

Wellbeing Policy



Thorn Grove Primary School

Together we nurture curious, respectful, aspirational individuals

Approved by Governing Body on:	10 July 2025
<i>L.Vose</i> Headteacher	<i>T.Buckley</i> Chair of Governors
Next review due by:	July 2026

Contents

Vision	1
Aims and Objectives	1
Planning Procedure	2
Skill and knowledge development	2
Impact	2
Measuring Impact	3
Assessment, Recording and Reporting	3
Resources	3
Computing	3
Inclusion	3
Safeguarding	4
Review and Evaluation	4

'If a school wants to improve the academic performance of its pupils, it should, first and foremost focus on their happiness and wellbeing.'

Adrian Bethune,

Introduction: 'Wellbeing in the Primary Classroom' by Adrian Bethune; September 2018

Vision

All members of the Thorn Grove community to be educated in and have an understanding of ways to gain and maintain positive mental health.

To support our community to build resilience to manage their mental well being when challenges arise.

'It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood.'

Promoting children and young people's mental health and wellbeing A whole school or college approach; PHE with DfE (updated September 2021)

Wellbeing is delivered in accordance with the principles stated in 'Promoting children and young people's mental health and wellbeing' This is a whole school or college approach alongside our [Curriculum](#) and [Marking](#) policies. Which is also supported by our [Behaviour Policy](#). We adopt an approach using the research and pedagogy of Adrian Bethune from *Wellbeing in the Primary Classroom* (published September 2018), that focuses on the study of wellbeing and the creation of a positive ethos and environment that promotes emotional literacy, respect and teamwork.

Aims and Objectives

All members of our school community will:

- acknowledge the importance of wellbeing
- develop and use strategies to help maintain their own wellbeing and that of others
- have access to resources to self regulate when their wellbeing is moving towards amber and red on the wellbeing continuum

Mental Wellbeing Continuum



Planning Procedure

- Planning is the responsibility of the class teacher supported by the phase leader and subject leader
- Staff to follow the LTO for teaching the strategies outlined in '*Wellbeing in the Primary Classroom*' by Adrian Bethune (published September 2018)
- Annual transition day activities planned to build new 'tribes/teams' and inline with the vision and values of the school.
- Continued reference to school values across the curriculum
- Consistent use of terminology within whole class approach

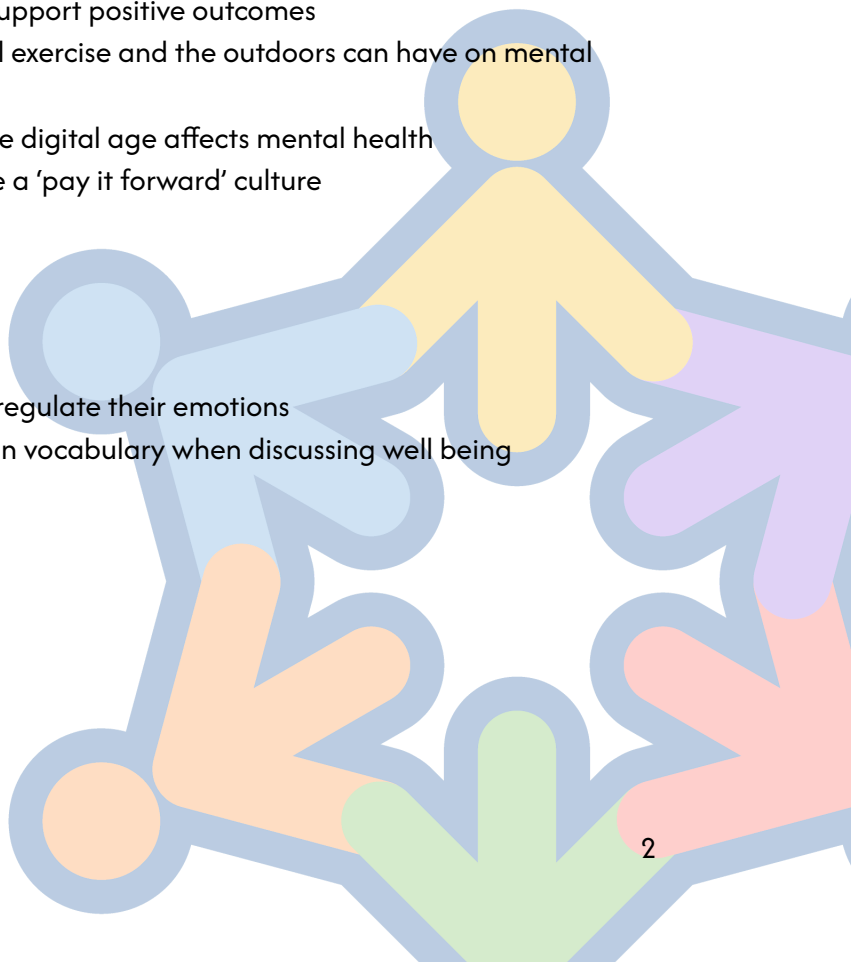
Skill and knowledge development

All classes explicitly develop:

- a tribe name (collective decision)
- school values (consistently referred to and displayed in class)
- positive starts and ends to each day
- an understanding of the concept of Happy Hormones (serotonin, oxytocin, endorphins, dopamine) and how we use them to reset our wellbeing
- knowledge of the stretch zone and how it challenges and develops learning
- a comprehension of the zones of regulation (ZOR) and coping strategies to support mental health
- personal emotions toolkits that are adapted each year to support the individual
- how to use flows and strengths to support positive outcomes
- understand the importance physical exercise and the outdoors can have on mental wellbeing
- review digital wellbeing and how the digital age affects mental health
- 'kindness is key' as a tool to promote a 'pay it forward' culture

Impact

- Children will have strategies to self regulate their emotions
- Children and staff will use a common vocabulary when discussing well being



Measuring Impact

- Termly revisits to emotions toolkits and how the can be adjusted for/by the individual
- Pupil Voice and Learning walks (in line with Alex Bedford's work)
- Staff Voice Survey and discussions relating to concerns raised and how these were explored

Assessment, Recording and Reporting

- EYFS/KS1 class wellbeing journals/wellbeing box to record their thoughts and feelings
- Y2-6 individual wellbeing journals to record their thoughts and feelings
- Pupil Voice and staff surveys reviewed and used to inform adaptations to the whole school approach

Resources

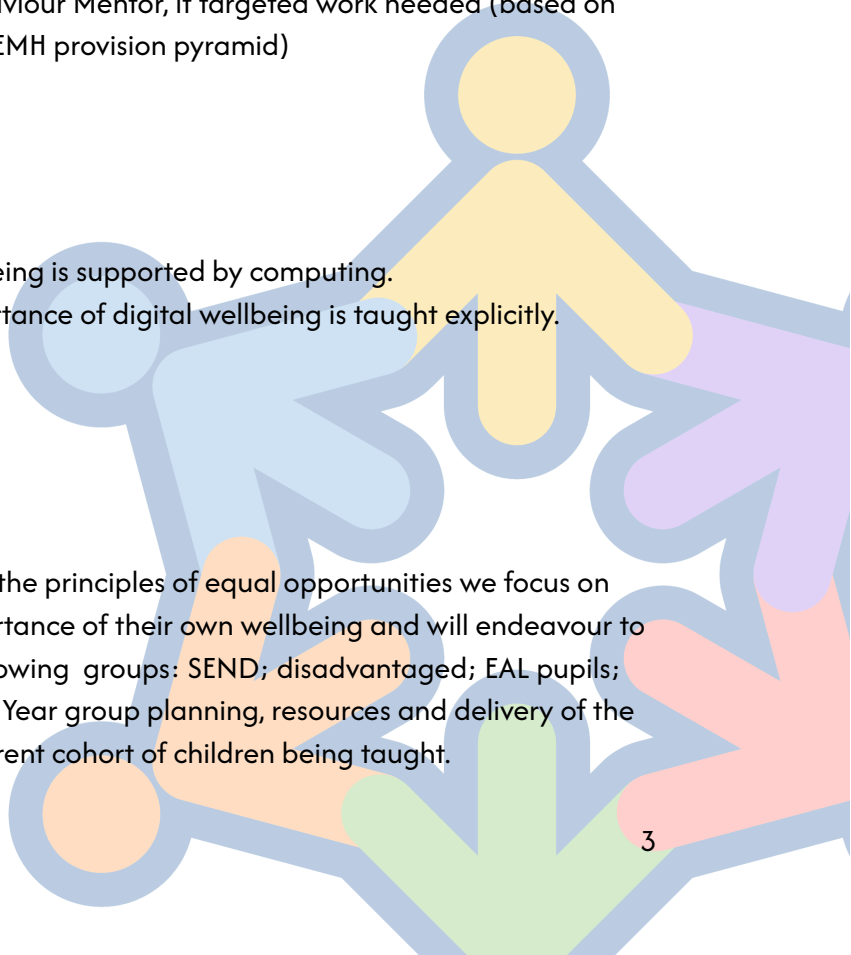
- Staff access to '*Wellbeing in the Primary Classroom*' by Adrian Bethune (published September 2018)
- Age appropriate clips that support the teaching of the whole school approach
- 'Stockport Wellbeing Offer' to staff and families shared/signposted when and where appropriate
- Hub of Hope website to find support in the local area
- Team Around the School support
- Support from School ELSA and Behaviour Mentor, if targeted work needed (based on individual basis, in line with SEND SEMH provision pyramid)

Computing

- The teaching and learning of wellbeing is supported by computing.
- Promoting and discussing the importance of digital wellbeing is taught explicitly.

Inclusion

In recognition of our school's adherence to the principles of equal opportunities we focus on enabling all pupils to understand the importance of their own wellbeing and will endeavour to constantly explore ways to support the following groups: SEND; disadvantaged; EAL pupils; more able; ethnically diverse; and gender. Year group planning, resources and delivery of the curriculum will reflect this based on the current cohort of children being taught.



Safeguarding

At all times children are supervised when using devices to access information online and all teachers are expected to research all online content used thoroughly prior to use with pupils. The acceptable use policy has been shared with the whole school community and details guidelines for this.

Any concerns regarding safeguarding will be immediately passed to the designated safeguarding leads in school (Miss L Vose, Miss C Brierley and Mrs A Arnold) and staff are expected to act in accordance with the regulations set out in the safeguarding policy

In addition to this, children will be taught appropriate age related vocabulary to discuss theirs and others wellbeing. Risk assessments will be carried out, in line with the Health and Safety policy, in instances where activities may have the potential to present a risk to health and safety.

Review and Evaluation

This policy will be reviewed annually by the Subject Leader, and where significant issues arise, discussed by the whole staff. Monitoring by the Subject Leader is on-going and may be presented as; lesson 'drop-ins', observations, learning walks, sampling and scrutiny of planning and work.

