



Belong, Believe- Be the best you can be!

Our Vision for Tre Uchaf Primary School

Everyone belongs to our school family. We encourage all our children to believe in themselves and to be the best they can be! We will nurture, empower and inspire children, value their contributions, and give them every opportunity to shine. We will help them to build confidence, knowledge and a love of learning. Together they will learn today for a better tomorrow!

Aims

We aim to help our pupils to

- Respect themselves, each other, adults and the environment
- Be confident in the basic skills of speaking, reading, writing and mathematics
- Know how to find the information they need
- Gain practical skills which will help them in their lives
- Get along well with each other
- Be honest and kind
- Know about and contribute to their local community
- Celebrate the Welsh culture and to use the Welsh language
- Be safe, fit, happy and healthy
- Understand their own feelings and be confident in saying how they feel
- Enjoy new tasks, new people and new places

This policy was originally created collaboratively by all staff of Tre Uchaf Primary School during an INSET day in July 2018. It was further discussed with the Governing Body on 20th September. Since then pupils have been consulted through the School Council and Class Council meetings and Staff have completed a Staff Well-Being and Job Satisfaction Questionnaire.

This policy is central to the 'Health and Well-Being' Area Of Learning and Experience (AoLE) which promotes the Four Core Purposes outlined in Successful Futures. (See Appendix 1.)

UNICEF Rights of the Child

Article 24- I have the right to be as healthy as possible

Article 27- I have the right to have a proper home, food and clothing

Article 33- I have a right to be protected from dangerous drugs

Article 34- I have a right not to be touched in ways that make me feel uncomfortable, unsafe or sad

Aims of the Policy

We aim to promote high levels of well-being and mental health in *all* our pupils and staff through a holistic approach throughout the curriculum and throughout the school day. We aim to be *pro-active as well as reactive* in our approach and use a range of strategies to enable pupils and staff to feel comfortable in the school environment, confident in their relationships with others and optimistic about what they can achieve.

The policy aims to secure a consistent approach and a sincere commitment to the promotion of high levels of well-being amongst pupils and staff throughout our school.

What is Mental Health?

The World Health Organisation defines Mental Health as follows;

‘Mental health is defined as a state of well-being in which every individual realises their own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to their community’ WHO 2014

In line with this statement, we believe that being mentally healthy and having high levels of well-being is not the same as being ‘happy’. Rather, as stated in our key values of being a ‘Positive, Inclusive and Listening’ school, we try to promote;

- Positivity and optimism
- A sense of belonging
- A sense of achievement

We believe that our role is to help all pupils to become resilient, well informed and active members of society. At the same time, school plays an important

role in actively supporting those pupils who face particular challenges in their lives.

Mental Health is not something which can be 'taught' or 'delivered' to pupils. It is something which must be promoted in all that we do. Staff have agreed the following principles and these underpin our whole school approach.

Our School Environment

Everyone who enters our school receives a warm welcome from both staff and pupils and this creates a climate of positivity and inclusion for pupils, families, staff, visitors and volunteers.

Mental health is promoted through both the physical and the social environment. Along with regular mental health activities based in classes, we hold an annual Mental Health and Well-being Week, where the Healthy Bees research then carry out a range of activities to support positive mental health. These include: Mindfulness, exercise and calming techniques. Restorative Practice is used consistently throughout the school to ensure that pupils feel confident that problems will be dealt with fairly and that they will each be listened to in a calm situation. New staff are given guidance on Restorative Practice as soon as possible after induction.

Restorative Practice is also used to address bullying. Perpetrators are required to be honest about their actions and to face up to the hurt they have caused to others. Staff provide nurture and support to safeguard the victim's mental health.

Friendship issues are taken seriously, and pupils are supported in dealing with conflict through Restorative Practice, Time to Talk groups and through Nurture provision in our Rainbow Room.

The school has spacious accommodation which is used effectively to give pupils the experiences they need. We have:

- Large playgrounds with a range of play equipment
- Outdoor areas which are accessible from all Foundation Phase classrooms with planned activity areas which promote exploration and collaboration

- A large school field where pupils can develop physical skills and which can be shared with other schools for special events
- Shaded areas where pupils can shelter from the sun on hot days
- A Nature Reserve where pupils can connect with the natural world
- Outdoor seating where pupils can engage in quiet activities
- A very large gym where pupils can enjoy moving around in a large space and engage in a range of physical activities

Classrooms are well resourced and orderly so that pupils can easily access what they need. The provision of basic resources is a priority, and the head teacher seeks to ensure that staff have everything they need to run an efficient classroom.

Class Routines

In the classroom pupils enjoy familiar routines which make them feel secure about what is expected of them in school. In most classes a visual timetable sets out the plan for the day and this helps our pupils, particularly those with ASD, to feel safe and secure. Every class has a calm corner in their classroom, where pupils have access to a range of sensory equipment to help them regulate when needed. Zones of Regulation are discussed in class and pupils are encouraged to use these zones when discussing feelings and emotions.

Check ins take place regularly in class so that teachers are aware of pupils who may be arriving in school with worries and challenges. In some classes pupils update 'feelings boards' to let their teachers know their levels of well-being. Feeling pots may also be used in some classes where appropriate.

At times, *choices* are given to pupils who follow the school's RESPECT Rules through enhanced provision, Interest Groups and Golden Time. This helps to empower pupils to take control over their learning and to pursue activities which interest them as individuals.

Teaching Strategies during lessons

Learning tasks are differentiated to enable all pupils to experience success and ability groups are not 'fixed'. This means that all children have the opportunity to meet challenges in areas in which they excel, and this is celebrated. These opportunities are built into all teachers' planning.

Teamwork and collaboration is valued in Tre Uchaf and careful thought is given to pairings and grouping so that all children can work comfortably with their peers.

Assessment for Learning strategies ensure that pupils are aware of expectations and of how well they are working towards these expectations. Children with IDPs are involved in reviewing their targets, giving them a sense of ownership of their learning and a sense of achievement, even when steps of progression are very small.

Positive feedback is important for all children, but we believe that to be valued this should always be authentic, sincere and deserved. Positive feedback is therefore very specific, focusing on particular areas of a pupils' success, including effort made and difficulties overcome.

Break times

Playtimes are supervised by several members of staff, and this enables staff to encourage pupils to co-operate and to include children who may feel isolated. All staff use Restorative Practice and are available in the yards to talk with children who may be facing problems.

Playground Pals in the Foundation Phase support this ethos through providing good role models and encouraging co-operative play. This responsibility also helps build the confidence of our older pupils. The Buddy Bench in the Foundation Phase yard is used to support children who may be feeling isolated.

Where pupils are experiencing difficulties at playtimes, they are sometimes given a 'mentor,' in the form of a playground pal or an emotion coach, who will help them to make positive choices and to enjoy a range of activities. Children who find playtime overwhelming / overstimulating have opportunities to play in the sensory garden or take time out in the Cosy Cafe.

During wet playtimes, board games are available in classrooms, and these promote collaboration and build resilience.

Timetable changer bells indicate the end of playtimes for both pupils and teachers. In order to minimise time spent standing passively in lines, teachers or TAs collect their classes promptly. If children are kept waiting the staff on duty take the opportunity to lead fun exercises.

During the Spring and Summer terms, when weather allows, playtimes may take place on the field or in the woodland area.

Breakfast Club

A free breakfast is available to all children, including those with ALN who are supported to attend Breakfast Club. This ensures that all children have eaten breakfast before the school day begins so that they can focus fully on their learning.

Lunchtimes

Lunchtime arrangements ensure that noise in the dinner hall is kept to a minimum. In particular, we are mindful of our pupils with ASD, as too much noise and overcrowding can cause stress. Current arrangements also ensure that the number of children using the yards at any one time is kept to a minimum, ensuring that children have plenty of space to play and to enjoy a positive break during the school day. Queuing is kept to a minimum to ensure an effective serving time.

Lunchtime is seen as an opportunity for children to learn social skills, to make healthy choices, practise manners and to have plenty of time to enjoy their food. There are a range of healthy options available each day. The Healthy Bees reward peers with stickers for making healthy choices.

For those pupils who find lunch times challenging then the Cosy Café is available. This is staffed by senior leaders and teachers in the school. It provides a quiet, secure space for pupils to relax and enjoy their lunch. Collaboration, turn taking and discussions are promoted during this time. Buttercups and Sunflowers operate lunch time sessions that meet the needs of their pupils. Some pupils join their mainstream peers for lunch in the dinner hall, while others eat with their class. Either in their classroom or in the dinner hall.

Snack times

Similarly, snack times in Foundation Phase are used to introduce pupils to fresh fruit and to understand that eating can be a social activity. During snack times teachers take a lead in encouraging conversation. Some exceptions are made for pupils with ASD, for example bread sticks and crackers.

Snack times are also an opportunity for pupils to take on small responsibilities which build their self-esteem and sense of contribution to the class community. E.g. Sunflowers Friday social brunch.

Assembly

Assembly is a time for quiet reflection and periods of silence are encouraged. This gives pupils an opportunity to enjoy their own thoughts without interruption and to reflect on the values of the school and the theme of the week. This is also a time for the school to meet as a 'family' and for children to be introduced to one another.

Where appropriate, teachers arrange children into a suitable 'lining up order' for assembly. The purpose of this is to ensure that children travel through the school in a calm and timely manner, and enter assembly relaxed and focused.

A weekly Seren Yr Wythnos assembly celebrates pupils' achievements both in and out of school, developing all pupils' self-worth and encouraging pupils to appreciate one another's achievements. Half termly 'Gwaith Da' assemblies celebrate pupils' work, and this is displayed for the whole school to see over the next half term. Monthly 'Pupil of the Month' assemblies also take place with an award from the headteacher. The children enjoy a treat with the headteacher, such as hot chocolate, fruit or cake and a relaxed informal chat.

For a few children, particularly those with ALN, assembly time can be challenging as they are expected to sit and listen for long periods. If we feel a child is experiencing undue stress, we limit the time they spend in assembly.

Pupils are given opportunities to take a lead in assemblies (eg School Council, Healthy Bees) and this enables them to develop their leadership and presentation skills, giving them increased confidence as they grow older. Pupil voice groups take a lead to promote and develop their area through initiatives and assemblies.

Annual Class Express events provide an opportunity for pupils to develop their confidence in speaking, performing, sharing what they have learnt and contributing to the school community, with the support of a parent audience. Plenty of notice of class express events are provided so that nearly all parents are able to attend and support their children.

The Curriculum

In Tre Uchaf we maintain a broad curriculum. As we develop our Tre Uchaf Curriculum, we welcome the emphasis placed on Health and Well-being and are taking this opportunity to ensure these aspects of learning are planned for both within the taught curriculum and through our school ethos.

As part of our drive to ensure pupils make good decisions with respect to protecting their own mental health, we focus regularly on e-Safety. We monitor Health and Well-being twice a year, and ensure gaps in learning are identified and closed using whole school themes and during Health and Well-being week.

Children only bring mobile phones to school if they are required to walk home. These are collected in at the start of the school day and returned at the end of the day. This enables them to enjoy their school day, free from the distraction of social media and of potential threats to their well-being as a result of negative communications.

After School Clubs

A wide choice of after school clubs are run by teaching and support staff. These clubs provide pupils with opportunities to develop their well-being through participation in physical activity and in activities which develop skills in the Arts. These clubs also provide opportunities for pupils to develop their social skills in an informal yet structured context.

Pupils enjoy the opportunity to join school teams and their horizons are broadened through competing against other schools across Swansea. They also have opportunities to visit other schools for a range of sporting matches and meet new peers when other schools visit us. For example, during the Greg Rees Tournament.

Working with Parents and Outside Agencies

We enjoy good relationships with parents from the very start of their children's education and we work in partnership to share information about anything which could affect our pupil's mental health. This starts with a home visit as a child approaches Nursery age. Where needed we work hard to support families as a whole as children's mental health is inextricably linked to the context in which they are brought up.

We listen to and respect parents' perceptions and concerns about their children as this helps us to understand our pupils in a holistic way.

As a school, we also work closely with family learning and local Health Visitors. We have regular workshops in school, for both parents and children, and also hold drop in sessions where parents can discuss their concerns/worries in confidence.

Pupil Voice

The School Council is democratically elected and enables all pupils to contribute their ideas about the way the school is run. This is achieved through Pupil Voice meetings. Currently, we have four pupil voice groups who are responsible for one of the Four Core Purposes each. All teachers are involved in these meetings. The groups are responsible for one aspect of the school development plan each, ensuring the pupils have full contribution to the development of the school. The School Council is made up of two members from each of the groups. These members meet with Mrs Davies every half term and also feedback to the governors.

The Pupils' views are also sought during lesson observations and as part of curriculum leader reviews.

Each year all children complete a well-being questionnaire, devised by the school. This is analysed and every response which gives us cause for concern is followed up by the class teachers, class teaching assistants and if needed the SLT. Further support from the Thrive Hive or The Rainbow Room will be implemented if further support is needed.

Interventions

While our main focus is on being pro-active in promoting mental health for all, there are times when we identify pupils facing particular challenges, either short term or long term.

We believe that early intervention is essential and for this reason we assess all pupils at the end of Nursery using the Boxall Profile online. This helps to identify children whose capacity to learn may be reduced due to disaffection with school, lack of self-esteem, poor concentration or challenging behaviour.

Children who have been identified as needing additional nurture support are given time in 'The Rainbow Room' where they benefit from Nurture Provision during regular 30-60 minute sessions throughout the week. For pupils with more challenging and complex needs, we provide the Sunbeams provision. This is a full-time nurture provision where the children work on specific targets

linked with social, emotional and communication needs. These children are slowly integrated back into mainstream provision and onto Rainbow Room provision when they are ready. The children also have regular sensory circuits sessions and use of the magic room. This, in our experience, early intervention has a long-term positive impact on all aspects of pupils' development. The Rainbow Room is also used in KS2 for pupils who are experiencing difficulties with self-esteem, behaviour, social and emotional skills. They have a Boxhall profile completed and then work through a series of activities the support the areas of difficulty identified.

Working together as a team, staff identify children who would benefit from the following provision in order to safeguard their mental health:

<i>Type of Intervention</i>	<i>Provider</i>
Nurture Provision	Rainbow Room – School Sunbeams- school
Emotional Well-being and Behaviour Provision	Rainbow Room – School Sunbeams - School
Family support	EHH in Schools
Professional Counselling	Platform
Professional Mental health diagnosis and therapy	CAMHS
Resilience Building	School
Time to Talk (Friendships)	School
Bereavement support-Cruze	School
Play Therapy	Social Services
Sibling Groups	School
Family Learning	Elaine

The school employs a part time Pastoral Teaching Assistant, alongside a team in the Sunbeams provision, whose timetables ensure that pupils currently requiring support have dedicated well-being support time for the purpose of improving their mental health. Time is also made available for 'one off' or 'emergency' support in response to particularly challenging situations. They liaise closely with class teachers and have a good knowledge of the skills of other teaching assistants who can provide additional support.

Staff Well-being

Discussions with staff reveal that their personal well-being is affected, both positively and negatively, not only by their personal lives but also by their experience in the workplace. High levels of well-being are achieved in school when staff:

- Feel they are listened to
- Feel that things are going well
- Have a reasonable work-life balance
- Are well trained and confident in their role
- Enjoy friendships in school
- Have the support of colleagues
- Have job satisfaction
- Purposeful and organised physical environment
- Adequate resources to fulfil their job/roles
- Rest area away from work space and free from clutter- staffroom

Difficulties and excessive challenges in school can have a detrimental effect on staff and we try to minimise this by listening to and acting upon the views of staff during staff meetings and on an individual basis. The school has a staff well being charter which is displayed in the staffroom.

In order to promote high levels of Mental Health in school it is important to look after the well-being of our staff. Each member of staff is allocated to a supervisor who they may approach regarding issues relating to their well-being. Newly Qualified Teachers and Student Teachers have a more experienced mentor who supports their development, advises on school expectations and helps to identify training and development opportunities.

All teaching assistants have a staff review and this provides an opportunity for discussion of any personal issues or difficulties in school. Staff know they can talk to the Head teacher or SLT at any point if they need help or support.

Performance Development reviews for teachers are intended to be both challenging and supportive and appraisers are expected to be sympathetic to any situation which may impact on a teacher's well-being in school and to try to help resolve issues.

Mutual support is an expectation of all staff. Staff support one another to achieve their goals by responding quickly to requests for information and

documentation and by meeting school deadlines within a reasonable amount of time.

Clarity, communication and fairness are of paramount importance and expectations are made clear in a Staff Handbook which is discussed, and given out, at the beginning of every school year. Information about school events, routines and deadlines is shared regularly so that everyone has advance warning of expectations and can organise themselves in plenty of time. The school diary is live and available to all staff on HWB.

We aim to keep workload to a reasonable level by spreading out key deadlines and work-intensive activities throughout the year and all staff have access to the annual calendar in September. Teachers are not expected to write detailed lesson plans and online planning serves only the following purposes;

- To ensure time is given to reflection and planning for the week ahead
- To share with class team the purpose of the week's activities
- To enable curriculum leaders to see an outline of what has been covered and achieved in each class

Our Feedback and Marking Policy sets out clear purposes for marking and teachers are not expected to carry out excessive marking. Live feedback is valued more than lengthy teacher comments in pupils' books- on the spot marking.

It is recognised that all staff have family commitments, and the head teacher tries to allow staff to attend important family events and appointments wherever possible by covering classes herself.

Staff Training

In order for staff to be able to support pupils' mental health, training opportunities are seized as they arise. Staff know who has received particular training and they work as a team to share resources and expertise. To date, the following training/areas of expertise can be found within Tre Uchaf.

<i>Area of Training/Expertise</i>	<i>Experienced/Trained Staff</i>
<i>Resilience</i>	Mary Cram Nic Lodwig
<i>Attachment and Trauma</i>	Louise Griffiths

	Jayne Morgan Emily Mead Craig Jones Claire Havard
<i>Emotion Coaching</i>	Nic Tench Stephanie Edwards
<i>MAPA</i>	All STF staff Louise Davies
<i>Nurture</i>	Louise Davies Alison Bessent Mary Cram Allison Murray Nic Lodwig
<i>Yoga and Relaxation for children</i>	Holly Glass
<i>Cruise (bereavement)</i>	Heather Horne Alison Bessent Sophie Davies Alex Smith Sarah Pompa Nic Lodwig
<i>TAF</i>	Alison Bessent Mary Cram
<i>Mindfulness</i>	Holly Glass
<i>Thrive</i>	Helena Rees
<i>Zones of Regulation</i>	Cerys Dixie Nicola Lodwig Emmeline Morris

Appendix 1

The AoLE for Health and Well-being and the Four Core Purposes

Health and well-being is about the physical, psychological, emotional, cultural and social aspects of our lives. Learners will gain knowledge and understanding about how their environment, mind and physical state affect their health, well-being and readiness to learn throughout their lives. They will engage critically with a range of information to support their decision making and their developing values and identities.

Developing social skills and positive relationships helps them to become ***ambitious, capable learners*** and prepares them for the workplace. Learners will have opportunities to engage creatively with challenging ideas relating to emotions and relationships. They will develop the skills to talk about these and become ***enterprising, creative contributors***.

Physical and other activities will provide learners with contexts for playing a range of roles in teams. They will learn how to make positive choices and how these affect their own and others' health and well-being. They will develop their understanding of different environments, cultures and communities, including the natural world. They will learn how to deal with these responsibly, appreciating the importance of contributing positively and respecting others. They will consider the social and ethical issues that impact on the health and well-being of society, becoming ***ethical, informed citizens***.

Learners will learn what influences their health and well-being, including healthy eating, physical activity and misuse of substances, and how to make the right decisions. They will develop the skills and dispositions that enable them to become ***healthy, confident individuals***. They will learn the importance of resilience, self-regulation, seeking support and developing positive relationships.

	Name	Signature	Date
Chair of Governors	R Rees	R. Rees	May 2025
Head Teacher	L Davies	L. Davies.	May 2025
Review Date	January 2021		
Review Date	January 2022		
Review Date	March 2024		
Review Date	May 2027		