

## Wellbeing Policy

### 1. Riverside Student & Staff Wellbeing

Wellbeing is the **experience of health and happiness**. It includes mental and physical health, physical and emotional safety, and a feeling of belonging, sense of purpose, achievement and success. Wellbeing is a broad concept and covers **a range of psychological and physical abilities**.

Five major types of wellbeing are said to be:

- **Emotional wellbeing** – the ability to be resilient, manage one’s emotions and generate emotions that lead to good feelings
- **Physical wellbeing** – the ability to improve the functioning of one’s body through healthy eating and good exercise habits
- **Social wellbeing** – the ability to communicate, develop meaningful relationships with others and create one’s own emotional support network
- **Workplace wellbeing** – the ability to pursue one’s own interests, beliefs and values in order to gain meaning and happiness in life and professional enrichment
- **Societal wellbeing** – the ability to participate in an active community or culture.
- **Spiritual wellbeing** – The human need for meaning, for purpose and connection to something greater than ourselves.

*Based on “Improving Well-being at School: Council of Europe 2022”*

### 2. Aims & Values

At Riverside, we aim to promote positive mental health and wellbeing for our whole school community; pupils, staff, parents and carers, and recognise how important mental health and emotional wellbeing is to our lives in just the same way as physical health. We recognise that children’s mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. Persistent mental health problems may lead to pupils having significantly greater difficulty in learning than the majority of those of the same age.

We take a whole school approach to promoting positive mental health that aims to help pupils become more resilient, be happy and successful and prevent problems before they arise. This encompasses seven aspects:

1. creating an ethos, policies and behaviours that support mental health and resilience that everyone understands
2. helping pupils to develop social relationships, support each other and seek help when they need to
3. helping pupils to be resilient learners
4. teaching pupils social and emotional skills and an awareness of mental health
5. early identification of pupils who have mental health needs and planning support to meet their needs, including working with specialist services
6. effectively working with parents and carers
7. supporting and training staff to develop their skills and resilience

We also recognise the role that stigma can play in preventing understanding and awareness of mental health issues and aim to create an open and positive culture that encourages discussion and understanding of mental health issues. We aim to be a school with an ‘Open Door Policy’.

### 3. **UK Legislation & Guidance**

- [Mental Health and behaviours in School](#)
- [No Health without mental health](#)
- [Closing the Gap: Priorities for essential change in mental health](#)
- [Future in Mind](#)
- [The Five Year View for Mental Health](#)
- [Transforming Children and Young People's Mental Health Provision: A Green Paper \(quick read\)](#)
- [Transforming Children and Young People's Mental Health Provision: A Green Paper](#)

### 4. **Links to Other Policies**

The following policies provide additional information on how wellbeing is linked and promoted at Riverside School.

- [Child Protection \(Safeguarding\) Policy](#)
- [Anti-Bullying Policy](#)
- [Code of Conduct and Promotion of Good Behaviour Policy](#)
- [Student Support Policy](#)
- [Emotional Well-Being Counselling Policy](#)

### 5. **Student Wellbeing**

Student wellbeing and the culture created at Riverside encompasses numerous aspects throughout the school. This includes development of our Curriculum, Pedagogy, Measuring Wellbeing, Response & Intervention for Wellbeing, providing Support Programs and Tracking Wellbeing.

#### ***Curriculum***

##### **Early Years School**

Our focus on the children's wellbeing, including social emotional health and development, is paramount in the Early Years Foundation Stage curriculum. Children need to feel safe and secure in their environment before learning can take place. Establishing positive, trusting relationships between the children and their teachers is our first priority.

Our weekly assemblies focus on skills such as personal health, making good choices, being kind and patient, being a good listener and being tolerant. These assemblies also include our religious education focus, which builds on Riverside School's values of politeness, respect for others, kindness, responsibility, self-control, honesty, and faithfulness. Through our PSED curriculum we help the children to develop a sense of community; grow in confidence in new social situations, learning to be appropriately assertive; find solutions to conflicts and rivalries; and recognize and talk about their own feelings, as well as their friend's feelings. Our First Step programme focuses on giving the children the tools they need to keep themselves safe. Our goal is that the combination of these programmes will support the Early Years children as they develop their sense of self and how to better understand others.

##### **Primary School**

Through PSHE we teach the knowledge, social and emotional skills that will help students to be more resilient, better understand their mental health and help reduce the stigma of mental health problems. PSHE curriculum units are outlined below with reference to various wellbeing, self-efficacy and growth mindset topic connections. A full [overview](#) of the curriculum is also available, as well as access to the Primary's Learner Profile [overview](#).

The Curriculum Coordinator collaborates with the Student Welfare and Assessment Coordinators to ensure that the curriculum is relevant, maintained and reflective of the needs of the students and school. This

includes overview and mapping of specific PSHE units, as well as research-based curriculum related to Growth Mindset.

#### Units of study

- We are Reflective: Growth Mindset (Years 1,2,3,4,5,6)
- We are Communicators: Relationships (Years 1,2,3,5,6)
- We are Principled: Responsibility (Years 1,2,3,4)
- We are Open-Minded: Celebrating Diversity (Years 4,6)
- We are Balanced: Feelings (Years 3,5)
- We are Healthy: Well-Being (Year 6)
- We are Caring (Years 2,4,6)
- We are Global Citizens (Years 2,5,6)
- [We are Safe: Child Protection](#) (Years 1,2,3,4,5,6)
- We are Safe: E-Safety and First Aid (Year 5)

#### **High School**

The High School implements a range of effective procedures that ensures that students have the opportunity to understand and discuss openly the various aspects of their wellbeing. These are overseen by the Curriculum and Welfare Coordinators and incorporate:

- safeguarding procedures within school, including systems for recording incidents/wellbeing concerns [including self-harm] that require careful monitoring.
- a strong tutor team who are assigned to each tutor group focusing on the needs of students within it.
- a strong pastoral team led by welfare coordinators, that includes Heads of Year, Tutor Teachers, Emotional Support Counsellor, Qualified First-Aiders, School Nurses and a Career and Higher Education Counsellor.

The curriculum is designed to ensure that students are educated on issues regarding their wellbeing. These are delivered through:

- A PSHE curriculum, covering a range of age-appropriate topics, with three core themes: Relationships, Health and Wellbeing and Living in the Wider World. There is a strong focus on Safeguarding and educating students with regard to Digital, Physical and Emotional Safety.
- Religious Education classes (mandatory for KS3) that encourage tolerance and an understanding of different ideas and beliefs.
- Sessions from staff or visiting specialists throughout the year covering Health and Nutrition, Mental Health and Internet Safety.
- Week long focus or special day activities where an aspect of wellbeing is given a particular focus e.g. Mental Health Week, Internet Safety Day.

The school promotes an anti-bullying environment by ensuring:

- a strong school ethos which empowers tolerance and respect - this is underpinned in assemblies and the PSHE programme but is supported across the school through its Code of Conduct and pastoral system.
- clear procedures on how to deal with reported incidents of bullying
- approachable, supportive staff who are encouraged, through their role as Tutors, to develop positive relationships with their students

In addition, the promotion of student self-esteem and personal development is incorporated into curricular and extracurricular activities. These include:

- Opportunities for student leadership through the Student Council. House Captains, Head Boy and Girl, Library Leaders, Early Years assistance provided by senior students and student-led assemblies.
- Students are encouraged to take ownership of clubs and to promote them within the school.
- Performance and competitive opportunities e.g. Science Fair, Maths Competition, Dramatic and Musical Performances, Art Exhibitions and Sports Competitions.
- Promotion and encouragement of healthy lifestyles through the Skills for Life programme.

## ***Pedagogy***

Teaching staff regularly incorporate and advocate Riverside Values, Growth Mindset, and mental health through direct lesson planning, assessment practices and numerous channels of communication with students.

Our staff regularly receive professional development, training and exposure to current research as it relates to self-efficacy, student wellbeing and social/emotional support. This includes specific time and planning put towards understanding and implementing the following Riverside systems and practices:

- PASS Data and Interventions
- Student Portraits assessment application
- Student Support (SEN, EAL, Wellbeing Counselling)
- Fluid Setting practices
- Marking & Feedback Policy (based on Growth Mindset)

## ***Measuring Wellbeing***

Riverside tracks the wellbeing and self-efficacy of its students through the annual Pupil's Attitude to School and Self (PASS) survey. The PASS survey is one of the three foundation assessments used throughout the school and is triangulated against student potential and student attainment to better identify the ways in which wellbeing is being impacted and expressed within the school setting.

The PASS survey measures 9 factors which are normed against British and international student populations, to provide a clearer picture as to how students are feeling about themselves, and how their wellbeing and self-efficacy is changing over time.

The 9 Factors measured and analysed are:

1. Feelings about School
2. Perceived Learning Capability
3. Self-Regard as a Learner
4. Preparedness for Learning
5. Attitudes to teachers
6. General Work Ethic
7. Confidence in Learning
8. Attitudes to Attendance
9. Response to Curriculum Demands

## ***Response & Intervention to Wellbeing***

As Riverside continues to develop its systems and practice to track and measure wellbeing across the school, it also recognises the importance to analyse, reflect and respond to the measured progress and effectiveness of data. The following responses outline Riverside's system of intervention:

- Annual Assessment Analysis of PASS data
- Triangulation of PASS data through the Student Portraits application
- Whole School and Year Level PASS review and exercises
- Development of PASS Intervention Resources for teaching staff
- Referral to Student Support
- Referral to Wellbeing Counselling

The Pass data allows for the identification of potential Fragile Learners. These students have below average perception about their learning capabilities which does not match their above average baseline competency. These students are at high risk of disengaging in the academic process as they get older and many times need support which is not academic in nature.

## **Support Programmes**

- **Student Welfare Coordination**

The Welfare Coordinator has an overview of Student and Staff wellbeing, as well as mental health and safety throughout the school. This includes links between assessment and curriculum coordinators, as well as teaching staff and school leadership. The Welfare coordinator oversees induction of new students, buddy systems, PASS data, wellbeing curriculum mapping and the student Concerns and Suggestions system.

The Welfare Coordinator provides an avenue for various programme links across the school, as well as additional avenues of communication with teaching staff who may have questions, seek support or refer a student with social/emotional needs.

- **Wellbeing Counselling**

Further support for emotional wellbeing is overseen by the school's emotional counsellor, who may become involved with supporting students and/or parents in single or regularly scheduled meetings. These may include initial assessments and observations or developed into therapeutic plans. The Emotional Well-Being Counselling Policy can be found [here](#).

Support for emotional counselling may develop through numerous avenues, but will primarily make themselves known through the referral process. The referrals are overseen by the emotional counsellor in coordination with a senior leadership member. A register of those students being referred is kept in conjunction with the SEN register, overseen by the school's SENCO.

Other avenues for referral may include cases brought to attention through the school's safeguarding policy and MyConcerns program, assessment analysis of PASS data and feedback from teachers directly to the wellbeing coordinator.

Strategies for emotional wellbeing and further support will be made by the emotional counsellor, who will involve various school staff, as needed. This may include the senior leadership team, SENCO and classroom teachers.

### *Confidentiality*

All disclosures are recorded and held on the pupil's confidential file, including date, name of pupil and member of staff to whom they disclosed, summary of the disclosure and next steps.

- **Links to Agencies in the Local Community**

In some cases pupil's mental health needs require support from a specialist service. These might include anxiety, depression, school refusal and other complex needs. The Wellbeing Counsellor may refer students and families to agencies within the community. A list can be found [here](#).

- **Designated Safeguarding Leads**

[Keeping Children Safe in Education](#), 2021 highlights the links between safeguarding and mental health. Students flagged on MyConcerns will receive support on a case by case basis. This may involve both external and/or local agencies. A list of essential contacts can be found in the policy [here](#).

- **Student Support**

The Special Educational Needs and Disabilities (SEND) Code of Practice identifies Social, Emotional and Mental Health as one of the four areas of Special Educational Need.

Student Individual Educational Plans (IEPs), drafted and overseen by the School's SENCO include reference to various wellbeing needs, starting both at the referral process and when drafting specific targets and goals that students are working to achieve.

Strategies for wellbeing, when applicable, are included in IEPs for SENCO, classroom teachers, student and parent input and participation. These are recognized as needed and are reviewed each term.

### **School Tracking Systems**

- **Referral Systems**

Online referral systems for both [Student Support](#) and [Emotional Counselling](#) (Primary) [Emotional Counselling](#) (High School) are used so that teachers can document concerns, feedback and seek further support for students. Upon receiving referrals, both staff members reach out to teachers to arrange meetings, review documentations and make observations if needed. A register of students who have been referred are kept, as well as those students who will go on to receive more formal support (e.g. Individual Education Plans or scheduled therapy sessions). Both referral systems include space and questions related to students' social and emotional wellbeing.

- **MyConcerns**

Student safeguarding concerns, including mental health concerns are chronologically tracked using the MyConcern platform. The DSL will coordinate each response on a case by case basis utilising the support programmes or external agencies.

- **PASS survey**

Every student completes the Pupils Attitude to Self and School (PASS) survey so that their feelings of self efficacy, self-perception and feelings towards school can be monitored and measured throughout the year. PASS survey data is analysed on a whole school, year group and individual student basis. Feedback is given to teachers, along with training, professional development and exercises to ensure they feel comfortable in understanding and responding to the data.

This information is also included in the School's annual assessment analysis and Student Portraits application.

- **Student Portraits Application**

The student portraits applications provide visual year on year individual PASS survey results so that appropriate school staff can track trends of a students' wellbeing. The application also triangulates specific PASS data with Baseline and Attainment data to uncover further cohorts of students, within class and year groups, who display academic impact from self-efficacy, wellbeing or mental health issues (i.e. *Fragile Learners*)

- **Student Suggestion and Concerns Boxes**

'Suggestion and Concern Boxes' are located on the upper floors of both Primary buildings where students can complete one of two sides of the Suggestion and Concern Cards. The 'Suggestions' side allows children to have a voice in offering ideas for school improvement, with suggestions being passed on to our Primary Student Council and school principal. The 'Concerns' side allows children to report personal, social or emotional concerns. These boxes are checked weekly by the Student Welfare Coordinator who oversees the appropriate communication to staff and who should follow up specific concerns.

## **6. Promoting Wellbeing at Riverside**

We believe we have a key role in promoting pupils' positive mental health and helping to prevent mental health problems. Our school has developed a range of strategies and approaches including;

### **Pupil-led activities**

- House Captains
- Student Council
- Suggestions or Concerns Cards

## **Whole School**

- Mental Health Week
- Kindness Week
- Anna Freud based assemblies
- Celebration Assemblies
- Qualities Encouraged at Riverside School
- Quality Cards
- House System / House Points
- Student Recognition award systems

## **Enrichment**

- For Life Programme
- Outdoor Adventure
- CAS

## **Involving Parents**

- Parent Seminars
- Guest Speakers (Jonathan Taylor - E-Safety)
- Parent Coffee Mornings (Early Years)

## **7. Roles & Responsibilities Related to Wellbeing**

The following roles and responsibilities at Riverside have direct and linked connections to the wellbeing of our students and staff. They include:

- Designated Lead for Mental Health (DLMH)
- Wellbeing Coordinator
- Designated Safeguarding Lead (DSL)
- School Emotional Counsellor
- Student Support Coordinator
- Assessment Coordinator
- Curriculum Coordinator
- Tutor Teachers

## **8. Staff Professional Development**

Continued and ongoing professional development opportunities exist to bring awareness, development and support to wellbeing within the school. While specific training, insets and presentations remain on our professional development calendar, new and emerging opportunities are given space to better support and enhance the wellbeing at our school. The following areas of professional development are provided to our staff:

- PASS training, overview and exercises
- Student Portraits training and overview
- School Counselling
  - Anna Freud Overview
  - Presenting Mental Health topics
- Student Support presentation and insets led by SENCO

## **9. Staff Wellbeing**

Supporting and promoting the mental health and wellbeing of staff is an essential component of a healthy school and we promote opportunities to maintain a healthy work life balance and wellbeing. Examples include;

## Resources

- An Emotional Counsellor to be used as a resource when supporting children
- Recommended external community professionals for [staff access](#)
- [Mentally Healthy Schools](#) members (Anna Freud)
- [Schools in Mind Network](#) members (Anna Freud)
- [PSHE Association](#) members
- Weekly topics surrounding Mental Health emailed by DLMH to staff bi-weekly

## School Systems

- Mental Health Action Team, to develop staff wellbeing events and displays
- Staff community-building opportunities throughout the school year such as staff barbecues, CanAm
- Thanksgiving Dinner, Staff Christmas Party, Shared lunches and staff sharing in Fantastic Fridays
- Open door Policy for clear lines of communication among staff
- Staff Room and spaces for breaks
- New Staff Induction, including a Staff Liaison volunteer, plus housing and visa support for overseas staff
- Appraisal PD Plan with a focus on personal goals and 'passion projects', supported by SLT

Review Date: November 2021

To Be Reviewed: August 2023 by Designated Mental Health Leads / Wellbeing Team