

Wellbeing Strategy

Nov 2018

	Actions	Timescale
Whole school thinking	<p>Whole school approach:</p> <ul style="list-style-type: none"> - Ensure that the Wellbeing strategy is regularly reviewed at the following: <ol style="list-style-type: none"> a) Student council/ form rep meetings b) Incorporate into SEF Meetings with SLT c) Is a regular item on the agenda of the pastoral sub group for governors d) Parents are encourage to be part of the mental health change teams 	Sept 2018 onwards - reviewed yearly
	<p>Promote wellbeing in the following ways:</p> <ul style="list-style-type: none"> - Ensure the school website is updated and new resources and strategy are shared through student bulletin - Ensure that the guidance and assembly curriculum incorporate opportunities to do so. - Mental Health champions to be identified through school and easily accessed. 	Oct 2018 - onwards - reviewed monthly Sept 2018 - onwards
	<p>Supportive classrooms:</p> <ul style="list-style-type: none"> - Develop staff practice in positive BfL through training days. Review as part of the SEF by SLT - Upskill staff in developing positive mental health approaches in the classroom - promoting reliance. Part of whole school SEF (T&L). 	Jan 2018 - Onwards - reviewed termly
	<p>Celebrating difference:</p> <ul style="list-style-type: none"> - Delivered through assembly and though for the week. - Through curriculum - SMSC 	Jan 2018 onwards - reviewed half termly
	<p>Early Intervention:</p> <ul style="list-style-type: none"> - SLT to identify and evaluate approaches to addressing need through behaviour and welfare / pupil premium sections of school SEF 	Sept 2017 - termly onwards

	Promote staff wellbeing: <ul style="list-style-type: none"> - In weekly line management meeting there is a weekly focus upon developing wellbeing 	
Engage the school community	Parental engagement: <ul style="list-style-type: none"> - Regular updates on curriculum and staff events through parent bulletin and website - Parental invitation to school mental health change meetings via parent bulletin - Events that engage parents in positive dialogue with other parents e.g. Teenage brain sessions 	Half termly update on positive factors Termly
	Student engagement: <ul style="list-style-type: none"> - Appointment of Mental Health Champions to represent the student body - items produced for parent bulletin. - Regular discussion items with student council - Opportunity to participate in external engagement opportunities such as the MH2 North Tyneside mental health steering group - Regular comprehensive student voice opportunities e.g. Bullying Audit / Poverty Proofing 	Yearly - Dec 2018 onwards Oct 2017 onwards Sept annually
Professional learning and staff development	Help pupils build resilience: <ul style="list-style-type: none"> - Assemblies - Exposure to supported challenge through curriculum - Developing resilience and effective communication student group - strategy in students illustrating social and emotional issues - BU program and license - Developed through classroom learning 	Half termly Monthly - Sept 2017 Termly Termly Termly review
	Raise staff awareness of risk factors associated with poor mental health: <ul style="list-style-type: none"> - Identify risk factors with yearly mental health SDQ survey across the whole student body / Pearson Survey across wallsend partnership. - Use the google classroom forum to develop staff knowledge of mental health issues / new developments / training courses. - Google form quiz linked to online learning of new policy strategy as identified as an emerging need where a wholeschool delivery is needed. - Yearly training through training days. 	Yearly Sept 2018 onwards Nov 2018 onwards - monthly update When required Jan 19 - annually
	Be informed about the latest issues affecting young people and posing a risk to mental health: <ul style="list-style-type: none"> - Attendance at the yearly North Tyneside SEMH conference to develop 'themes' to be adopted in 	Nov annually

	<p>whole school SEF.</p> <ul style="list-style-type: none"> - Use the SDQ and student voice to determine needs for greater audit in areas / key themes identified (e.g. Bullying audit / Poverty Proofing / Wallsend Partnership girls aspirations group) - Issues identified and rapidly resolved through bullying App. 	Daily
Implement targeted programs and curriculum intervention	<p>Develop the curriculum to reflect current issues:</p> <ul style="list-style-type: none"> - Continue to use the healthy schools audit as mechanism of assessing needs and effectiveness of developments in the guidance and assembly curriculum. - Continue to use current proforma for work sampling and lesson observation which identifies and highlights good practice in developing SMSC/ SEMH. 	<p>Summer term annually</p> <p>Weekly</p>
	<p>Targeted intervention through student support:</p> <ul style="list-style-type: none"> - Weekly behaviour conferences to share highlight student concerns when emerging as SEMH/BESD - Use of pupil premium to target at risk groups - as detailed in the pupil premium report / SEF - Partnership with feeder primaries (Wallsend Partnership - regular meetings) and enhanced transition activities to enable early identification. - Develop school counselling to ensure greater access to early intervention: e.g. Resilience small group work and anger management - Bereavement counselling - Streetwise counselling - Deployment and engagement with specialist organisations (CAMHS/ Locality team / Ed Psych / Language and Communication team / Bridges) 	<p>Weekly from Jan 2018</p> <p>Annually</p> <p>Half termly transition and partnership meetings</p> <p>Half termly</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>