

IQRA SLOUGH ISLAMIC PRIMARY SCHOOL (ISIPS)

Emotional Wellbeing and Mindfulness Policy

We Learn, We Lead, We Inspire

Review Date: 1st September 2021

Signature: 

Frequency of Review: Annual

Next Review Date: 1st September 2022

IQRA Primary School

Emotional Wellbeing and Mindfulness

POLICY

This policy has been written in conjunction with the Keeping Children Safe in Education September 2021. The current guidance of Keeping Children Safe in Education has a larger focus on mental health and well-being of pupils and staff within school. There is a link that has been made between mental health and safeguarding which is necessary to ensure that the appropriate support is given to pupils and staff.

Another area that has had an impact on mental health is the recent events of COVID-19. This is a new and unusual time where mental health is being affected of many individuals including children. Therefore this policy reflects the needs of the pupils and adults in school during these difficult times also.

VISION

Our school, working with all stakeholders, takes a holistic approach to promoting health and wellbeing to ensure pupils have every opportunity to develop the knowledge and understanding, skills, capabilities and attributes which they will need for their mental, emotional, social and physical wellbeing now and in the future.

POLICY STATEMENT

At IQRA Primary School, we are committed to supporting the emotional health and wellbeing of our pupils and staff. We have a supportive and caring ethos and our approach is respectful and kind, where each individual and contribution is valued. At our school we know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the view that positive mental health is everybody's business and that we all have a role to play.

At our school we:

- help children to understand their emotions and feelings better
- help children feel comfortable sharing any concerns or worries
- help children socially to form and maintain relationships.
- promote self esteem and ensure children know that they count.
- encourage children to be confident and 'dare to be different'
- help children to develop emotional resilience and to manage setbacks.

We promote a mentally healthy environment through:

- Promoting our school values and encouraging a sense of belonging.
- Promoting pupil voice and opportunities to participate in decision-making
- Celebrating academic and non-academic achievements
- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others

- Providing opportunities to reflect.
- Access to appropriate support that meets their needs

We pursue our aims through:

- Universal, whole school approaches
- Support for pupils going through recent difficulties including bereavement.
- Specialised, targeted approaches aimed at pupils with more complex or long term difficulties including attachment disorder.

Learning through wellbeing enables pupils to:

- make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- experience challenge and enjoyment
- experience positive aspects of healthy living and activity for themselves
- apply their mental, emotional, social and physical skills to pursue a healthy lifestyle and make a successful transition to the next stage of education
- establish a pattern of health and wellbeing which can be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of children.

LEAD MEMBERS OF STAFF

Whilst all staff have a responsibility to promote the mental health of students, staff with a specific, relevant remit include:

- Pav Dhillon- Designated child protection / safeguarding officer and Mental Health and Emotional wellbeing lead
- Shabeena Ikram - Mental Health and Emotional wellbeing team
- Faiza Khan - Mental Health and Emotional wellbeing team
- Susie Spurling- Senior Learning Mentor
- Salma Malik- Family Liaison Officer
- Aysha Ansari – Parent Governor

AIMS

In order to achieve this vision we aim to provide a health and wellbeing curriculum that has a common goal to ensure children become:

- successful learners
- confident individuals
- responsible citizens
- effective contributors.

All members of the school community have a responsibility to:

- ensure everyone feels happy, safe, respected and included in the school environment
- promote positive behaviour in the classroom, playground and wider school community
- ensure the safety and wellbeing of everyone by following robust policies and practice
- contribute to the maintenance and development of a positive school ethos
- provide positive role modelling in relation to a healthy lifestyle.

All members of the school community have a right to be given opportunities to:

- develop their self-awareness, self-worth and respect for others
- meet challenges, manage change and build relationships
- experience personal achievement and build resilience and confidence
- understand and develop their physical, mental and spiritual wellbeing and social skills
- understand what they eat, how active they are and decisions they make about and relationships affect their physical and mental wellbeing
- participate in a wide range of activities which promote a healthy lifestyle
- understand that adults in their school community have a responsibility to look after pupils, listen to their concerns and, where necessary, involve others
- learn about where to find help and resources to inform choices
- assess and manage risk and understand the impact of risk-taking behaviour
- reflect on their strengths and skills to help pupils make informed choices when planning their next steps
- acknowledge diversity and understand that it is everyone's responsibility to challenge discrimination

Everyone within our learning community shares a responsibility for creating and maintaining a positive ethos in which pupils are:

- nurtured
- active
- respected
- responsible
- included
- safe
- healthy
- achieving

Promoting initiatives

The school provides stimulating challenges for all pupils. These include:

- Active health committee including parents and pupils
- Staff health promotion working group
- Participation in a variety of school sporting activities, including an annual sports day
- Outdoor play for all year groups including Run a Mile Track
- Music, drama, art and environmental activities
- Circle Time
- Golden Time
- Effective programmes of transition between Reception and KS1 and KS2 into secondary school
- Personal and Social Development as part of the curriculum
- School Council meetings
- Free fruit for EYFS and KS1 daily and free school meals
- Encourage pupils to drink water in class
- Tuck shop on Thursdays and Toastie Tuesdays to promote the importance of a healthy snack
- EYFS Brushing teeth campaign
- Involvement with external agencies to help pupils, parents and staff in activities and information available which would promote a healthy and active lifestyle e.g: Circle of Friend, SEBD support
- A health programme for all children
- Enterprise activities
- Junior Leaders
- Buddying/Playground Pals
- Sample lunch for new parents of intake
- Lunchtime clubs
- Healthy Packed Lunches
- Daily exercises in classes including Cosmic Yoga
- Anti-bullying awareness and strategies
- Working alongside Police SLO

The school provides stimulating challenges for all staff members. These include:

- Staff health promotion activities arranged on a regular basis
- Paid lunches so adults can eat with the children
- Lunch together
- Treats in the staff room
- Longer holidays (May 2019 – extra few days to make the half term longer)
- Last day of the term is an INSET day to set up classrooms
- Staff awards- 100% attendance, most improved attendance in their class
- Consultation with staff on changes to school training sessions
- Parents evening begins early afternoon so staff finish by 5pm rather than staying late
- Staff appreciation by treats given by SLT including on Valentines Day
- Flexible working hours for specific adults
- Counselling services

TEACHING WELL-BEING (MINDFUL ME)

The skills, knowledge and understanding needed by our students to keep themselves mentally healthy and safe are included as part of our developmental PSHE curriculum. The specific content of lessons will be determined by the specific needs of the cohort we're teaching but we will also use the PSHE Association

Guidance to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner.

We promote learning and teaching which:

- engages pupils and takes account of their views and experiences, particularly where decisions are to be made that will impact on life choices
- takes account of research
- uses a variety of approaches, such as active learning, co-operative learning and effective use of technology
- maximises the use of the outdoor environment
- maximises the expertise of different professions
- encourages pupils to act as positive role models
- helps pupils understand and positively promote citizenship within their community
- encourages pupils to sustain a healthy lifestyle.

The experiences and outcomes are designed to enable mindfulness in six different categories:

- mental, emotional, social and physical wellbeing
- planning for choices and changes
- physical education, physical activity and sport
- food and health
- substance misuse
- relationships, sexual health and parenthood

Targeted support

The school will offer support through targeted approaches for individual pupils or groups of pupils which may include:

- o Circle time approaches or 'circle of friends' activities.
- o Targeted use of SEAL resources.
- o Managing feelings resources
- o Managing emotions resources such as 'the incredible 5 point scale'
- o Primary Group Work/Mental health and wellbeing groups
- o ELSA support groups.
- o 1.1 sessions with the Senior Learning Mentor
- o Therapeutic activities including art, lego and relaxation and mindfulness techniques.

The school will make use of resources to assess and track wellbeing as appropriate including:

- o Strengths and Difficulties questionnaire
- o The Boxall Profile

We will ensure that staff, pupils and parents are aware of what support is available within our school and how to access further support.

Identifying needs and Warning Signs

All staff will monitor and track specific pupils with the aim at identifying a range of possible difficulties including:

- Attendance
 - Punctuality
- Relationships
- Approach to learning
 - Physical indicators
- Negative behaviour patterns
 - Family circumstances
- Recent bereavement
- Health indicators

Possible warning signs include

- : • Changes in eating / sleeping habits
 - Becoming socially withdrawn
 - Changes in activity and mood
 - Talking or joking about self-harm or suicide
 - Expressing feelings of failure, uselessness or loss of hope
- Repeated physical pain or nausea with no evident cause
 - An increase in lateness or absenteeism

WORKING WITH PARENTS

In order to support parents we will:

- Highlight sources of information and support about mental health and emotional wellbeing on our school website
- Share and allow parents to access sources of further support e.g. through parent forums.
- Ensure that all parents are aware of who to talk to, and how to get about this, if they have concerns about their child
- Make our emotional wellbeing and mental health policy easily accessible to parents
- Share ideas about how parents can support positive mental health in their children.
- Keep parents informed about the mental health topics their children are learning about in PSHE and share ideas for extending and exploring this learning at home.

WORKING WITH OTHER AGENCIES AND PARTNERS

As part of our targeted provision the school will work with other agencies to support children's emotional health and wellbeing including:

- o The school nurse
- o Educational psychology services
- o SEBDOS

- o Paediatricians
- o CAMHS (child and adolescent mental health service)
- o Counselling services
- o Family support workers
- o Therapists

PARTNERSHIP WORKING

The school has a commitment to partnership working and seeks opportunities to:

- involve pupils in planning and decision-making
- engage the active support of parents and carers
- reinforce work across transitions and within the cluster
- maximise the contributions of the wider community
- draw upon specialist expertise

Some contributions are the responsibility of all, whilst other contributions relate to specific stages or are more specialised. Some examples are:

Responsibility of All	Wider Community
Buddies	Clubs
School Council, Sports Council	Partnership Services
Digital Leaders	Transition (between schools)
Transition (between stages)	Community Police
Ethos of school - Respect	Citizenship in the Community
Positive Behaviour Reward Systems	After School Clubs
Behaviour Policy	Parental Workshops
Trips, Workshops and Excursions	

PHYSICAL EDUCATION

Physical education (PE) is part of health and wellbeing. To address the specific needs of PE, we have a PE overview (see attachment of the overview).

CONTINUING PROFESSIONAL DEVELOPMENT

The needs of staff in the development of health and wellbeing are addressed in a variety of ways:

- working with other staff, including promoted staff and quality improvement officers, Local Authority, Well-Being Advisor and Sports Teams

- sharing examples of good practice within school, the Authority and wider community through the links with other schools
- accessing CPD opportunities
- disseminating good practice through discussion, shared classroom experiences, team-teaching and visits to other schools

SELF EVALUATION

Information is gathered from:

- shared classroom experiences, discussions with and evidence of pupils' work
- teacher, department and management discussions
- professional review
- evaluations from pupils, staff and parents
- results of assessments and achievements
- moderation
- quality improvement officer visits, Authority reviews and HMI inspections.

The self-evaluation process reflects on the effectiveness of health and wellbeing and the impact that it is having on continuous improvement within the school. Next steps identified from self-evaluation, with guidance from the Authority and HMI, inform the annual school improvement plan, which details areas for continued school improvement.

Staff, pupils and parents continually work together to improve health and wellbeing for all our pupils at IQRA Primary School

OVERVIEW OF WELLBEING CURRICULUM

Organis er	Mental, emotional, social and physical wellbeing	Planning for choices and change	Physical education, physical activity and sport
	Circle Time Positive behaviour policy strategies Citizenship Outdoor education/learning Extra -curricular activities and lunchtime clubs	School Council Junior Leaders Dealing with litter Extra -curricular activities and lunchtime clubs Outdoor education/learning Eco schools Enterprise	PE programme (see grid) Extra-curricular activities and lunchtime clubs Festivals and competitions with other schools Sports Day Active Movement Run a Mile

	Health Promoting Schools School Council Junior Leaders Relationships and friendships Hygiene Buddies	Road Safety – Walkwise	Go Ape team building trips
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Organiser	Food and health	Substance Misuse & unsafe situations	Relationships, sexual health and parenthood
	Food from around the world Food groups tasting Healthy snacks (fruit snack) Healthy lunchboxes Hand washing Favourite foods/healthy eating Keeping clean/tooth brushing Keeping myself safe Healthy tuck shop Keeping fit and healthy The human body	Keeping myself safe – road safety / electricity / fireworks Germs and diseases (medicines) Water safety Road safety Cycle safety Anti-smoking	Assemblies Conflict resolutions Responsibilities at home and school Looking after ourselves, self-awareness/self-esteem Choices and change Anti-bullying