



STOCKPORT SCHOOL

Wellbeing Policy

1. The vision for our school:

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

Stockport School has completed the self-assessment template that accompanies the Wellbeing Strategy and this policy sets out how Stockport School 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 Stockport 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 Stockport 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 Stockport 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 Stockport 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 Stockport 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. Stockport 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. 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, Relationships, SEN and self-harm etc.

- School pupils, parents, carers and staff are aware of the named lead and named governor and know how to contact them.
- Stockport 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.
- Stockport 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

- Stockport 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.
- Stockport School has a listening culture which promotes supportive relationships by way of a strong pastoral system.
- Stockport School uses Restorative Approaches and has a structured PSHE programme, which follows Stockport's Spiral Curriculum and meets the needs of all pupils.

Stockport 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

- Stockport 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 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

- Stockport School has regular staff meetings that discuss wellbeing and has a clear procedure for communicating information to its whole staff team.
- 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.
- 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.

- Staff wellbeing is a high priority in our school. All staff have access to the Stockport Staff Wellbeing booklet; the Five Ways to Wellbeing are promoted throughout the school and there is a staff noticeboard to highlight wellbeing services and opportunities.
- Our school Senior Leadership Team lead by example in demonstrating a good work/life balance and encourage our staff to do the same.

5. Stockport 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

Pupils

- Stockport School knows its school community and regularly monitors the number and progress of pupils who are part of a vulnerable group. This monitoring takes place in liaison with the pastoral team and is discussed regularly with the Senior Leadership Team.
- Stockport School uses restorative approaches, pathways 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.
- Stockport School has received training on using [the Emotional Tracking tool / Seasons for Growth / the Emotional Wellbeing Toolkit / Living Life to the Full / other programmes], uses these resources regularly and monitors their effectiveness.
- The wellbeing lead / team are able to carry out brief interventions and offer appropriate pastoral support.

Staff

- The school provides staff with opportunities to improve their wellbeing.
- 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.

6. Stockport 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 Secondary Jigsaw, other agencies and the School Nursing Service and all staff are made aware of when / how to do 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.
- Our school monitors the use of services in school (such as school nursing) and measures the impact of these interventions.

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.

7. Stockport School is a school where pupils are able to ‘get more help and risk support’ where needed

- Whilst Stockport School will always try to help pupils within the school setting, in some circumstances, pupils will need additional, specialist support from outside agencies. Stockport School has clear referral procedures and pathways in place and has effective links with the Psychology, School Nursing, Jigsaw and Healthy Young Minds services.
- Stockport 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 and are regularly reviewed by the 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

8. 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.

The policy is reviewed every 2 years.

Reviewed: March 2022

Next review date: March 2024