



Abingdon Primary School Wellbeing Policy

Reviewed: November 2025
Next review: November 2027

1. The vision for our school:

Abingdon Primary School is working to adopt the principles set out in Stockport's Strategy for Improving Wellbeing in Education Settings.

Abingdon Primary School has completed the self-assessment template that accompanies the Wellbeing Strategy and this policy sets out how we at Abingdon will implement this work. We recognise that the relationships based philosophy of Restorative Approaches within our setting will support and complement the following vision.

The vision for Abingdon Primary School is that:

- Our children / young people will be emotionally intelligent and emotionally resilient, equipped with the skills they need to grow and thrive.
- Our children / young people will know when and where to go for support when faced with challenges and will be able to access that support when it is needed.
- Our children will be supported to lead happy, healthy and fulfilling lives.
- Our parents and carers will be given the skills and knowledge to understand and respond to the difficulties children / young people face and we will ensure that information, advice and support is readily available to them.
- Our staff team will be supported to protect and improve their own emotional wellbeing and will be equipped to identify and respond to low levels of emotional wellbeing in young people, parents and carers and fellow staff members.

2. Definition of Wellbeing:

Emotional wellbeing is not simply the absence of mental illness but is a broader indicator of social, emotional and physical wellness. It reflects the interconnection of mind and body - physical health and mental health - and is concerned with the functioning of the whole person and the extent to which basic fundamental needs are met. It is influenced by the wider contexts within which a child or adult lives and the interaction between the individual, family, school / work and community.

NICE sets out the following definition in its guidance on Social and Emotional Wellbeing for Children and Young People:

Wellbeing means:

- *Being happy and confident and not anxious or depressed*
- *Having the ability to problem-solve, manage emotions, experience empathy, being resilient and attentive*
- *Having good relationships with others and not having behavioural problems – that is, not being disruptive, violent or a bully.*

Wellbeing also includes:

- *Having a sense of meaning or purpose*
- *Being successful / having a sense of achievement*
- *Having a sense of control*
- *Giving and receiving attention and being validated*

3. What this policy demonstrates:

This policy sets out how Abingdon Primary School will enable pupils, staff and parents to 'thrive' by:

- Enabling people to become emotionally healthy, confident and resilient
- Reducing risk taking behaviour and minimising harm
- Giving people the knowledge and skills to seek out support
- Offering a structured PSHE programme

This policy sets out how Abingdon Primary School will support pupils, staff and parents to 'cope' by:

- Offering a range of self-help materials and signposting to services, as needed
- Promoting a safe, nurturing environment and positive behaviours
- Offering one-off / short term support from pastoral staff
- Utilising training and programmes offered in Stockport, e.g. Living Life to the Full, the Emotional Wellbeing Toolkit, Seasons for Growth

This policy sets out how Abingdon Primary School will support pupils, staff and parents to 'get help' by:

- Providing access to in-setting support, such as school nursing and in-house counselling
- Referring pupils to Primary or Secondary Jigsaw as needed
- Via the school nurse or school wellbeing lead, referring pupils to Healthy Young Minds as needed
- Signposting staff and parents to services as appropriate + referring staff to counselling / therapy services as appropriate

This policy sets out how Abingdon Primary School will support pupils to 'get more help' and / or 'get risk support' by:

- Supporting pupils to access specialist services as required
- Supporting pupils to reintegrate into their setting's population after times of illness / attendance at alternative educational provision
- Having clear referral pathways with specialist services

- Having clear safeguarding and recording procedures in place and having effective systems for liaising with Healthy Young Minds, School Nursing, other specialist services, pupils and parents.

4. Abingdon Primary School is a school where pupils, parents / carers and staff thrive

Whole School Community

- The school's Senior Leadership Team provide clear leadership around emotional wellbeing.
- There is a recognition that 'working with' each other, challenging and supporting each other in equal measure over time is the best way to thrive.
- Support for wellbeing is an on-going priority with explicit activities to develop wellbeing for all on the School Development Plan.
- The school has a designated lead / team for emotional wellbeing and a named governor for wellbeing: Gareth Naylor. However, promotion of wellbeing remains the responsibility of **all** staff.
- All staff are aware of this policy and how it links with other related policies, including: Safeguarding, Anti-Bullying, Behaviour, SEND, Attendance and Teaching and Learning. It also sits alongside the Staff Code of Conduct and the Staff Handbook.
- School pupils, parents, carers and staff are aware of the named lead and named governor and know how to contact them.
- Abingdon Primary School fosters an ethos that promotes mutual respect, learning and successful relationships among young people, parents and carers and staff. This is measured through annual surveys and the results are shared with pupils, parents and staff. Our school uses validated survey questions for this process.
- Abingdon Primary School uses the information from these surveys, from other school data and from information gained from Stockport's wellbeing services (e.g. Checkpoint, PSHE network etc.) to develop a school environment that promotes wellbeing and resilience and minimises harmful or risk taking behaviour.

Pupils

- Abingdon Primary School provides a broad and balanced curriculum, which includes teaching social and emotional skills such as problem solving, coping, conflict resolution, managing feelings and relationships and developing resilience - both on and offline.
- Abingdon Primary School has a listening culture, which promotes supportive relationships by way of explicit activities such as regular circles, check-in etc.

- Abingdon Primary School uses Restorative Approaches and a positive behaviour policy. There is also a structured PSHE programme (Jigsaw) which meets the needs of all pupils.
- Abingdon Primary School has information on its website, on a school noticeboard and in the library about wellbeing – what it is and offers simple tools to support young people to improve their wellbeing. Pupils are aware of the Five Ways to Wellbeing.



Parents and Carers

- Abingdon Primary School has information on its website and provides regular updates to parents in newsletters etc. on wellbeing. Parents are made aware of the Five Ways to Wellbeing and how this is explained to pupils. There is also a wellbeing section of the newsletter weekly.
- There is a variety of ways to include parents so that inclusion in school life is accessible to all.
- Our parents and carers know who they can contact in school if they have any concerns and know that their concerns will be acted upon.
- Parents are made aware of the Stockport Local Offer, so they can easily find out details of the support available in the borough for children and young people with additional needs.

Staff

- Abingdon Primary School has a clear procedure for communicating information to its whole staff team. Abingdon Primary School takes the wellbeing of its staff seriously. In order to maximise both staff wellbeing and productivity, meetings are planned in advance and are always necessary. Staff meetings run for 1 hour (maximum) and are only ever pertinent to school development or training.

- Abingdon Primary School has wellbeing initiatives for staff, such as ‘monthly munch’, regular treats in the staff room and birthday hour. This recognises the need for staff to ‘fill their own well’, so that they can continue to carry out their role to the best of their ability (maximising staff productivity).
- Staff are given time to reflect on their role and are given opportunities to voice opinions and feel listened to in a supportive and restorative way.
- PPA time is protected
- Subject leaders are given time regularly to enable them to carry out planning, assessment and monitoring of their subject area.
- Staff are encouraged to, and given the opportunity to, complete online wellbeing training on the MindEd website.
- The school’s designated wellbeing lead has regular opportunities to relay information on wellbeing work across the borough to the whole staff team.
- Our school Senior Leadership Team lead by example in demonstrating a good work/life balance and encourage our staff to do the same. Emails have disclaimers such as:

THINK WELLBEING: *Work-life balance is important. Emailing now suits my work life balance, but you don’t have to reply if it doesn’t suit yours.*

5. Abingdon Primary School is a school where pupils, parents / carers and staff are able to ‘cope’ through having easy access to short-term / one-off support where needed
6. We have a member of staff trained in ‘Mental first aid and Wellbeing’ – Joanne Goodwin (21/11/25)

Pupils

- Abingdon Primary School knows its school community and regularly monitors the number and progress of pupils who are part of a vulnerable group.
- Pupil questionnaires are offered to pupils to anonymously feedback – twice per year.
- Abingdon Primary School uses restorative approaches, circle time and nurture groups as a way of supporting both the whole school community and pupils who have been identified as vulnerable. The school also uses restorative approaches in staff meetings and as a way of providing peer support to staff members.
- Abingdon Primary School have numerous staff members who have received training on using Boxall Emotional Tracking tool / Seasons for Growth / the Emotional

Wellbeing Toolkit / Lego Therapy. We use these resources regularly and monitor their effectiveness.

- The wellbeing lead / team are able to carry out interventions and offer appropriate pastoral support.

Staff

- The school provides staff with opportunities to improve their wellbeing e.g. birthday hour and other opportunities as they arise. We do not provide general sessions, such as yoga, as we feel that this can put additional pressure on staff to attend sessions and therefore impact on their work/life balance. We do, however, take the time to listen to each and every one of our staff to ensure they know they are important and supported in the workplace. We listen to what staff need and respond in a bespoke and sensitive manner.
- SLT have open door policies so that staff know they can come to them at any time.
- The school is mindful of the timings and frequency of staff meetings, in order to promote both effective working and a healthy work-life balance.
- Staff are made aware of the Stockport Staff Counselling Service and know how to access it if required. Staff are also made aware of the wellbeing / support services in the borough and how to access them.
- Abingdon Primary School is a school where pupils and staff are able to 'get help' through having access to in-house support and being referred on to other services as appropriate.

Pupils

- Our school makes appropriate use of the services available to us through statutory and buy-back procedures.
There are clear processes for making referrals to Behaviour Support, Primary / Jigsaw and the School Nursing Service and all staff are made aware of when / how to do this (including signposting pupils to SENDCo or Pastoral lead/Child Advocate for referral). The emotional wellbeing lead / team provide guidance and support to the staff team around this.
- Where there is more than one need identified for a child / family, the school will consider carrying out an Early Help Assessment / contacting the MASSH for support. The school will use the Team Around the School and its School Age Plus worker for support.
- Our school regularly considers the needs of its pupils – in particular those in vulnerable groups such as Looked After children, Young Carers and those who have been through adverse childhood experiences (ACEs).
- Our school monitors the use of services in school (such as school nursing) and measures the impact of these interventions.

- Several staff members have received bespoke training on aspects of ACEs, such as bereavement. Trained staff run courses with pupils to help them manage the emotions associated with a range of adverse experiences.

Staff

- Our staff are supported by the Senior Leadership Team – who, in turn, are supported by the Governing Body, to access help and support when needed.
- Staff are given access to supervision and support when needed both in school and through accessing outside services.
- Abingdon Primary School is a school where pupils are able to ‘get more help and risk support’ where needed
- Whilst Abingdon Primary School will always try to help pupils within the school setting, in some circumstances, pupils will need additional, specialist support from outside agencies.
Abingdon Primary School has clear referral procedures and pathways in place and has effective links with the Psychology, School Nursing, Jigsaw and Healthy Young Minds services.

The named school nurse is Carrie Ogden-Smith.

- Abingdon Primary School will complete Early Help Assessments as required and will work in partnership with other agencies, e.g. in Team Around the Child meetings.
- Our school has rigorous safeguarding procedures that align with all guidance produced by Stockport’s Safeguarding Children Board. Notes of Concern are completed by staff via CPOMS (paper copies available for staff in the staffroom) and are regularly reviewed by the SLT / DSL.
- Where pupils are hospitalised / temporarily out of school due to a mental health related concern, the school will refer to the Home and Hospital Teaching Service in partnership and under the instruction of the child/young person’s consultant psychiatrist/psychologist responsible for their treatment plan. This is a time limited intervention for those who will be absent from school for more than 15 school days

7. Monitoring and Reviewing

The head teacher is responsible for reporting to the governing body on how this policy is being implemented. The governors are in turn responsible for monitoring the effectiveness of the policy via the termly report and by in-school monitoring such as learning walks and focus groups with pupils.

It is important that you communicate this policy clearly to the whole school. Make it available to view on the school's website and ensure hard copies are readily available. Be creative with how you communicate the policy, for example use visual displays around school.