



WELLBEING POLICY

Boyne Hill Church of England Infant & Nursery School values the individual and is committed to inclusive education, equal opportunities and respect for all, including those of other faiths or none.

Pupils

In partnership with Governors, parents and carers, we strive to nurture and develop the full potential of every pupil by providing them with a broad and balanced curriculum through which they can grow personally, socially, spiritually and academically, equipping them with the skills to face future challenges with confidence.

Aim

To ensure that the pupils at Boyne Hill acquire and develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.

Objectives

To meet our aim, we will ensure the following objectives are achieved within school:

- **To achieve:** Being supported and guided in their learning and in the development of their skills, confidence and self-esteem;
- **To be active:** Having opportunities to take part in activities such as play, recreation and sport, which will contribute to healthy growth and development;
- **To be healthy:** Having help to attain high standards of physical and mental health and support in learning to make healthy and safe choices;
- **To be included:** Having help to overcome social, educational, physical and economic inequalities and being accepted as part of the school and wider community;
- **To be nurtured:** Having a nurturing place to learn where all children are treated with an unconditional, positive regard;
- **To be respected:** Having the opportunities to be heard and involved in decisions which affect them;
- **To be responsible:** Having opportunities and encouragement to play active and responsible roles in the school and wider community;
- **To be safe:** Being protected from abuse, neglect or harm.

Curriculum

Programmes of work and support are in place covering aspects of health and wellbeing, at the appropriate level.

These aspects include:

- Emotional, social and physical wellbeing;
- Planning for choices and changes;

- Physical education, physical activity and sport;
- Food and health;
- Healthy relationships.

Teaching and Learning

We aim to ensure that:

- Pupils are engaged, listened to and their views and experiences are taken into account;
- A variety of approaches are used including active, cooperative and peer learning, as well as the effective use of technology;
- Opportunities to experience challenges in the indoor and outdoor environment are taken;
- Pupils are encouraged to act as role models within the school environment;
- A healthy lifestyle is developed through participation in varied, relevant, realistic and enjoyable activities.

Physical Environment

The school building, facilities and grounds are maintained in a manner that supports the health message to be reinforced throughout the working life of the school.

A high value is placed on creating and maintaining a litter free environment. Sufficient litterbins are located inside and outside the school and children will be encouraged to look after the environment. Recycling facilities reinforce the citizenship and ecological messages both within school and among the local community.

Caring for the environment is embedded in the life of the school.

Links with Family and the Community

Parents and carers are valued and welcomed into the school. We will communicate regularly, consult and engage with parents and carers through newsletters, assemblies, daily updates, Parents' Evenings and teacher communications.

Parents, carers and the wider community will be encouraged to be actively involved in the development and review of our priorities through surveys and their involvement in school life.

Parents are invited to support the school in numerous ways.

All staff members will make sensitive use of information concerning individuals and treat conversations with parents/carers with appropriate discretion. The school will deal sensitively with pupils', parents' and carers' needs and concerns and an effective complaints procedure is available to all stakeholders.

Staff will encourage pupils to be well behaved and considerate to others, both in school and out in the community.

Mechanisms are in place to celebrate pupils' achievements and successes both in school and within the community.

Organisation and Ethos

At Boyne Hill we strive to provide a health-promoting environment for working and learning and promote individual, family and community responsibility for health. By embedding these beliefs in all that we do, we will enable pupils to realise their full physical, psychological and social potential and increase their self-esteem.

This will be evident in relationships forged in school, be it pupil/pupil, staff/staff, staff/pupil or staff/parent and carer. Our Attachment Aware Behaviour Policy and Anti-bullying Policy ensure the positive climate around the school.

Achievement is recognised throughout the school and celebrated through assemblies and prominent displays of pupils' work throughout the school buildings.

Other embedded practices allow for important health messages to be echoed throughout the working life of the school.

Monitoring and Evaluation of Pupils' Progress

School staff gather evidence of pupil progress as part of day-to-day learning inside and outside the classroom and, as appropriate, through specific assessment tasks. From the Early Years Foundation Stage to the end of Key Stage 1, pupils' progress will be seen in how well they are developing and applying their knowledge, understanding and skills in healthy living and relationships and in assessing risks and decision making.

The methods used to monitor pupil progress are wide-ranging and the evidence to support their findings will include questionnaires, observations, examples of pupils' work, teachers notes, feedback from parents/carers, photographic entries, class displays, and attendance data.

Staff

The Governors at Boyne Hill CE Infant & Nursery School recognise that the staff are their most important resource and are to be valued, supported and encouraged to develop personally and professionally within a learning and caring community.

They recognise that there is a relationship between healthier, more positive staff and pupil achievement and school improvement.

The purpose of this policy is to provide a document that embraces the many school practices that support staff health and wellbeing, to minimise the harm from stress and ensure that there is cohesion and progress in working towards the health and wellbeing of all staff.

Guidelines for Implementation

The Governing Board and/or Head Teacher and Senior Leadership Team will:

- Maintain a school ethos where all staff are valued and where respect, empathy and honesty are the cornerstones of all school relationships;
- Promote personal and professional development;
- Operate Performance Management rigorously but fairly;
- Provide extra support at times of particular challenge and/or difficulty;
- Provide a non-judgmental and confidential support system;
- Promote information about and access to supportive services;
- Respond sensitively and flexibly to external pressures that impact on staff lives whilst at the same time ensuring the efficient running of the school;
- Maintain contact with staff when they are absent for long periods (by a named person).

The Governing Board and/or Head Teacher and Senior Leadership Team will:

- Be positive role models;

- Ensure that decision making processes are fair, understood and supported by staff as much as possible;
- Support new staff with an appropriate level of induction;
- Maintain an open, listening environment and respond quickly to problems;
- Regularly monitor staff absences and the recruitment and retention of staff.

Practical Actions to Support Staff - Voluntary Buddy System

There is evidence to suggest that peer to peer support may have a positive impact on mental health. A buddy system serves as an early intervention and can offer members of staff a safe space to decompress before stress may escalate into more significant mental health concerns.

All employees are entitled to seek informal support from another member of staff in the form of a 'Buddy'.

Who can be a Buddy

Any member of staff can ask a colleague to be their Buddy, as long as it is not their line manager, for example:

- the usual Class Teacher that they, as Teaching Assistants or Learning Support Assistants work with in the classroom;
- the Lunchtime Supervisor if you are a Lunchtime Carer;
- the Breakfast / After School Club Supervisor if you are a Club Assistant;
- the EYFS Lead if you work in EYFS

Members of the Senior Leadership Team (SLT), e.g., Head Teacher, Deputy Head, Assistant Head and/or SENCo **cannot** be a buddy.

Whilst all members of staff are welcome to come and raise and discuss any concerns they may have with a member of the SLT team, there are times they may need to act in a Leadership or decision making capacity. Taking on a Buddy role alongside this could create a conflict of interest and it may be necessary for the SLT team to remain independent to ensure boundaries remain clear and appropriate for all members of staff.

The role of a Buddy

The primary role of a Buddy is to provide a friendly face and offer a listening ear and informal support when needed. This may be as simple as someone asking *'Hi, how was your day?'*.

It is someone to informally share with how your day/week has been.

It helps provide a safe place to help sound out ideas on how to navigate workplace challenges.

It is someone who can give moral support and encourage you to seek further advice and support if you are persistently struggling with something.

It is **not** a substitute for a qualified therapist, counsellor and/or medical advisor; being available 24hrs a day; becoming someone's dependent/carer; a substitute for management or supervision by a line manager and/or the SLT.

How to find a Buddy

It is the responsibility of members of staff to approach a colleague with whom they feel comfortable and ask them if they would be willing to be their Buddy.

As stated above, the Buddy must not be someone who is the member of staff's line manager and/or a member of the SLT.

Becoming a Buddy is **voluntary only**. If a member of staff is asked to be someone's Buddy, it is up to the member of staff being asked to decide 'yes' or 'no'. If a member of staff says 'no' to being a Buddy, they must not feel pressurised to explain why. The employee asking them **must** respect their decision and not coerce or place pressure on them (either directly or indirectly) to become their Buddy.

Where a Buddy agreement between members of staff have been made, either member of staff has the right to cease the agreement and this decision must be respected by all members of staff.

If a mutual Buddy agreement is made between members of staff then this must be communicated to a member of the SLT team and they must be notified if the Buddy agreement finishes for any reason.

How to communicate with a Buddy

It is up to the members of staff to **mutually** agree with their Buddy:

- If they only communicate during standard school hours (e.g., Monday to Friday, 8.30am to 3.30pm and term time only) and/or outside this. If communication is agreed to be acceptable outside these hours, it is the responsibility of the relevant members of staff to agree what it is acceptable, e.g., not contacting each other at weekends, not contacting each other before a certain time in the morning and/or after a certain time in the afternoon/evening.
- How you communicate, e.g., in person, work email and/or by personal use of online messaging (e.g., text messages, WhatsApp) and/or personal telephone calls.

Any dates/times/methods of communication agreed **must not** interrupt members of staff's usual day-to-day duties at school.

All members of staff have a duty to follow the school's Staff Code of Conduct policy and all communication between them must follow this guidance. Any behaviour in breach of this Code by employees may result in action under the school's Disciplinary Procedures. Such behaviour may constitute gross misconduct and, as such, may result in summary dismissal. The Governing Board will take a strict approach to serious breaches of this Code.

What to do if a concern is raised as part of the Buddy System

Communication between members of staff and their Buddy should be kept confidential, unless permission has been given to share information with others and information shared, must never be used by anyone for their own or others' advantage.

However, if any staff conduct and/or information shared is a potential cause for concern, then member of staff **must** follow the school's Safeguarding and Child Protection, Whistleblowing and/or Grievance policies and procedures as appropriate.

This policy will be reviewed biennially

Last reviewed: March 2026