

Spinfield School Wellbeing Policy



A community inspiring lifelong learning.

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Updated/Created:	July 2025
Review date:	July 2026
Signed:	Jane Marr
Position:	Well-being Governor
Date:	8th July 2025

Spinfield School Wellbeing Policy

Introduction

At Spinfield School, we are committed to fostering a supportive, safe, and healthy environment for all children and staff. This policy outlines our commitment to promoting emotional, social and physical well-being, ensuring that our school remains a place where everyone can thrive.

This policy is written in accordance with the following legal frameworks:

- The Children Act 1989 and 2004
- The Equality Act 2010
- Keeping Children Safe in Education (KCSIE) 2022
- Mental Health Act 1983 / 2007
- Ofsted Education Inspection Framework

Wellbeing Framework

Emotional Well-being:

- Support: Class teachers, adults in school, ELSA, and peers provide emotional support. For adults, support is available through various programmes.
- Implementation of Social-Emotional Learning (SEL) Programmes: We integrate SEL into the curriculum to foster emotional resilience.
- In-House Training: Regular training and updates for staff on recognising and supporting emotional needs.

Physical Well-being:

- Health Education: Curriculum covering nutrition, exercise, and healthy lifestyles.
- Facilities: Maintenance of safe and accessible facilities, including playgrounds and sports equipment.
- Health Services: Regular health screenings and access to a school nurse.
- Healthy schools Award

Social Well-being:

- Inclusivity: Promotion of diversity and inclusion through school activities and programmes.
- Anti-Bullying: Clear anti-bullying policies and practices, including reporting mechanisms.
- Community Engagement: Encouragement of family and community involvement in school events and decision-making.

Roles and Responsibilities

Senior Mental Health Lead:

- Ensure the policy is implemented effectively and working inline with the school's action plan.
- Allocate resources for well-being programmes and services.
- Monitor and review the policy and action plan regularly.

- Work collaboratively with the wellbeing governor to discuss and update the well-being policy and action plan. They will conduct an annual well-being survey to foster good practice and develop solution-based strategies.

Teachers and Staff:

- Support children's well-being through classroom practices ('checking in'), teaching a broad and varied curriculum incorporating concepts such as having a growth mindset, encouraging self regulation and building positive relationships and incorporating work on the zones of regulation in their daily practice
- Recognise and respond to signs of well-being issues.
- Participate in training and development related to well-being.

Children:

- Engage in well-being programmes and activities.
- Take responsibility for 'checking in' and acknowledging their emotions, including self regulation.
- Seek help when needed and support peers.
- Participate in creating a positive school environment.

Parents/Carers:

- Collaborate with the school to support children's well-being.
- Engage in school activities and well-being initiatives.
- Communicate any concerns regarding their child's well-being to the school.

Staff Wellbeing and Support

Spinfield School recognises the importance of staff mental health and well-being. Teaching and support staff have access to the following services available in Buckinghamshire:

- Buckinghamshire Council Initiatives: Collaboration with Public Health, Educational Psychology, and the School Improvement Team.
- Mental Health First Aid (MHFA) Training: Fully funded training provided by Buckinghamshire Mind.
- Buckinghamshire Mind Support: Specialist mental health sessions for teachers.
- Education Support: A 24/7 helpline and grants for staff well-being.
- Oxford Health NHS Foundation Trust: Mental health services available for professionals.
- 24/7 Mental Health Support: Staff can call 111 and select mental health services.

Child Wellbeing Support

We are committed to ensuring that children have access to a range of mental health and well-being support services, including:

- The Zones of Regulation: Used to help children develop self-awareness and emotional regulation strategies.
- Emotional Literacy Support Assistant (ELSA): Providing targeted support for children with specific emotional needs. Priority is given to children on the SEN register.

- Wellbeing Hub: Available during break and lunchtimes, offering a safe space for children to self-regulate their emotions and seek support when needed.

Support for Children and Families

We work closely with families to ensure children receive the necessary support. In Buckinghamshire, the following services are available:

- Child and Adolescent Mental Health Services (CAMHS): Support for children and young people experiencing mental health difficulties.
- Buckinghamshire Mental Health Support Team (MHST): Providing early intervention for children struggling with emotional and mental well-being.
- Family Support Service (FSS): Support for families experiencing challenges impacting their children's well-being.
- Buckinghamshire Mind: Services to promote resilience and emotional well-being in children and young people.

Monitoring and Evaluation

Feedback Mechanisms:

- Regular surveys and feedback sessions with children, staff, and parents.
- Evaluation of the effectiveness of well-being programmes.

Review Process:

- Annual review of the well-being policy, the school's well-being action plan and their impact in school.
- Update the policy based on feedback and emerging needs.

Reporting:

- Procedures for reporting well-being issues or concerns through CPOMs.
- Transparent communication channels for addressing and resolving issues.

Policy Communication

Dissemination:

- Ensure all members of the school community are aware of the policy.
- Provide access to the policy through school handbooks, website, and noticeboards.

Training:

- Regular training sessions for staff on the well-being policy and practices, as well as the progress made towards the action plan.
- Information sessions for parents and guardians on supporting well-being at home.

Implementation and Review

This policy will be reviewed annually to ensure it remains aligned with best practices, legal requirements, and the needs of the Spinfield School community.

Conclusion

By fostering a culture of well-being and inclusivity, we aim to support all members of our school community in achieving their full potential. Our commitment to mental health and well-being is at the core of our values, ensuring a safe, supportive, and nurturing learning environment for all.