

WESTFIELD PRIMARY SCHOOL

Staff and Pupil Well-being & Positive Mental Health Policy

Policy produced November 2017

Reviewed and updated: June 2026

Next review: June 2028

Written by F. McPhee & Well-being committee





School's Vision and Mission Statements:

Our vision:

We want all Westfield children to foster a *'Love of Learning and a Love of Life'*, enabling them to excel, be the best they can and achieve the necessary life skills for their future.

Our Mission:

We believe in the importance of children engaging, enriching and excelling at school. This allows them to make the very best progress they can in their learning, both academic learning and in learning about themselves, their relationships, making a positive difference in their community and the world in which they live.

The school will build on the qualities and skills which parents have fostered in the child at home. From the beginning, staff and governors will aim to create a caring, respectful and disciplined environment in which each child's well-being is valued and they are viewed as an individual.

We aim to provide the highest quality of education for all our children, in an environment that is challenging, motivating, caring and moral, where children can acquire the skills and knowledge appropriate to their individual needs through the delivery of a creative curriculum. Through our pledge we strive to provide a range of exciting learning and life experiences.

We help all children to grow emotionally and to learn that courtesy, excellent manners, first class behaviour, kindness, consideration and respect for others are very important qualities. We hope all our children will become happy, responsible, kind and independent young people.

Staff and Pupil Well-being & Positive Mental Health Policy

Policy Statement

Mental health is a state of mental well-being that enables people to cope with the stresses of life, realize their abilities, learn well and work well, and contribute to their community. It is an integral component of health and well-being that underpins our individual and collective abilities to make decisions, build relationships and shape the world we live in. Mental health is a basic human right. And it is crucial to personal, community and socio-economic development. (World Health Organisation).

At our school, we aim to promote positive mental health and well-being for every member of our staff and pupil body. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable pupils. Well-being is at the heart of the school's priorities and focus.

In addition to promoting positive mental health, we aim to recognise and respond to mental ill health. By developing and implementing practical, relevant and effective mental health policies and procedures we can promote a safe and stable environment for students affected both directly and indirectly by mental ill health.

To support and further enhance the school's work on well-being and mental health the school undertook a fifteen-month project leading to the achievement of the National Well-Being Award for Schools (awarded February 2020). We achieved this Award again in June 2023. In June 2026 we achieved the Nurture Principles award for Schools. This award reflects the value the school places on staff and pupil well-being.

The Local Advisory Body of Westfield Primary School is committed to ensuring that all staff achieve a work life balance that leads to effective working and high standards across the school; and that all pupils are supported so that they are able to grow emotionally, demonstrating resilience, excellent behaviour and respect for themselves and others.

So that both children and staff:

- Strive for **PRIDE** in all we do:
 - Positivity, Respect, Independence, Diversity, Excellence
- Develop positive attitudes to learning in which children achieve the best they can and staff achieve a sense of fulfilment
- Create a challenging, motivating, disciplined and caring learning environment
- Provide the highest quality of education for all our children
- Develop high levels of emotional intelligence and resilience
- At Westfield we pledge to offer a creative and engaging curriculum that excites the children's learning, and thereby enhances their well-being

Scope of policy

This policy applies to the whole school workforce and children. It describes the school's approach to promoting well-being and positive mental health.

This policy aims to:

- Promote well-being and positive mental health in all staff and pupils
- Increase understanding and awareness of common mental health issues

Signposting:

We will ensure that staff, pupils and parents are aware of sources of support within school and in the local community. Our mental health and well-being strategy, which outlines what support is available within our school and externally, can be found in the appendix to this policy.

Section A - Staff:

The benefits of promoting well-being and positive mental health:

We believe that a positive and happy work place is key to success.

The benefits of promoting well-being include:

- Increasing sense of fulfilment.
- Delivering high quality education for our children by developing a more motivated workforce working to high standards.
- Improvements to staff recruitment and retention.
- Improved performance and a strong sense of belonging.
- Increased morale, commitment, happiness and loyalty.
- Staff flexibility supporting innovation, creativity and ability to deal with change.
- Staff feel valued and supported for their contribution to the school.
- An increase in personal resilience.
- Reduction of costs associated with sickness absence and stress.
- Positive impact on the school budget.
- Staff benefitting from positive mental health.
- Reducing any stigma associated with mental health issues.
- Increasing knowledge, confidence and skills in recognising and supporting mental health in ourselves, each other and the pupils.

Key principles - Culture

The Senior Leadership Team is responsible for modelling good work life balance and promoting a culture where all members of the school community can achieve a sense of well-being and positive mental health.

This will be demonstrated through:

- a. Open two-way communication
- b. Staff feeling supported and confident that they are working in a safe and secure working environment
- c. Monitoring and review of procedures and policies, e.g. marking, as part of school self-evaluation and outcomes contributing to the day to day organisation
- d. Effective appraisal practices which contribute to the identification of well-being issues for individuals and the school
- e. A commitment to maintaining the National Standards for Healthy Schools
- f. Active monitoring and development of this school well-being policy
- g. Regular meetings of well-being committee with representatives from different areas of the workforce
- h. Ongoing training and CPD for staff so that staff feel informed and increasingly confident around identifying and supporting children and adults with mental health issues
- i. A reduction in the stigmas surrounding mental health

Strategies to support well-being & positive mental health:

- PPA time for teaching staff is provided weekly in one block, with joint release for job share members of staff as far as possible. Dedicated PPA room for staff.
- Year team joint PPA, enabling sharing of creative curriculum planning, resources and ideas.
- No grading of lessons, feedback is based on strengths (what went well) and areas for improvement, so that lesson drop ins are meaningful CPD for staff. Lesson drop ins and observations take place termly.
- Dedicated Headship time takes place during one whole day a fortnight, to work at home to allow for strategic thinking.
- Staff have the opportunity to discuss work-life balance issues within the appraisal culture. This includes specific well-being questions and discussion, ensuring consistency of opportunity across the work force.
- With the use of our computer network and Digital Strategy, paperwork has been streamlined. An online diary enables all staff to access and add events online.
- With the use of an online diary, the Monday morning meeting is used to share information for the coming week. Staff are kept informed. (Meetings held via Zoom).
- Teaching staff meetings run for an hour and a half only per week, as far as possible.
- Release time is provided to Subject Leaders to enable moderation and monitoring (with weight given to core subjects or SDP priorities). **Trust school staff meetings are on a Wednesday (From 2024/2025) to facilitate online networking once a term.**
- Governors (LAC) meetings are limited to 2 hours and are held during the school working day, with the latest finishing at 5pm. (These are a mixture of Zoom meetings and face to face or hybrid).
- Regular review of key policies that may impact on well-being and work life balance; for example, fast feedback policy, planning formats/ expectations and monitoring, staff dress code procedures/rationale
- No expectation for staff to read or send emails in the evenings or at weekends (School Staff Communications Policy). If a member of staff is off for sickness (long term and or due to stress) then access to emails may be suspended to reduce stress of emails "piling up."
- School Staff Communications Policy sets out expectations and offers tips to support managing workload/home-work balance, for example turning on 'out of office' over weekends and/or holidays, turning off email notifications, avoiding 'reply all' when not necessary etc.
- External emails are switched off over the holidays, with the exception of the SBM (as external finance emails are sent at weekends from both the Trust and LA/ DfE) and the DSL email, due to safeguarding.
- Questionnaires, both anonymised (school & Trust) and named - responds to issues raised.

- Termly well-being buddy opportunities: e.g. Secret Santa, Little Bags of Calm/Comfort, Bucket loads of happiness/Little bags of Happy, random acts of kindness week.
- Staff socials, including Christmas and Summer 'dos' (days and times varied following staff survey feedback).
- Termly 'tea and cake' staff socials, held in school.
- Termly 'term-time' treats are put in the staffroom - once a term the treats will appear for 48 hours/over 2 days (so that all staff have the opportunity to join in) and staff can select a treat for themselves
- No clubs run on a Friday after school to allow for staff to meet, attend fitness/sport activities/clubs, go home etc
- Life events celebrated e.g. weddings, engagements, new babies, retirement.
- CPD opportunities e.g. pedagogy meetings, paired peer observations.
- Mentors provided for all new staff (not just ECTs).
- Very organised (proactive rather than reactive) e.g. termly timetable, can plan ahead.
- Cold and hot water machines in the staff room.
- The Local Advisory Committee agree to the school funding tea and coffee for staff, termly treats and occasional whole school breakfast/ lunch.
- Regular LSA, MMS and office meetings - used for CPD, raising queries/questions answered and ensuring good communication. Time bonded.
- Westfield heroes - parents and staff encouraged to show appreciation - this is also possible to staff through a 'Staff Shout Out/Gratitude' board and positive postcards available for staff to send to colleagues.
- Access to Employee Assistance Programme - hi-lighted to all staff at regular intervals, so that all staff can access a team of trained well-being and counselling practitioners.
- Mind-set of staff and culture of school is a very supportive one - staff support one another and check in with each other.
- Active Well-being committee meet every month to promote well-being in the school
- Well-Being committee available to staff for well-being suggestions and feedback
- 'Well-being & Events' board in staff room
- Mindworks information board dedicated to staff
- 'Book shelf' in the staff room for sharing good reading books amongst staff
- Relevant and regular training to support staff knowledge and confidence around mental health
- Tips, advice and support shared with staff to support well-being and mental health - via email and displayed in staff room, for example, monthly 'Happiness Calendar'
- A dedicated well-being budget for the school
- Staff meetings and INSET time given over to support positive mental health and well-being
- Two-week half term in lieu of CPD/twilights.
- A well-being and mental health strategy which highlights tiers of support offered.
- Annual well-being day for all staff (see below)
- Once a term supply of Deodorant and feminine hygiene products available in toilets, to alleviate unnecessary stress for staff.

Well-being session for staff:

All staff are 'gifted' 1 well-being day (or equivalent time which equates to 1/5th of their weekly hours if part time) each year (paid) in recognition of their dedication/commitment to the school (outside of school holiday time. The well-being day cannot be added on to any holiday time either). The well-being day must be taken as one whole day / one session and cannot be split into part days. Well-being days taken by teachers will be covered. Well-being days taken by HLTAs and LSAs are not covered as a rule, but key organisational aspects, e.g. PPA, **must** be covered internally by borrowing LSAs/HLTAs and must be arranged in advance and confirmed before the support staff member takes leave of absence. Well-being days taken by office staff will be covered by the remaining office staff, so as not to incur any cost to the school. If you have a known duty (e.g. break time or gate) it is your responsibility to ensure this is covered.

Requests for well-being days must be booked in advance, **before the end of the first Autumn half term** for the year ahead, *to enable forward planning for the year*. A request must be made using the referral form in this policy (Appendix B) and put in the Headteacher's tray in the office for approval. Once approved, the School Business Manager will send a confirmation email to confirm the request has been authorised. Leave cannot be taken without prior approval. Staff are responsible for booking and taking their well-being days, ***there is no opportunity for payment in lieu or days being carried forward to the following year if they have not been taken, or booked within the time frame.*** All requests must be made prior to the deadline set each year **(by the end of the first Autumn half term)**. Staff who join after the Autumn half term, will need to be in post for the remainder the year and may then apply for a Well-Being day the following Autumn.

There is a limit of two members of staff off for well-being per day across different year groups, considering any other staff absences that day, so if there are already too many staff members off on your requested date your request form will be returned to you with the identified date if feasible from your other 2 options. It is therefore necessary to put 3 options, in order of preference on your form. **Well-being days may be withheld at short notice if the needs of the school require the staff to be present.** This would include a school inspection (e.g. OFSTED), staffing crisis due to significant staff absence, any booked well-being days would be cancelled at short notice and could be rebooked at an agreed date within the same academic year. Well-being days cannot be taken on INSET days, whole school events e.g. sports day, parents' evening etc, during Key Stage 2 SATs weeks or added to holidays (beginning or end of school holidays.) If a member of staff is ill on their booked well-being day, the day cannot be rebooked. This would also include a school inspection (e.g. OFSTED), staffing crisis due to significant staff absence, any booked well-being days would be cancelled at short notice and could be rebooked at an agreed date within the same academic year. It is therefore important to consider any personal costs when planning a well-being day as these would be the responsibility of the staff member if it became necessary for them to attend school on their planned Well-being day.

Section B - Children:

The benefits of promoting well-being

The benefits of promoting well-being include:

- Increasing sense of fulfilment and pride (and PRIDE)
- Improvements to attendance and behaviour
- Improved performance and outcomes
- Increased morale, commitment, happiness and loyalty
- Children feel valued and supported for their contribution to the school, they feel a sense of belonging
- An increase in personal resilience and the ability to deal with change
- Well-rounded individuals
- Increased positive mental and physical well-being/health

Strategies to support well-being:

- Zones of regulation are used by every class and children are welcomed each day by the adult leading their class at the door. Resources are available to support the children, to enable them to identify their feeling/emotion and zone and use resources to support them to return to a zone more compatible with learning.
- School's PRIDE values, weekly PRIDE champion per class celebrated in assembly
- Promotion of the Nurture Principles
- The Westfield Way supports and promotes kindness and respect
- Opportunities to engage in a wide range of clubs and extra-curricular activities
- Active and healthy living workshops e.g. annual visit from the Life Bus, Bikeability, A-Life workshops, road safety magic show etc
- Opportunities to take on positions of responsibility, for example, prefects, Head students, sports crew, peer mediators, safety leaders, eco-warriors, school council, anti-bullying ambassadors, Well-being ambassadors
- Bubbles - each child has a named bubble which they can use to hi-light an issue with our Well-Being assistant, who will "check in with them". A video explaining how to use the worry bubbles has been made and shown regularly to every class. A video has also been made to explain how to use the bubbles 'virtually' if children are at home due to school closure or extended illness, this was placed on the school website. Therefore, every child can access this support if needed.
- Flexible lunch club for those who need it, e.g. "Art club" for invited children in need of additional / Curiosity Corner Nurture Lead support
- More able workshops
- Creative curriculum that interests, inspires and motivates - including themed weeks and special days, a variety of visitors to further enrich the curriculum
- Large well-resourced outside areas, including a static fitness equipment and wild garden
- Positivity and kindness promoted within the classroom - 'Bucket of Happiness', class kindness charters, kindness/Westfield Way certificates (weekly in assembly), 'Things I wish my teacher knew' jars

- Support provided at times of increased stress, e.g. breakfast provided during SATS week and mock SATS week, toast provided for the first three weeks of Reception children starting school each September.
- Breakfast available (fruit, cereal) if children have come to school without any or are very hungry
- Nurture Lead (Mental Health First Aider, HLTA) and WBA support well-being by working with children who need additional support, for example, young carers (weekly club), art club at lunchtime each day, children suffering bereavement, anxiety and those experiencing a difficult home life
- Reading shed (Book Land) to support reading at home and to develop a lifelong love of reading
- Celebration assemblies - weekly support and recognise those children who have shone in behaviour, attitude or learning.
- 'Well-being ambassadors' to support and promote positive well-being across the school.
- Well-being champions (staff and pupils), who are highlighted in every class on a poster.
- Annual well-being week - linked to Learning for Life, healthy living, the five ways to well-being, kindness and gratitude.
- Annual Children's mental health awareness week (February) and day (October)
- Learning for Life curriculum, promoting all aspects of physical and mental well-being.
- Access to SCC safety presentations and downloadable lessons - Year 4 & 6 from the police service / Year 3 & 5 from Surrey Fire & Rescue
- '100 things to do before you leave Westfield' activity sheet
- Daily Art lunch club for children needing support at lunch.
- Annual pantomime
- Annual PRIDE tea party
- A sensory room (Tranquillity Cove) to help children recognise and manage their own emotions
- A nurture room (Curiosity Corner)
- The Zen Den - the development of the outdoor classroom in the wild garden into a relaxed, inviting space which can be used by classes, groups and individuals working with their teachers or the well-being assistants.
- Classroom Zones of Regulation displays, including daily check-in for each child, and resource boxes to support both the daily check in for every child and self-regulation during the day.
- Reading area with mural and toadstool seats
- Development of the playground - static fitness equipment, chalk wall, Quiet Zone and Calm Zone
- Covered seated area in the Wild Garden
- Twice yearly pupil wellbeing surveys
- Wellbeing Walrus in every class to support wellbeing, with tips from Wellbeing Walrus shared regularly (wellbeing ambassadors)
- Two suggestion boxes, centrally placed (school entrance area and Year 6 block), for the children to place their suggestions for the improvement of the school - having their voices being heard

- Weekly well-being time for all children, following the 5 ways to well-being and nurture principles themes
- Well-being page in monthly newsletter and on the school website to help parents support well-being at home
- Twice yearly well-being event, for parents but also to help parents support their own and their children's well-being at home, Wellbeing Wednesday
- A well-being and mental health strategy (including pastoral support) which highlights tiers of support offered, for example, Tranquillity Cove (sensory room time), nurture groups (including Dragon's Lair time, friendly groups), access to interventions (including drawing and talking therapy, Lego therapy etc) and one to one session with children around anxiety, bereavement, self-esteem etc.
- Mind works practitioners based in school and children referred via Inclusion Lead
- Well-being booklet for children, written by children for children.
- Weekly Forest School-style sessions for Year R children
- Half termly, at least, opportunities for outdoor learning for all children as part of their curriculum
- Intergenerational link with local retirement village (Mayford Grange) to support own and community wellbeing (to connect, to give, to learn)
- Trophies and certificates to promote and support kindness and well-being (termly Kindness trophies and certificates, well-being trophy in the summer term)
- Regular circle time and activities planned round the 5 ways to well-being.
- Activities week for Year 6 so that all can be included and wellbeing promoted
- Transition support at key times

Staff in school:

All staff are responsible for promoting well-being and positive mental health across the school, for others and themselves. However, there are also some key staff to be aware of:

Inclusion leader & Mental Health First Aider (youth) - Julia Findlay

Well-being & Mental Health Lead (DfE funded training, achieved May 2023) & Mental Health First Aider (adult) (refresher training 2026) - Francesca McPhee

Nurture Lead & Mental health first aider (youth) - Tina Weaver

Well-Being Assistant - Hannah Anderson

Young Carers' Champion - Rachel Sadler

Anti-bullying Champion - Marie McAteer

Nurture UK training and award - SLT member Andrea Banks

Well-being committee: Francesca McPhee, Alexandra Cooke/Joanna Cunningham (Co-Chairs of Governors), Annette Newport, Kate Beattie, Marie McAteer, Tina Weaver, Rachael Cox and Katherine Pear.

In addition to this policy staff should also refer to the following documents and sites for support and guidance:

- Well-being & Mental Health page on the school website
- Learning for Life Policy

The below guidance and support may also prove useful to refer to:

[Supporting pupil well-being](#)

[Mental health support for children and young people](#)

<https://www.nhs.uk/oneyou/>

<https://www.place2be.org.uk/>

If you feel overwhelmed, unable to cope or would just like to talk about your feelings and wellbeing further, then contact one of the following organisations:

Employee Assistance: call 0800 0285147

Education Support Call: 08000 562 561 Text: 07909 341229

<https://www.educationsupport.org.uk/>

NEU Adviceline Email: adviceline@neu.org.uk

NASUWT Member Support Call: 03330 145550 Email: advice@mail.nasuwt.org.uk

NHS Website: www.nhs.uk/oneyou/every-mind-matters

Mind Call: 0300 123 3393 (9am-6pm, Mon-Fri) Text: 86463 Email: info@mind.org.uk

The Samaritans Call: 116 123 (24 hours a day) Email: jo@samaritans.org (24 hour response time) CALM Call: 0800 58 58 58 (5pm - midnight, daily) Website: www.thecalmzone.net

Appendix A:

WESTFIELD PRIMARY'S MENTAL HEALTH & WELL-BEING STRATEGY (Pastoral Support):

<p>Whole school programme: Universal provision</p> <p>Pupils Years R to 6 Staff Parents/carers</p>	<p>Pupils:</p> <ul style="list-style-type: none"> • Learning for Life curriculum / Healthy Schools • Class teachers & LSAs / mental health first aider (HLTA), W-B assistant & Office staff available to pupils • Assembly programme (Positivity, Respect, Diversity, Anti-bullying, kindness, gratitude, empathy etc) • PRIDE values • The Westfield Way • Bubbles – every child has one/mental health display – raising awareness of mental health. Access to mental health first aider/WB assistant for every child • Zones of regulation (including resource boxes), reflection areas, worry boxes & buckets of happiness in every class • Visual timetable – today & tomorrow • Well-being ambassadors • Peer mediators • Anti-bullying pupil ambassadors and anti-bullying champion (Silver anti-bullying charter mark) • School council – pupil voice • Mindfulness/well-being club • Clubs to support wellbeing and the 5 ways to wellbeing • Weekly well-being time (5 ways to well-being), each area covered across the year, increasing children’s awareness of their emotions and what supports their well-being • 100 things to do activity list • Well-being & Positive Mental Health Policy – regularly reviewed and amended • Active well-being committee (including chair of governors) • Key workshops/visitors (annual) – motivational workshops (Year 6), road safety, Pedals/Bikeability, annual pantomime, Life Bus, A-Life workshops, 52 Lives of Kindness workshops, intergenerational link visits etc • Regular surveys – pupils have their say • Online safety curriculum and parental workshops • Static fitness equipment • Chalk wall/board – daily access • Quiet Zone and Calm Zone – daily access • Tranquillity Cove – sensory room time • Zen Den (a specially set up well-being space) and the Wild Garden 	<p><u>Students involved-</u> Well-being ambassadors Peer mediators School council Anti-bullying ambassadors</p> <p><u>People involved-</u> Class teachers/LSAs Inclusion team – inclusion leader, SENCo, Well-being assistant, Nurture Lead (HLTA) Office staff Well-being committee Learning for Life Lead</p>
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	<ul style="list-style-type: none"> • Outdoor space for playing and movement breaks/being active (strong link with mental health) • Wellbeing Walrus in every class and regular wellbeing tips shared • Aspirations day (every 2 years) – to help children see what is possible, to aspire to • Outdoor learning time for all pupils • Forest school-style weekly session for Year R • Annual Well-being week – based around the 5 ways to well-being • Annual Children’s Mental Health Awareness week – to raise the profile and reduce stigma • Key days celebrated - #hello yellow day / Kindness Day / Smile Day • Termly kindness trophies and certificates to promote the importance of kindness on well-being (own and others) • Annual well-being trophy • Termly Kindness trophy 	
	<p>Staff:</p> <ul style="list-style-type: none"> • Staff CPD (including online) – ACEs, trauma, bereavement, attachment, CSE, domestic abuse, mental health • Employee assistance • Supervision for identified staff • Termly social & buddy opportunities • Gratitude board/shout out board • Positive postcards • Staff well-being and events board (including tips and advice) • Mindworks board for staff • Key policies reviewed (work/life balance) • Active well-being committee (including chair of governors) • Dedicated well-being questions in appraisal meetings • No club Fridays • No/low marking weeks – the weeks before all holidays • Life events celebrated • Regular sharing of well-being/mental health information – desk yoga, happiness calendar, helpful hints (sleep, being active etc) • Mindfulness/stress management staff meetings • Annual paid well-being day (1/2 day if staff member works mornings only) for all staff • Well-being & Positive Mental Health policy – regularly reviewed and amended • Weekly well-being time (5 ways to well-being) • Staff quiz during annual well-being week 	

	<ul style="list-style-type: none"> • Annual surveys – staff have their say • Online safety - Staff training/updates • Weekly walking club/sporting activities offered at regular intervals • School staff communications policy • School has signed up to the DfE Education Staff Well-being Charter • Termly ‘term time treats’ • Christmas and Summer whole staff socials • Termly ‘tea and cake’ staff socials • Termly staff ‘buddy’ opportunities e.g Secret Santa, random acts of kindness week • Mentor for all new staff 	
	<p>Parents/carers:</p> <ul style="list-style-type: none"> • Regular surveys – parents’ voice • Online safety curriculum and parental workshops • Parental workshops – healthy cooking on a budget, mindfulness (stepping into school), managing children’s anxiety, Parenting Puzzle, Dealing with ADHD/ASD (face to face, via Zoom and online) • Regular signposting to support/information • Monthly newsletter – well-being and mental health at Westfield page • Website – well-being and mental health page • Newsletter – online safety page with hints and tips • Marvellous Me (strong link between home and school) • See saw – online home learning platform • Parents’ well-being events and socials • Foodwise freezer stored at Westfield – ‘home cooked’ ready meals supplied to identified families (all families informed about it) • Food bank vouchers • ‘Tea and tissues’ parent event when children start in Year R • Class email addresses / open door policy • Book looks in the Wild Garden • Twice yearly wellbeing events to promote wellbeing at home: Wellbeing Wednesdays 	
Tier 2 provision	<p>Pupils:</p> <ul style="list-style-type: none"> • Bosun – therapy dog, weekly visit • Bereavement support as needed • Mindworks referrals and support (individual or class/group support) • Young carers club and support • Friendly group/Dragon’s Lair club • Nurture groups, specific to need 	<p>People Involved: - Inclusion team - inclusion leader, SENCo, Well-being assistant, Nurture Lead (mental health first aider - HLTA)</p> <p>Woking Hospice Therapy dog and owner Mindworks</p>

	<ul style="list-style-type: none"> • Lunchtime art club • Lunchtime Curiosity Corner lunch club • Young Carers lunch club • ‘Early Morning soft start’ to support separation from home and coming into school • Social skills club • Bubbles follow up – time with mental health first aider/W-B assistant in the Zen Den, a specially set up well-being space • Referral from class teachers – bespoke programme of time with HLTA or W-B assistant • Access to specific interventions, for example, Drawing & Talking, Lego Therapy, Emotion Coaching etc • One to one sessions with children around specific needs, e.g anxiety, self-esteem, bereavement, NSPCC PANTS etc 	<p>CYP Haven Barnados</p> <p>Stripey Stork Jigsaw</p>
	<p>Staff:</p> <ul style="list-style-type: none"> • Employee assistance • Mentors for all new members of staff (comprehensive induction policy) • Targeted mentoring/support if needed/required • Signposting to specific support 	
	<p>Parents/Carers:</p> <ul style="list-style-type: none"> • Targeted parent courses/workshops – invitations • In-house workshops – foe example, ASD, positive language, ADHD, managing anxiety • Specific signposting • Stripey Stork referrals • School holiday vouchers for holiday clubs • ‘Power’ voucher – support with household utilities (gas & electricity) • Parent referrals to Jigsaw back to school initiative 	
Tier 3 provision	<p>Pupils:</p> <ul style="list-style-type: none"> • Counselling – e.g Your Sanctuary, Haven, ACT, Matthew Hackney Charity • Early Help Hub (incl. family support) via Children’s Social Services L3 • Children’s Social Services Referral (via DSL) • Mindworks (CAMHS / Neurodiverse) Referral • Specific targeted support for children open to Children Services, linked to identified plans and need <p>Staff:</p> <ul style="list-style-type: none"> • OH referral and support <p>Parents/Carers:</p> <ul style="list-style-type: none"> • Signposting – referral for parents’ counselling • Signposting to support for debt/housing/relationships/mental health 	<p>Children’s Social Services Mindworks / CAMHS Your Sanctuary Matthew Hackney Charity</p>

APPENDIX B:

Well-Being Day Request Form

Please be reminded that in the event of a school inspection (e.g OFSTED) well-being days cannot be taken and will be cancelled, Well-being days cannot be added to holidays.

There is a limit of two members of staff off for well-being days per day across different year groups, so if there are already too many staff members off on your first-choice date, your alternate dates provided on your form will be considered.

Part time staff members are entitled to time off equivalent to 1/5th of their weekly contracted hours.

If you run a club please ensure parents know, well in advance, that your club will NOT run on this day. If you have a known duty (e.g. break time, lunch time, gate, etc) please make sure you arrange for it to be covered, in advance, and inform Julia Findlay who will be covering you.

Teaching staff members need to liaise with the School Business Manager two weeks in advance to ensure any necessary supply cover is booked.

Name:	
Role:	
Year Group: For LSAs this is the year group(s) you work with on the day you are requesting	
Date Requested (plus times requested if part time. Please state if there is a particular reason for your first preference e.g. family or friend's wedding.)	1st choice date:
	2 nd choice date:
	3 rd choice date:

	Please tick
I confirm I will arrange cover for my break duty, lunch duty, gate duty, etc.	<input type="checkbox"/>
For teaching staff	
I confirm I will ensure supply cover is booked two weeks in advance to cover my class	<input type="checkbox"/>

Signed:	
Date:	

<i>For office use only:</i>	Signature	Date
Headteacher Authorisation		
Confirmation email sent by School Business Manager		