactions and physical exercise, in a structured and supportive way. (Playground equipment, Football goals and basketball nets, Trim Trail/Adventure) • Classrooms have a range of strategies to support anxiety such as worry boxes, self soothe boxes, visual timetables etc • The learning environment allows children to make their own choices, and supports and scaffolds children with Autistic, ADHD and Dyslexia friendly approaches. • Children are supported to identify their own and others' feelings. Children who need extra support are given personalised tools to enable them to name their own and others' feelings. • Success is celebrated within the curriculum, and through whole school sharing. (Classroom-based celebrations, Celebration Assemblies, House points, Star of the week, Star writer, Reading Rewards- Bookworms etc). | <ul style="list-style-type: none"> • Behavioural needs and positive ways to manage them are part of the ongoing professional dialogue between staff at staff meetings. • Quality assurance and tracking of behaviour to identify children with needs early. • System of assessing quality first provision for children with behavioural needs followed by appropriate support for staff. • System of assessing children with behavioural needs followed by appropriate recommendations. | <p>communication back to all pupils on key messages. School Council embeds change through pupil voice.</p> <ul style="list-style-type: none"> • Pupil voice is sought through regular discussions with children. • Parent 'Meet & Greet' and open-door policy. • Strong communication with parents, including emotional wellbeing (Termly newsletters, wellbeing section on school website) | <ul style="list-style-type: none"> • Whole school ethos underpinned by value of unity ensures that staff support one another and talk to one another. • Staff signposted to websites/support groups. • Time built into staff meetings to look at school ethos, share whole school developments and ways to improve staff wellbeing. • Regular staff wellbeing drives <p><i>"Taking care of you means giving people the best of you, not what's left of you."</i></p> |
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Quality First Provision Not Meeting Needs – Referral To Stage 2 Targeted School Support from EHW School Team

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| <p>Stage 2 – Targeted School Support (EHW School Team)</p> | <ul style="list-style-type: none"> • Wellbeing for children is measured through an evidence-based program, or questionnaire, to baseline and evaluate the impact of work with targeted children (Stirling, SDQ, REST Resilience Assessments). • Children identified as having additional emotional needs will be provided with a key member of staff to talk to. • Class Teacher/key staff member will liaise with parents to share concerns. • Communication between school and home is strong and parents know that they can share any concerns with school staff. • 1 page profiles completed to identify pupil strengths and give them a voice (<i>strategies that help me</i>) • Interventions are in place for a range of areas, using evidence-based approaches and programs where possible, | <ul style="list-style-type: none"> • Standardised assessment tool used to baseline behaviour, identify areas to develop, and measure impact (Boxall, Stirling, SDQ) • Regular and on-going support for child and family for behaviour in school and at home through quality Pastoral Support Plan (PSP) or equivalent, involving parents and children and in school-based specialists such as SENDCOs/EHWB team. • Delivery of evidence based behavioural interventions by school-based specialists such as Friends, Lego Therapy, Time to Talk, Dr Treisman's Trauma Informed Resources • On-going observations, quality assurance and meetings with revision to PSP. • System to gather information about parenting capacity and environmental factors influencing behaviour, followed by | <ul style="list-style-type: none"> • Buddy groups to support children who are finding it difficult to make friends and socialise appropriately (friendship bench) • Initial meeting with parents of child in need of support, to establish back-ground information such as medical, family, environmental. • Delivery of evidence-based interventions by school-based specialists such as Friends, Lego Therapy and ELSA. • EHW Lead to coordinate an integrated meeting with school support team, including for example, Pastoral Leads, SENDCO, Attendance Officer, SLT, DSL to decide on next steps for | <ul style="list-style-type: none"> • Staff signposted to websites for support: https://www.mind.org.uk/information-support/coronavirus-and-your-wellbeing/, www.hse.gov.uk/stress, www.gov.uk/government/news/extra-mental-health-support-for-pupils-and-teachers, https://www.minded.org.uk, http://www.educationsupport.org.uk • Meeting with staff member and HT/EHW Lead to discuss areas of stress and issues relating to emotional wellbeing. • Adjustments made to working arrangements to support staff member. |
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| | <p>such as: Friends, Time to Talk, Lego Therapy, ELSA, Dr Treisman's Trauma Informed Resources.</p> <ul style="list-style-type: none"> Children who need additional help are allocated a key member of staff to support them, with regular time to meet and explore their issues. Interventions running are reviewed and evaluated regularly and changes made where needed. There is a clear exit strategy for children when success has been made, which also builds in sustainability for the child. Information and impact working with children with emotional needs is communicated effectively to other key areas of the school such as behaviour, safeguarding and attendance. Early referral to Community Paediatrician or Early Help if needed. | <p>recommendations. Parents are signposted to relevant parenting programmes.</p> <ul style="list-style-type: none"> Opportunities for training and events for parents on emotional wellbeing (Courses sent through by TAC admin, Healthy Minds Training) Early referral to Community Paediatrician or Early Help if needed. | <p>supporting child based on wider information gathered.</p> <ul style="list-style-type: none"> Initiate Pastoral Support Plan, involving teacher, TA, parents, child and wider EHW Team members as appropriate. On-going parental involvement through attendance at PSP reviews. | <ul style="list-style-type: none"> School to signpost education counselling services if appropriate. |
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Targeted School Support Not Meeting Needs – Referral To Stage 3 Targeted Cluster Support from EHW Team

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| Stage 3 – Targeted Cluster Support (EHW Team) | <ul style="list-style-type: none"> EHW Team hold a Supervision Conference with the parents to discuss the child, family and how best to meet the needs of the child locally. Input from local and regional professional bodies with recommendations made at the conference. EHW Team allocate a specialist or small team to work with school EHW Lead, family, other school staff and child to develop strategies and up-skill all involved to better support the child. Initial school observations, support and development of existing Pastoral Support Plan to include local multi-agency support from the following menu: <table border="1" data-bbox="264 914 710 1053"> <tr> <td>➤ Lincolnshire Healthy Minds</td> <td>➤ TAC County Inclusion Officer</td> </tr> <tr> <td>➤ Boss/Restorative Solutions</td> <td>➤ CAHMs</td> </tr> <tr> <td>➤ WTT</td> <td>➤ PCSO</td> </tr> </table> | ➤ Lincolnshire Healthy Minds | ➤ TAC County Inclusion Officer | ➤ Boss/Restorative Solutions | ➤ CAHMs | ➤ WTT | ➤ PCSO | <ul style="list-style-type: none"> EHW Team hold a Supervision Conference with the parents to discuss the child, family and how best to meet the needs of the child locally. Input from local and regional professional bodies with recommendations made at the conference. EHW Team allocate a specialist or small team to work with school EHW Lead, family, other school staff and child to develop strategies and up-skill all involved to better support the child. Initial school observations, support and development of existing PSP to include local multi-agency support from the following menu: <table border="1" data-bbox="781 890 1261 1010"> <tr> <td>➤ Lincolnshire Healthy Minds</td> <td>➤ TAC Pupil-Reintegration Team</td> </tr> <tr> <td>➤ Boss/Restorative Solutions</td> <td>➤ CAHMs</td> </tr> <tr> <td>➤ WTT</td> <td></td> </tr> </table> | ➤ Lincolnshire Healthy Minds | ➤ TAC Pupil-Reintegration Team | ➤ Boss/Restorative Solutions | ➤ CAHMs | ➤ WTT | | <ul style="list-style-type: none"> Support from Healthy Minds through Early Help Assessment. EHW Team allocate a specialist or small team to work with school EHW Lead, family, other school staff and child to develop strategies and up-skill all involved to better support the child. | <ul style="list-style-type: none"> 1:1 Mentor assigned. Staff Wellbeing Action Plan devised if needed with recommendations and review. |
| | ➤ Lincolnshire Healthy Minds | ➤ TAC County Inclusion Officer | | | | | | | | | | | | | | |
| ➤ Boss/Restorative Solutions | ➤ CAHMs | | | | | | | | | | | | | | | |
| ➤ WTT | ➤ PCSO | | | | | | | | | | | | | | | |
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| ➤ WTT | | | | | | | | | | | | | | | | |

Targeted Cluster Support Not Meeting Needs – Referral To Stage 4 Outreach Services

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| Stage 4 – Crisis Referral | <ul style="list-style-type: none"> CAMHS Community Paediatrician / GP EP Samaritans / Crisis Team / Social Services | <ul style="list-style-type: none"> BOSS Referral and subsequent support and recommendations EHA referral for Early Help Worker EP referral Referral to alternative provision placement (Eg Springwell) | <p>Collaborative working with external services, family, child, EHW Team and school EHW Lead.</p> | <ul style="list-style-type: none"> Recommendation for staff member to seek GP advice for counselling, talk therapy and/or medication. Referral to Occupational Health |
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