



Health and Wellbeing Policy

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Health and Wellbeing Policy

Our Aim

Ifield School's aim is to provide an outstanding and supportive learning environment in which everyone can achieve their very best. Our school encourages pupils to learn resilience and develop high self-esteem, whilst always respecting the rights of others in the community. Pupils are prepared for adulthood and develop confidence, so that they fully belong to their community and society. Our whole school community values, supports and challenges our pupils to achieve success. Our staff team are fully committed in providing a happy, safe, supportive and inclusive learning environment, rich in creativity, challenge, ambition and cultural development.

Our Environment

Ifield School will provide excellent mental health support, understanding and identifying early intervention for the whole school community. The school will be proactive in supporting everyone with mental health related needs to seek support in a safe and confidential manner and support pupils, staff, and parent/carers to be mentally healthy and aware.

Ifield School recognises that all staff, pupils, and parent/carers need the foundations of positive mental health to allow them to keep physically, mentally and socially healthy. The school recognises that members of the community may require additional support to maintain or develop good mental health, with some advice below:

Physical wellbeing includes:

- Having a balanced and healthy diet, reducing sugar and eating less processed food
- Regular exercise
- Maintaining a healthy weight
- Receiving adequate hydration, sunlight and fresh air
- Sufficient rest
- Obtaining good sleep

Mental wellbeing includes:

- Communicating thoughts and feelings with others
- Keeping active
- Eating well
- Drinking sensibly
- Keeping in touch with friends and family
- Asking for help when required
- Taking a break.
- Taking part in hobbies and activities

Social wellbeing includes:

- Making connections with others
- Taking care of yourself whilst caring for others
- Being active together as a family
- Building and maintaining healthy relationships

- Reminding yourself to 'take notice' of the present moment
- Continuing to learn new skills
- Bonding with others

Financial wellbeing includes:

- Feeling secure and in control of your finances
- Making the most of your money from day to day
- Dealing with unexpected financial burdens that are unplanned
- Being on track for a healthy financial future
- People who experience financial wellbeing are less stressed about money. This, in turn, has positive effects on their overall mental and physical health, and on their relationships.
- Access to Blue Light card for staff
- Kent Rewards for staff
- Discounts for Teachers website
- Second hand uniform available upon request
- Pupil Premium Entitlement which includes Free School Meals
- Website links to support financial wellbeing include: www.entitledto.co.uk

By developing and implementing practical, relevant, and effective mental health and wellbeing policies and procedures, we can promote a happy, safe, and stable environment for the whole school community.

Lead Staff Members

Whilst all staff have a responsibility to promote the mental health of pupils and staff, some key staff have a specific role as listed below:

- Maddie Arnold-Jones- Headteacher and Designated Safeguarding Lead
- Susan High- Deputy Headteacher and Deputy Designated Safeguarding Lead and Mental Health First Aider.
- Emily Baker- Assistant Headteacher Primary and Deputy Designated Safeguarding Lead and Mental Health First Aider
- Serina Lindsay - Assistant Headteacher Secondary, Deputy Designated Safeguarding Lead and Mental Health First Aider.
- Sam Hargood- Assistant Headteacher, Deputy Designated Safeguarding Lead and Mental Health First Aider
- Mandy Braisted- Director of Inclusion, Deputy Designated Safeguarding Lead and Mental Health First Aider
- Martin Francis- LINK19 College Lead, Designated Safeguarding Lead at LINK19 College and Mental Health First Aider
- Kirsty Jewell- Assistant Headteacher, Director of Therapies and Mental Health First Aider
- Anita Ward- LINK19 Work Placement Supervisor and Mental Health First Aider
- Gemma Waghorn- HR Lead and Mental Health First Aider

Mental Health First Aiders (MHFA)

At Ifield School, staff may wish to hold an individual conversation with a Mental Health First Aider. Mental Health First Aiders can signpost staff for support within school and services within the community. Staff can contact any of the appointed Mental Health First Aiders, to arrange a suitable time to meet. If appropriate, the Mental Health First Aider will briefly record the outcomes of the discussions, so that previous conversations can be referenced to during any subsequent meetings. This will be shared with individual staff at the time of the meeting. If staff require support throughout the school day, please seek advice and guidance from a member of the Leadership Team.

Staff

Ifield School recognises that our staff team are our most important resource, and we seek to value them through personal and professional support, involvement in school decisions and access to professional development.

As a school, we are committed in making sure that the Health and Wellbeing Policy is followed, so that we can ensure that everyone is provided with the support to be able to cope successfully with the demands in their lives, whatever the cause. We acknowledge our responsibility as a school is towards our staff, however all staff have the primary responsibility for their own health and wellbeing, which involves taking care of oneself and letting the school know about any aspect of work or the working environment which may be affecting their health or wellbeing.

The purpose of this Policy is to maintain a school ethos, which supports staff health and wellbeing in a holistic way. All wellbeing activities should be focused on all staff working together to improve their working conditions thus promoting work-life balance and making sure all employees are treated fairly and with respect.

Pupils

Ifield School are committed in supporting the emotional health and wellbeing of all pupils. We recognise that all young people need the foundation of positive mental health to benefit fully from the opportunities available to them and are aware that pupils may experience life challenges that may increase their vulnerability. We acknowledge our pupils are vulnerable due to their complex needs and all adults must be aware of subtle changes in behaviours that may indicate a change in pupils' mental health. We will promote a culture, which provides a framework for staff to respond appropriately to pupils' emotional wellbeing, and that it is their responsibility to alert others to potential or actual indicators of physical, social and emotional mental health needs via the Leadership Team, Designated Safeguarding Lead or Deputy Designated Safeguarding Leads and Youth Mental Health First Aiders.

All staff will be mindful of any physical or mental changes displayed by a pupil that may be out of character for them which may include changes seen in their:

- Absences
- Subtle changes in behaviours patterns or needs
- Punctuality
- Relationships
- Approach to learning

- Physical indicators
- Family circumstances
- Recent bereavement
- Health indicators

School staff may also become aware of warning signs which indicate a pupil is experiencing mental health or emotional wellbeing concerns. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns with the Designated Safeguarding Lead, Deputy Designated Safeguarding Lead or with a member of the Extended Leadership Team.

Possible warning signs include:

- Changes in eating/sleeping habits
- Becoming socially withdrawn
- Changes in behaviour
- Discussions, searing the internet or showing an interest in 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

All staff will support pupils to understand their feelings and emotions using personalised approaches, designed to promote emotional resilience and a sense of belonging. Pupils will be supported in sharing any concerns or worries they may have with others, and staff will support pupils to develop and sustain positive relationships. Pupils have their unique talents and abilities identified and developed to build upon their self-esteem and staff will empower pupils to become confident learners and to 'take a risk' within their levels of development.

Some approaches that may be used to support pupils are:

Universal Approaches	Targeted Approaches
<ul style="list-style-type: none"> • Forest School • Relaxation techniques 	<ul style="list-style-type: none"> • Intensive Interaction • Art based activities • Gong Therapy • Self-esteem and managing emotions activities • Zones of Regulation • PELICAN – Promoting Emotional Literacy in Children with Additional Needs • Circle time • Managing feelings resources e.g. 'worry boxes' and 'worry eaters' • Sensory play • Sensory Circuits • Mindfulness activities • Sensory yoga • Massage techniques with consent from parent/carers

All pupils will have access to appropriate support and resources that reflects their diverse needs and interests, surrounded by staff who all model positive and appropriate behaviours and interactions.

Parents/Carers

In order to work collaboratively with parents/carers, the school will:

- Highlight sources mental health and emotional wellbeing information and support via the school's website
- Share and allow parents and carers to access sources of further support e.g. via parent forums and workshops
- Ensure that all parents and carers are aware of who to talk to, and how to access this support if they have concerns about their child
- Ensure the school's Health and Wellbeing Policy is easily accessible to parents and carers via the school's website
- Share ideas about how parents and carers can support positive mental health in their child/ren via the school's website, emails and the school's Facebook page
- Keep parents and carers informed about mental health topics that their child/ren are learning via the school's PSHE curriculum and share ideas for extending and exploring learning at home via the school's website, emails and the school's Facebook page.

Working with Outside Agencies

The school is fully committed to work in close partnership with external agencies to provide the appropriate support for pupils and ensure a whole school holistic approach to develop pupils' emotional wellbeing.

These support services may include:

- School Health
- Porch Light
- Early Help
- Strengthening Independence Service
- Educational Psychologist
- IMAGO
- Community Paediatricians
- Kent Educational Psychology Service (KEPS)
- North East London NHS Foundation Trust (NELFT)
- Children and Young People's Mental Health Services (CYPMHS)
- Counselling services and support such as Young Minds, The National Association for Mental Health (MIND), National Society for the Prevention of Cruelty to Children (NSPCC)

Promoting Health and Wellbeing

Ifield School will:

- Carry out a wellbeing survey for staff annually
- A Wellbeing Committee will support the whole school community to promote and maintain optimal Physical, Mental and Social Health

- Provide access to Mental Health First Aiders who will be responsible for coordinating and delivering the schools Wellbeing and Mental Health Strategy alongside the Leadership Team
- Encourage and support the whole school community to be proactive and positive in its approach to wellbeing
- Cooperate with organisations involved in the delivery of mental health and emotional support services
- Provide appropriate mental health and emotional wellbeing training and information to all staff, including staff accessing a school funded counselling service
- Ensure staff are kept up to date with wellbeing updates via the Wellbeing Notice Board and allow staff to have time to discuss any wellbeing concerns
- Promote a culture which supports and encourages the whole school community to seek support
- Observe the principles of confidentiality and data protection in respect of mental health and emotional wellbeing
- Provide support to staff and pupils in particularly difficult times in their lives
- Maintain contact with staff when they are absent from work for long periods and provide back to work meetings to provide support
- Ensure all staff have regular Professional Conversation and access professional development opportunities
- Continue to develop and enhance staff and pupil relationships and provide a positive environment for all staff and pupils to ensure effective teaching and learning takes place

Links to other policies

- Equal Opportunities
- Menopause Policy
- Relationships and Health Policy
- Health and Safety
- Safeguarding and Child Protection
- Confidentiality

Single Equalities Scheme impact Assessment (Equalities Act 2010)

This policy has been developed to ensure that there is no negative or adverse impact on any individual or group in terms of disability, race, belief, gender, sexual orientation or age. All opportunities for potential positive impact on individuals, groups and the community are embedded within the ethos, vision and values of The Cedar Federation.

The Cedar Federation is committed to achieving Best Value in all decisions made. We use the principles of Best Value as they apply to securing continuous improvement in both schools.

Signed by Headteacher

Signed by Chair of Governors