

Our Wellbeing Vision Statement

At Woodlands Academy we recognise wellbeing as feeling able to reach one's potential, cope with the stresses of everyday life and contribute to the community in a positive way.

Our aim is that emotional wellbeing and mental health and safety is considered by our whole school community and that we work through the challenges and celebrate the positives together.

A school that is nurturing with the provision, strategies and support in place so that everybody will feel accepted, valued, and empowered to understand their own wellbeing and be proactive in supporting it.

Context and Background

In October 2020 The Woodlands Academy signed up to undertake the Wellbeing Award for School (WAS) process. Developed in partnership with the National Children's Bureau (NCB) the Wellbeing Award for Schools is intended to help schools prepare and equip themselves to promote emotional wellbeing and positive mental health across the whole-school community. NCB's vision is an education system where emotional wellbeing and mental health are at the heart of the culture and ethos of school, so that students, with the support of teachers, can build confidence and flourish.

The Deputy Head teacher and Pastoral Lead has responsibility for leading on promoting the wellbeing and positive mental health of students, staff and parents. However, it is the responsibility of all members of the school community to respond to the mental health needs and emotional wellbeing of all in our school community.

Staff and student wellbeing Champions also contribute to promoting positive wellbeing within school and the parent school support worker for parents and carers.

This will include:

- Engaging parents and promoting family wellbeing
- Ensuring staff have adequate training on wellbeing and mental health
- Leading the CHANGE TEAM, to drive positive wellbeing across the whole school community
- To lead on the Wellbeing Award for Schools
- To plan and create an action plan for the WAS process
- To evaluate the impact and outcomes, based on the action plan
- Signposting staff and parents to organisations/resources that can support with mental health and wellbeing
- Work with other agencies to further improve and develop mental health and wellbeing across the community

A 'whole school' Approach:

At Woodlands we pride ourselves on adopting a 'whole school' approach to promoting the wellbeing and mental health of the whole school community whilst recognising more can be done. This approach includes:

- Whole-school policies and practices that promote positive wellbeing
- Training and CPD for staff and parents.
- Promoting staff wellbeing and tackling staff stress
- A school culture, ethos and environment supportive and nurturing.
- Individual and personalised positive behaviour management approaches.
- Teaching, learning and a curriculum which is primarily focused on the wellbeing of the student.
- Implementing targeted programmes and interventions
- Promoting student, staff and parent voice.
- Partnerships with parents, families and the wider school community

Mental Health is a state of Wellbeing in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to contribute to her or his community. (World Health Organisation)

At Woodlands Academy we are committed to ensure the wellbeing of our whole school community goes beyond the Award process and therefore have submitted a long-term strategy.

Aims and Objectives:

Woodlands Academy wellbeing strategy aims to

- Increase awareness of emotional wellbeing and mental health.
- Create a shared understanding of all aspects of emotional wellbeing and mental health.
- Empower all to understand their own wellbeing and be proactive in supporting it.
- Increase awareness and understanding among staff and parents/carers of issues involving the mental health of students.
- Build the schools ability to identify mental health and emotional well-being concerns early and ensure support is given.
- Gain the views of the whole school community, to include students, staff and parents.
- Identify successes and areas for development with the use of working action plan.
- Provide a Framework to monitor changes and measure improvements to wellbeing.
- Continue to promote positivity around mental wellbeing
- Achieve the WAS Award.

The Senior Leadership Team will:

- Ensure wellbeing is a regular agenda item at SLT and governor meetings
- Communicate the wellbeing vision to the whole school community, ensuring accessibility
- Actively engage with the whole school community
- Ensure relevant policies and procedures are in place and monitored
- Identify resources and budget to support pupil and staff development in wellbeing
- Ensure wellbeing is represented within commissioning programmes
- Promote staff and pupil wellbeing by leading by example.

The Governing Body will:

- Ensure wellbeing is a regular agenda item at LGB meetings
- Ensure there is Governor representation on the Change Team
- When reviewing policies, ensure they are looked at through a 'wellbeing lens'
- Ensure wellbeing is considered when policies and procedures are discussed at Trust level
- Ensure wellbeing is part of the agenda when making budgetary decisions

Teaching Staff and Support Staff:

- Promote wellbeing and positive mental health with the students.
- Identify and know how to support children who may be experiencing difficulties with their emotional wellbeing or be experiencing mental health issues.
- Teach a full and balanced curriculum that allows all pupils to flourish and have their talents recognised.
- Know how to look after their own well-being and look out for the emotional wellbeing of colleagues.
- Liaise with parents about emotional wellbeing. Raise concerns and support where needed.

The Strategic Plan

In order to build on the whole -school approach already adopted by the Academy and as defined by Public Health England '**Promoting Children and Young Peoples Emotional Health and Wellbeing**' – **A Whole School Approach** the strategy has been planned using the eight principles for promoting mental health and wellbeing. Its implementation is co-ordinated alongside the WAS action plan.

Theme1 Leadership and Management	
Why?	Action
<p>Senior Leadership Team and Governing Body support is required to ensure that actions to promote positive mental health and wellbeing are an integral part of the school vision and ethos.</p> <p>Achieve the Wellbeing Award for School (WAS) which will demonstrate a commitment to promoting and protecting mental health and wellbeing.</p> <p>Knowledge and understanding of the strategy including its objectives and ways of evaluating this process will drive the process forward.</p>	<p>Maintain a long-term commitment to lead on the promotion of positive mental health and wellbeing. This will be embedded across the whole school community.</p> <p>Achieve WAS</p> <p>SLT and Governing Body to approve the strategy and WAS action plan. Sections of the action plan are communicated to all those involved.</p>
Examples of activities:	
<ul style="list-style-type: none"> ▪ Wellbeing Change Committee established with members who represent the Whole School Community. ▪ The Wellbeing Strategy and action plan are approved and communicated to all key stakeholders. ▪ Actions are monitored and measured (if appropriate) to evaluate effectiveness. ▪ The Change Committee and Wellbeing Champions are consulted on changes to relevant policies and procedures. ▪ Mental Health and Wellbeing is included in the Schools Development Plan. ▪ Wellbeing Champions are in place to support the implementation of the strategy. ▪ Mental Health and Wellbeing Policy published with support from Wellbeing In Mind (WIM) 	
Measures of success	
<ul style="list-style-type: none"> ▪ The school achieves WAS ▪ Action plan in place and monitored ▪ Wellbeing on the agenda at SLT meetings and Governors meetings ▪ Strategy is reviewed annually ▪ Budget allocation for wellbeing 	

Theme 2 School ethos and environment	
Why?	Action
<p>A positive physical, social and emotional environment will have an impact on physical, mental health and wellbeing. In turn this can impact on academic success, reduce poor behaviour and bullying.</p>	<p>Continue to create an environment and ethos that promotes positive behaviours, relationships and a feeling of safety.</p> <p>Support an environment in which all student's emotional literacy is developed with them feeling able to talk about how they are feeling and ask for help when needed. The school community will promote a sense of belonging and a shared responsibility for caring for each other.</p>
Examples of activities	
<ul style="list-style-type: none"> ▪ Build on the already successful school council. ▪ Implement a specific Wellbeing Champion group for students. ▪ Continue to promote the role of the Staff Wellbeing Champions. ▪ The curriculum will continue to promote and value diversity. ▪ Continue to adapt and revise the PSHE curriculum to include activities which build a sense of belonging and encourage positive relationships. ▪ Update the schools Vision and Mission statement ensuring wellbeing is at the core. ▪ Continue to use the 'Zones of Regulation' scheme throughout the school to encourage students to develop their understanding of emotions. ▪ Continue to assign a Key Adult to a student ensuring any concerns are dealt with quickly. ▪ Continue to use the 'Team around the Child' approach. ▪ Learn from the successes of Behaviour Strategies and use the Positive Behaviour Scales to promote the principles of wellbeing. ▪ THRIVE approach is embedded in school to ensure a shared approach and language to support social emotional needs. ▪ Introduce the principles behind Nurture UK and become a nurture school. ▪ Explore opportunities for enhancing wellbeing by using the outdoor space and natural environment around the school and the wider community. 	
Measures of Success	
<ul style="list-style-type: none"> ▪ Positive Behaviour Plans prove successful and the strategies used are shared with the 'team around the child'. ▪ THRIVE assessments indicate gaps in stages of development, any needs are addressed with an action plan in place. ▪ Boxall Profiles shows strength and needs, any gaps will be identified and strategies and resources implemented. Assessments show progress within the developmental and diagnostic strand. ▪ Feedback from questionnaires indicates an improvement. 	

Theme 3: Curriculum teaching and learning	
Why?	Action
Mental Health and wellbeing that is embedded within the curriculum (PSHE and through other subjects) that is relevant and is practical will be effective in helping students acquire skills needed to develop their emotional wellbeing.	The curriculum intent and implementation include the teaching of emotional wellbeing. There are opportunities to promote these key skills throughout the school day.
Examples of activities	
<ul style="list-style-type: none"> ▪ Wellbeing learning opportunities for the Whole School with the use of SMSC calendar and theme days, for example Autism Awareness ▪ The barriers to learning outlined in the students' EHCP are identified as personalised targets worked on through the term. ▪ Collaborate with other schools, expert bodies and organisations to share good practice. ▪ A personalised approach to enable individual students to develop their understanding of mental health and wellbeing and strategies used. ▪ Identify specific times when emotional wellbeing is more significant for example transition and implement appropriate plans. ▪ Zones of Regulation approach run through the whole school. ▪ Secure knowledge of how social media can have a negative impact on wellbeing and develop the student's ability to understand this. Use of 'Natter hub' across the Lower Formal Team. ▪ Use of a range of bespoke resources which are then tailored to meet the needs of our students, e.g. Place2Be / 'So Safe' / 'Speak out stay Safe' (NSPCC) / SHARE scheme ▪ Explore opportunities for promoting wellbeing through creativity and the arts. ▪ Mindfulness taught using the Paws.b scheme – Mindfulness in Schools programme. ▪ THRIVE approach used throughout the school in addition to individual students plans. ▪ Work with the Wellbeing In Mind Team to promote wellbeing for students and staff. 	
Measures of Success	
<ul style="list-style-type: none"> ▪ Feedback from questionnaires indicates an improvement. ▪ THRIVE assessments and outcomes ▪ Use of Zones of Regulation by students to help identify how feeling and strategies. ▪ Boxall assessments show progress of students social, emotional and behavioural development. 	

Theme 4: Staff Development, mental health and wellbeing	
Why?	Action
<p>Supporting staff wellbeing will help to build resilience to cope with demands of the role, including emotional resilience when working with challenging students. In turn this will give them a greater capacity to support the students.</p> <p>Staff will have an improved work life balance.</p> <p>Staff will be better equipped to identify student wellbeing concerns earlier and be confident to help or signpost.</p>	<p>Staff will have the opportunity to engage positively in the wellbeing programme. Feel secure to raise any wellbeing concerns in a safe supportive environment.</p> <p>Staff training and opportunities are available and supported.</p> <p>Staff wellbeing activities are available and supported.</p>
Examples of activities	
<ul style="list-style-type: none"> ▪ 'Open door' policy, staff can engage with Line Managers. ▪ Leadership Team engage with staff on a regular basis to determine staff wellbeing needs. ▪ Review the appraisal process to ensure staff have the opportunity to discuss their personal wellbeing. ▪ Review staff professional and personal development plans to include a focus on positive mental health and wellbeing. ▪ Reflect on previous successful staff wellbeing events and initiatives and ensure an ongoing programme. ▪ Staff Wellbeing Champions to hold 'drop ins' half termly. ▪ Reflective Practice training and half termly team sessions. ▪ 5 Ways to Wellbeing awareness WIM Team ▪ Staff Wellbeing Champions implement wellbeing activities for example 'secret buddy'. ▪ Identify key 'pinch points' / risk factors which can have a negative effect on staff welfare and engage with staff to explore a solution. ▪ Develop a training plan to address staff mental health and wellbeing knowledge. E.g. Compass Buzz ▪ Emotional First Aid Training for Staff Wellbeing Champions. ▪ Solution Circles in teams to discuss challenges with support from SLT. 	
Measures of Success	
<ul style="list-style-type: none"> ▪ Feedback from questionnaires indicates an improvement. ▪ Sickness rates ▪ Staff retention and turnover 	

- Appraisal Feedback

Theme 5: Identifying need and monitoring impact	
Why?	Action
Early identification and understanding of student's mental health and wellbeing needs results in a more proactive, timely and structured approach.	Evidenced based tools in place to assess the needs of all the students. Track progress of those that require support and asses the effectiveness of the interventions.
Defining student needs so captured on EHCP will ensure all agencies have a good understanding of the student's mental health and wellbeing.	Ensure all EHCP reviews capture the student's mental health and wellbeing needs and successes.
Recording and monitoring interventions and support enables assessment of impact.	Track progress of those that require support and asses the effectiveness of the interventions.
Examples of activities	
<ul style="list-style-type: none"> ▪ Identify areas of good practice and skills already used in the classroom to determine daily wellbeing of students. ▪ Implement Boxall Profile a validated and evidence – based tool for the assessment of students social, emotional development. This will highlight gaps in a student's social and emotional development which underly the wellbeing difficulties students might experience. ▪ Positive Behaviour Plans prove successful and the strategies used are shared with the 'team around the child'. ▪ THRIVE assessments indicate students' achievements in developing the building blocks required to support wellbeing. ▪ Continue to work with parents and carers to reduce risk. ▪ Continue to work outside agencies / specialist services e.g. Compass Reach 	
Measures of Success	
<ul style="list-style-type: none"> ▪ Feedback from questionnaires indicates an improvement. ▪ Assessment tools show progress. 	

Theme 6: Working with parents and carers	
Why?	Action
<p>Working with parents and carers will help identify risks earlier and allow us to refer to other relevant support (internal or external).</p> <p>Working with parents and carers will be more effective than working in isolation. A holistic approach is more likely to sustain lasting impact and increase positive long-term outcomes for both students and their families.</p> <p>A positive relationship between school and parents / carers can have an impact on the mental health and wellbeing of staff.</p>	<p>Systems are in place for regular and effective engagement with parents and carers to raise issues.</p> <p>Half termly Parent workshops / awareness sessions to include a range of themes e.g. anxiety / school nurse</p>
Examples of activities	
<ul style="list-style-type: none"> ▪ Run half termly parent groups, offer virtual and in school. ▪ Consult with parents / carers regarding student wellbeing. ▪ Identify suitable information for parents / carers related to mental health and wellbeing. To include information on website / social media and newsletters. ▪ Parents to have access to relevant policies promoting mental health and wellbeing. ▪ Referrals to outside agencies including school nurse, WIM Team, 	
Measures of Success	
<ul style="list-style-type: none"> ▪ Feedback from questionnaires indicates an improvement. ▪ Good attendance and feedback to parent sessions. 	

Theme 7: Student voice	
Why?	Action
<p>Involving students in decisions that impact on them will benefit their mental health and wellbeing by helping them feel part of the school and wider community.</p>	<p>Students have the opportunity to express their views and contribute to decisions relating to mental health and wellbeing both individually and as a school community.</p>

<p>Help students to gain belief in their own capabilities, including building their knowledge and skills to make healthy choices and developing their independence.</p>	
<p>Examples of activities</p>	
<ul style="list-style-type: none"> ▪ Pupil voice captured as part of Education Health Care Pan. ▪ Wellbeing Award student questionnaire ▪ School Council continue to capture student voice. ▪ Student wellbeing Champions – ‘SMILE’ team. ▪ Growing up in North Yorkshire Survey ▪ Regular ‘circle times’ capture students view in class. ▪ Participate in how the Wellbeing In Mind Team (WIM) will develop and improve the service for students across the school community. ▪ Robust PSHE curriculum which ensures all students have the opportunity to develop the skills they need to make healthy choices. 	
<p>Measures of Success</p>	
<ul style="list-style-type: none"> ▪ Feedback from questionnaire indicates an improvement. ▪ ‘You said, we did’ updates. ▪ Targets achieved – (PSHE) and barriers to learning (EHCP) 	

This document should be read in conjunction with:

- Woodlands Academy Mental Health and Wellbeing Policy
- ‘Promoting Children and Young Peoples Emotional Health and Wellbeing’ – A Whole School Approach – Public Health England
- Mentally Healthy Schools – Anna Freud National Centre for Schools and Colleges
- NCB – Partnership for Wellbeing and Mental Health in Schools – Advice for Schools document – Professor Katherine Weare