

PUPIL WELL BEING POLICY

Written: October 2018

Approved by Governors: TBC

Review date: October 2019

To be reviewed: Annually

Vision statement:

- Promote positive social and emotional wellbeing, mental health, resilience and wellness for pupils, staff and our community
- To create an environment which is stimulating, secure and provides opportunities for all
- To develop an empathy and understanding for our local community.

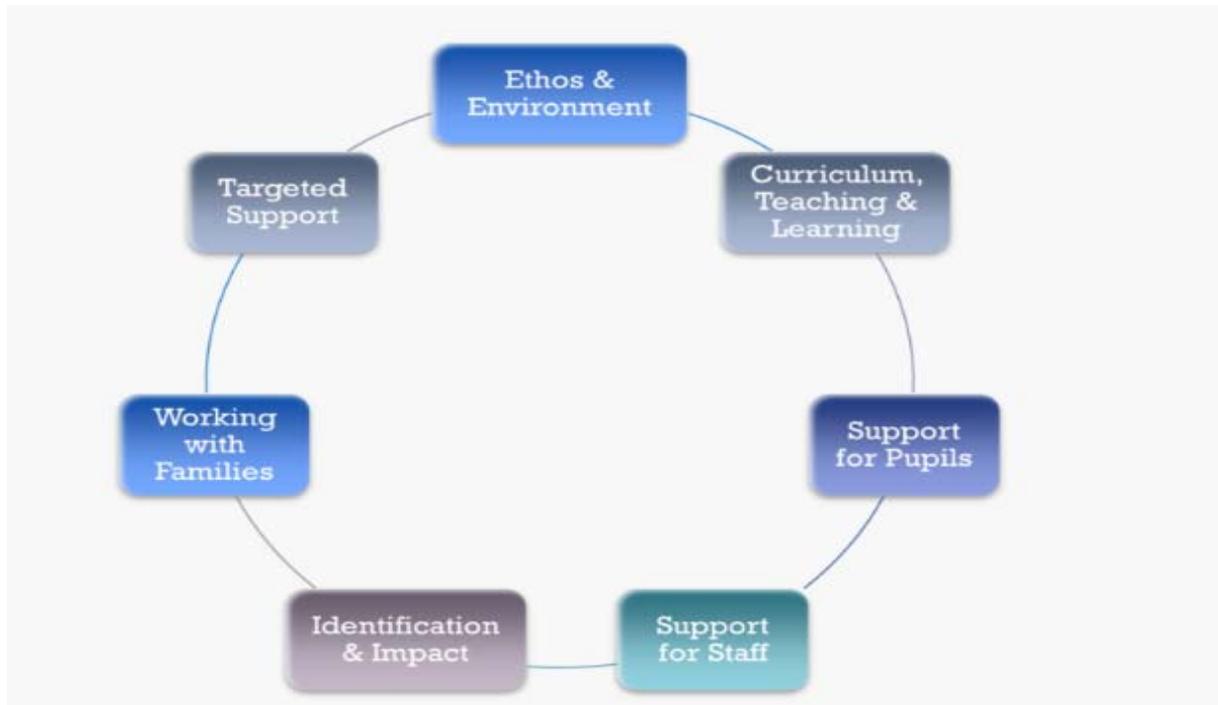
Mission statement:

- At Woodlands School, pupils learn in a safe and thriving environment which is conducive to each and every one making outstanding progress, ensuring they have high aspirations for their own success.
- We promote Wellbeing across Woodlands School through the development of a proactive and enabling culture, under the provision of effective leadership, management and support.

At Woodlands School, we are committed to supporting the emotional health and wellbeing of all our pupils. We know that everyone experiences life challenges that can make us vulnerable, and at times anyone may need additional emotional support. At Woodlands School, every pupil has access to a fully inclusive and appropriately challenging curriculum, which is taught by highly qualified and outstanding teachers. We provide opportunities for all pupils to engage, enjoy and excel both in the classroom and in the wider community. Pupils understand the importance of having excellent social skills which will guide them in developing a strong moral purpose.

As a learning community we work with all stakeholders to pursue excellence and seize opportunities.

Woodland's Emotional Health & Wellbeing Principles



The seven identified Emotional Health and Wellbeing principles will underpin the approaches used to support the development and integration of wellbeing strategies within the school. School policy and curriculum delivery will be tailored to promote the key aspects of improving wellbeing. It will focus on creating a physically, emotionally and socially rich environment where key relationships can thrive and pupils can feel secure in their learning.

Woodlands well-being, mental health and resilience pledges:

- 1) Commit to promoting and protecting emotional wellbeing and mental health; train staff to provide appropriate support.
- 2) Share our vision and strategies in promoting and protecting emotional well-being and mental health; encompassing the views of all stakeholders in order to act accordingly.
- 3) Provide resources and time during tutor period to enhance pupil understanding (assemblies/ guest speaker/ mentoring).
- 4) Create a team of pupils/staff ambassadors that will actively promote staff/ pupil and community emotional well-being and mental health.
- 5) Promotes positive living through well-being, mental health and resilience, maximising the use of social media and working with outside agencies to enhance our support packages.
- 6) To promote mindfulness.

At Woodlands School, we:

- Promote pupils to understand their emotions and feelings better.
- Help pupils feel comfortable sharing any concerns or worries.
- Help pupils socially to form and maintain relationships.
- Promote self-esteem and encourage pupils to be confident.

- Support pupils to develop emotional resilience.
- Encourage pupils to Pursue Excellence and Seize Opportunities (PESO).

Tools we use to identify and support:

- All staff are responsible for identifying and sharing wellbeing issues with the safeguarding team, wellbeing team or change team (depending on the need).
- Wellbeing questionnaires are delivered every two years to all stakeholders. Outcomes from this will develop an action plan which will be included in the school development and reviewed termly.
- Wellbeing Questionnaires (WQs) delivered during tutor time once a year. The outcomes will be analysed by the change team or wellbeing team to provide and plan additional support.
- All Wellbeing interventions are discussed with parents/carers and consent agreed before being delivered to pupils.

Levels of support:

Whole School approach - To meet the needs of all our pupils through our overall ethos and our wider curriculum. For instance, developing resilience for all.

Additional support - For those who may have short term needs and those who may have been made vulnerable by life experiences such as bereavement. In this instance pupils may be offered a Wellbeing Coach or Wellbeing Ambassador to work with during this time.

Targeted support - For pupils who need more differentiated support and resources or specific targeted interventions such as: Dramatherapy, access to our onsite counsellor or Life coach.

Referrals to outside agencies, for example Child and Adolescent Mental Health Service (CAMHS)/ Emotional Wellbeing and Mental Health Service (EWMHS).

Other sources can be found on our School website.

Lead staff members:

Simon Cox: Head Teacher
 Rachel Reay: Wellbeing Lead
 Sarah Fowler: SENCO

Signed: _____
 Head Teacher

Dated: _____

Signed: _____
 Chair of Governors

Dated: _____

PURSUE EXCELLENCE AND SEIZE OPPORTUNITIES 