



## Wellbeing Vision & Strategy

- Burnside is committed to **promoting and protecting emotional wellbeing** and mental health in our whole school community.
- We strive to create a **whole school approach** in providing excellent support, understanding and intervention for all individuals in order to raise awareness and maintain their positive wellbeing and mental health.
- We put wellbeing at the heart of our school to ensure Burnside is a **happy place to work and to learn.**
- **The WAS award supports us at Burnside to maintain our vision and ensure our provision is of a consistently high standard.**

	Actions	Timescale
Whole school thinking	Whole school approach - ensure that the wellbeing strategy is regularly reviewed at the following: <ul style="list-style-type: none"> <li>• Student council/ form rep meetings</li> <li>• Incorporate into meetings with SLT</li> <li>• On the agenda of the pastoral sub group for governors</li> <li>• Parents are encourage to be part of the mental health change teams</li> <li>• Wellbeing champion staff groups</li> </ul>	Reviewed yearly
	Promote wellbeing in the following ways: <ul style="list-style-type: none"> <li>• Ensure the school website is updated and new resources and strategy are shared through bulletin</li> <li>• Ensure that the guidance and assembly curriculum regularly cover topics relating to mental health and wellbeing</li> <li>• Mental Health champions to be identified through school and easily accessed.</li> <li>• Signposted support clear throughout school</li> </ul>	Reviewed termly
	Supportive classrooms: <ul style="list-style-type: none"> <li>• Develop staff practice in positive BfL through training days</li> <li>• Review as part of the SDP by SLT</li> <li>• CPD focussing on wellbeing to support emotional literacy</li> <li>• Upskill staff in developing positive mental health approaches in the classroom - promoting resilience (As part of character development)</li> <li>• Oracy embedded into the curriculum</li> <li>• Praise and reward systems</li> </ul>	Reviewed termly
	Celebrating difference: <ul style="list-style-type: none"> <li>• Delivered through assembly and thought for the week</li> <li>• Through curriculum - SMSC</li> </ul>	Reviewed termly
	Early Intervention: <ul style="list-style-type: none"> <li>• Comprehensive transition programme in place to support year 7</li> <li>• Staff CPD to support confidence is identifying mental health and wellbeing needs in students</li> <li>• Map to support tiered support for SEMH needs</li> </ul>	Reviewed half termly



	<ul style="list-style-type: none"> <li>• Non teaching progress leaders</li> <li>• All staff have access to CPOMS</li> </ul>	
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Engage the school community	<p>Promote staff wellbeing:</p> <ul style="list-style-type: none"> <li>• In weekly line management meetings there is a weekly focus upon developing wellbeing</li> <li>• Staff map of wellbeing support both in and out of school</li> </ul>	Reviewed termly
	<p>Parental engagement:</p> <ul style="list-style-type: none"> <li>• Regular updates on curriculum and staff events through parent bulletin and website</li> <li>• Parental invitation to school mental health and wellbeing champions via parent bulletin</li> <li>• Events that engage parents in positive dialogue with other parents during IAG events</li> </ul>	Reviewed termly
	<p>Student engagement:</p> <ul style="list-style-type: none"> <li>• Mental health champions as part of the school council</li> <li>• Regular discussion item with class reps and progress leaders</li> <li>• Opportunity to participate in external engagement opportunities and NT youth council</li> <li>• Workshops to support mental health and wellbeing</li> <li>• Regular comprehensive student voice opportunities</li> </ul>	Reviewed termly

Implement targeted programs and curriculum intervention	<p>Develop the curriculum to reflect current issues:</p> <ul style="list-style-type: none"> <li>• Continue to use audits as a mechanism of assessing needs and effectiveness of developments in the guidance and assembly curriculum (Healthy schools, Connect, Mental Health Lead).</li> <li>• Continue to use current proforma for work sampling and lesson observation which identifies and highlights good practice in developing SMSC/ SEMH.</li> </ul>	Reviewed termly
	<p>Help pupils build resilience through character development:</p> <ul style="list-style-type: none"> <li>• Assemblies</li> <li>• Exposure to supported challenge through curriculum</li> <li>• Staff training on restorative approaches</li> <li>• Developed through classroom learning</li> </ul>	Reviewed termly
	<p>Targeted intervention through student support:</p> <ul style="list-style-type: none"> <li>• Weekly behaviour conferences to share highlight student concerns when emerging as SEMH.</li> <li>• 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.</li> <li>• Develop a map of support for students and staff.</li> <li>• Deployment and engagement with specialist organisations (CAMHS/ Locality team / Ed Psych / Language and Communication team / Bridges).</li> <li>• Engage and develop support with North Tyneside Connect mental health team.</li> </ul>	<p>Reviewed termly</p> <p>Half termly transition and partnership meetings</p> <p>Connect reviewed annually</p>



Professional learning and staff development	<p>Raise staff awareness of risk factors associated with poor mental health:</p> <ul style="list-style-type: none"> <li>• Identify risk factors with regular stakeholder voice and triangulate data.</li> <li>• Bitesize CPD through achievement teams.</li> <li>• Whole school CPD on key themes identified in stakeholder voice.</li> <li>• Staff CPD online and library.</li> <li>• Mental health champions and first aider opportunities.</li> <li>• CP/safeguarding briefings up to date.</li> </ul>	Review after each stakeholder voice
	<p>Be informed about the latest issues affecting young people and posing a risk to mental health:</p> <ul style="list-style-type: none"> <li>• Attendance at the yearly North Tyneside SEMH conference to develop 'themes' to be adopted in.</li> <li>• Mental health lead course.</li> <li>• North of the Tyne network</li> </ul>	Review termly