



Parkside House School Wellbeing Strategy

At Parkside House School Emotional Wellbeing and Mental Health (EWMH) is key to our pupil's achieving success.

Everyone in our school community has the responsibility to ensure the promotion of positive emotional wellbeing and mental health for each other.

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Vision and Strategy

Our school's vision is to prioritise the holistic wellbeing of students and staff, recognising that emotional, mental, and physical health are essential to fostering a positive and productive learning environment. We believe that wellbeing is not an additional element of school life but an integral part of the academic and personal development of everyone in the school community.

Our strategy focuses on embedding wellbeing into all aspects of school culture, pedagogy, and policy. This involves building an inclusive environment where every individual feels safe, valued, and supported. The strategy is developed around the following key objectives:

- Comprehensive Wellbeing Approach: We aim to address physical, emotional, and mental health comprehensively, ensuring all aspects of wellbeing are incorporated into our school ethos.
- Early Intervention and Prevention: We strive to proactively identify and address potential wellbeing concerns before they become critical through robust support systems and regular wellbeing assessments.
- Empowering the School Community: Both staff and students will be given the tools, knowledge, and resources they need to maintain their own wellbeing and support the wellbeing of others.
- Regular Policy Review: We will continually assess our wellbeing initiatives and policies through consultations with staff, students, parents, and external experts to ensure they meet the evolving needs of the school community.

We are committed to a wellbeing-centered approach to education, where students can excel academically while growing as emotionally healthy, resilient, and empathetic individuals.

Positive Culture

A positive school culture is the foundation upon which a successful wellbeing strategy is built. Our school is dedicated to cultivating a culture of kindness, respect, inclusion, and empathy. We believe that students learn best when they feel emotionally secure, supported, and valued.

Our approach to creating a positive school culture includes:

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- Respect and Inclusion: We foster an inclusive environment that celebrates diversity in all its forms, ensuring students from all backgrounds, identities, and abilities feel accepted and valued.
- Kindness and Empathy Programs: We implement programs that actively promote empathy and kindness, such as student-led initiatives like “Helping Hands,” peer support systems, and class-based activities that encourage collaboration and understanding.
- Celebrating Achievements: Positive reinforcement is key to maintaining motivation and self-worth. We celebrate student achievements, both academic and non-academic, through weekly awards, verbal recognition, and classroom praise. This helps to build students' confidence and self-esteem.
- Promoting Emotional Literacy: We prioritise emotional literacy by integrating social and emotional learning (SEL) into the curriculum. Students will learn to recognise, understand, and regulate their emotions, as well as develop effective interpersonal skills.
- Safe Spaces: Physical spaces play a critical role in wellbeing. We have created quiet, reflective areas in some classrooms and the pastoral room where students can relax during breaks or when they need emotional space. These areas are designed to provide a sense of calm and support stress reduction.
- Inclusive Extracurricular Activities: A broad range of extracurricular activities is offered to promote students’ physical and mental health, including sports, arts, mindfulness clubs, and wellbeing programs like yoga or meditation, ensuring all interests and needs are catered for. These clubs are regularly changed each term to cater for all.

Staff Emotional Wellbeing and Mental Health

The wellbeing of our staff is central to the success of the school’s overall wellbeing strategy. Teaching and non-teaching staff are at the heart of the school community, and their emotional and mental health must be nurtured and protected to create a positive and sustainable working environment.

Our staff wellbeing strategy includes:

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- Access to Mental Health Support: All staff members will have access to confidential talking therapy services, an Employee Assistance Program through vista benefits, and external mental health resources when needed. We also provide clear information on how to access local mental health services and support networks.
- Work-Life Balance: To promote a healthy work-life balance, the school will support flexible working arrangements, job sharing, and opportunities for staff to manage their time effectively. We encourage staff to disconnect from work-related responsibilities outside of working hours to maintain their personal wellbeing.
- Regular Wellbeing Surveys: We conduct regular anonymous staff wellbeing surveys to assess how supported they feel and identify areas for improvement. The results of these surveys guide ongoing wellbeing initiatives.
- Stress Management and Relaxation: We offer stress management sessions and mindfulness programs through our extensive wellbeing Wednesday programme. We offer a staff box for resources to support staff wellbeing as well as a staff shout out box to give credit where credit is due. These programs are aimed at reducing workplace stress and fostering mental resilience.
- Staff Wellbeing Change Team: We establish a team of Wellbeing Champions within the staff, responsible for promoting wellbeing initiatives, supporting colleagues, and leading activities such as wellness weeks or mental health awareness days.
- Recognition and Appreciation: Recognising and valuing staff contributions is essential. We will implement systems for recognising achievements, from informal “thank-you” notes to formal awards for outstanding contributions to student success or school wellbeing efforts.
- Workload Management: We recognise that excessive workload is a key factor in staff stress. Leadership will actively work to ensure that teachers and support staff have manageable workloads, through appropriate delegation, time management training, and additional support where necessary.

Professional Development

Professional development plays a crucial role in ensuring staff feel confident, competent, and supported in both their professional and personal wellbeing. To create an environment where staff can thrive, we are committed to providing ongoing training and professional development that addresses wellbeing and mental health.

Our professional development plan includes:

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- Wellbeing-Focused Training: We offer regular training opportunities on topics such as mental health awareness, managing student behaviour, emotional intelligence, and wellbeing best practices. This helps staff to identify and address wellbeing issues early and effectively.
- Self-Care and Resilience Workshops: Staff are given the opportunity to attend workshops focusing on self-care, resilience, and stress management. These sessions equip them with practical tools for managing their own mental and emotional health, ensuring they are in a better position to support students.
- Peer Learning and Collaboration: We encourage a collaborative approach to professional development, where staff can share their experiences and strategies for managing wellbeing in the classroom. Regular peer discussions and best-practice sharing are embedded in our professional development days.
- Leadership Training: School leaders will receive specific training on creating and maintaining a positive, wellbeing-focused culture within their teams. This includes managing team workloads, supporting staff mental health, and fostering open communication.
- External Opportunities: Staff are supported in pursuing external professional development opportunities related to wellbeing, such as conferences, courses, and certifications. This allows them to stay up to date with the latest research and best practices in school wellbeing.

Training

Training is a vital component of our wellbeing strategy, ensuring that both staff and students have the knowledge and skills to foster a supportive, healthy environment. By prioritising training, we can ensure the whole school community is equipped to recognise and respond to mental health and wellbeing issues effectively.

Our training approach includes:

- Mental Health First Aid: All staff will receive training in Mental Health First Aid/awareness, enabling them to identify early signs of mental health issues in both students and colleagues. This training also provides them with the tools to offer initial support and refer individuals to appropriate services.
- Student Wellbeing Training: Students will receive training through workshops, assemblies, and the curriculum on topics such as stress management, emotional regulation, resilience, and coping mechanisms. This training will empower students to take charge of their own wellbeing and recognise when to seek help.
- Peer Support Programs: We will establish peer support networks by training student leaders and volunteers in wellbeing support through our wellbeing champions. These peer mentors will be available to offer a first point of contact for students who need emotional support or simply someone to talk to.
- Annual Training Updates: As the wellbeing landscape evolves, our training programs will be regularly updated. This ensures that staff and students are equipped with the most current and effective strategies for promoting mental health and emotional wellbeing.

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- Trauma-Informed Practice: Staff will be trained in trauma-informed practices to better support students who may have experienced traumatic events. This training will provide a deeper understanding of how trauma impacts behaviour and learning and offer strategies for providing supportive responses.

Related School Policies

Our wellbeing strategy is underpinned by comprehensive school policies that guide our approach to mental health, safety, and overall wellness. These policies ensure a structured, consistent approach to wellbeing across the school community.

Our key policies include:

- Wellbeing and Mental Health Policy: This policy outlines the school's commitment to promoting mental health and wellbeing for both students and staff. It includes procedures for accessing mental health support, the roles and responsibilities of staff, and the school's approach to mental health education.
- Anti-Bullying Policy: Our Anti-Bullying Policy establishes a zero-tolerance approach to bullying and discrimination. It ensures that all students feel safe and supported, with clear procedures for reporting and addressing bullying incidents.
- Safeguarding and Child Protection Policy: This policy ensures that the safety and wellbeing of students are always prioritised. It outlines the procedures for identifying and addressing safeguarding concerns, ensuring that all staff are trained to respond appropriately.
- Staff Wellbeing Policy: This policy sets out the school's commitment to staff wellbeing, including measures to reduce stress, promote mental health, and support a positive work-life balance.
- Inclusion and Diversity Policy: This policy ensures that all students and staff, regardless of background or identity, are treated with respect and dignity. It promotes inclusivity and ensures that diversity is celebrated across the school community.

In conclusion, our school wellbeing strategy is designed to create a thriving, supportive environment where students and staff feel valued, respected, and empowered. By embedding wellbeing into the core of our school culture, policies, and practices, we aim to foster a community where everyone can succeed academically and grow personally in a positive and healthy way.

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School Based Support		
<u>Universal</u>	<u>Targeted</u>	<u>Specialist</u>
Students receive support from year tutors, teachers, learning support, SLT, PSHE curriculum and the SMSC calendar. The pastoral team is available to all students.	We support targeted individuals that have been highlighted by staff through pupil voice or recognising signs and symptoms. The support can either be through parental meeting or working closer with the pastoral team. Students of concerns are discussed at meetings attended by the designated safeguarding lead, pastoral team, SENDCo and clinical team onsite.	These students requiring specialist support outside of school can be supported by agencies such as CAMHS, social services and health and specialist counselling services.

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Objective	What we will do	Review Points	Desired Outcome
1. The school is committed to promoting and protecting positive emotional wellbeing and mental health by achieving the Wellbeing Award for Schools.	<p>Ensure our SDP reflects our commitment to positive emotional wellbeing and mental health and that we are acting on what pupils, staff and parents consider priorities.</p> <p>Complete an audit and evaluate where we stand with supporting mental health and wellbeing for staff, pupil and parents.</p> <p>Create an action plan for the process and monitor it at appropriate stages</p> <p>Appoint a change team who will support in promoting positive EWMH.</p>	<p>Annually</p> <p>Annually</p> <p>Ongoing</p> <p>Annually</p>	<p>The whole school community is involved in promoting positive emotional wellbeing and mental health and are aware of what is happening and why.</p> <p>All staff, pupil and parents we have a deeper understanding about the WAS process and will be fully committed to embracing change for positive outcomes of support for mental health and wellbeing</p>
2. The school has a clear vision and strategy for promoting and protecting emotional wellbeing and mental health which is communicated to all involved with the school.	<p>Share the school vision and strategy with all pupils, staff and parents.</p> <p>Our school vision statement will reflect our desired outcomes in relation to Wellbeing within our school community.</p>	<p>Annually</p> <p>Termly</p> <p>Annually</p>	<p>The whole school community is aware of what is in place to support positive EWMH and what is in place to reduce the risk factors.</p> <p>The whole school community will understand the vision and</p>

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	<p>We will review our provisions and how we currently support wellbeing and mental health.</p> <p>Share our strategy with the whole school community.</p> <p>Recognise the risk factors to EWMH and put in place mitigations.</p> <p>Stay in regular contact with parents ensuring they are up to date with mental health information and signposting.</p>	<p>Annually</p> <p>Annually</p> <p>Ongoing</p> <p>Termly</p>	<p>embrace any learning around this by committing to the strategy.</p> <p>The school's provision for supporting wellbeing and mental health will be greatly enhanced.</p> <p>All staff involved in working with children within the school community will have a clear understanding of the risk factors for vulnerable pupils</p>
<p>3. The school has a positive culture which regards emotional wellbeing and mental health as the responsibility of all.</p>	<p>Gain pupil, staff and parent views and open avenues of communication to discuss promoting positive EWMH.</p> <p>Develop a listening culture.</p> <p>School policies reflect opportunities to promote positive EWMH</p> <p>Continue to deliver raising awareness activities for staff,</p>	<p>Termly</p> <p>Ongoing</p> <p>Annually</p> <p>Ongoing</p>	<p>The whole school community recognises what they can do to promote positive EWMH. Pupils' attendance, behaviour and engagement in school increases.</p> <p>Continue to develop our pupil voice mechanisms, incorporating the role of Wellbeing champions into the student councillor's role.</p> <p>Staff and parents will be able to recognise emotional health issues and respond appropriately.</p>

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	<p>pupils and parents and make a record of these events.</p> <p>Children will be given the opportunity to train to become wellbeing champions</p> <p>Continue to develop our pupil voice mechanisms, incorporating the role of Wellbeing champions into the student councillor's role.</p>	<p>Termly</p> <p>Ongoing</p>	<p>An environment will be created where everyone accepts and understands that positive mental health and wellbeing is the responsibility of all.</p> <p>We have created an environment that releases the stigma around mental health.</p>
<p>4. The school actively promotes staff emotional wellbeing and mental health.</p>	<p>The school will create a Wellbeing policy for staff.</p> <p>A budget will be created for staff wellbeing along with planned wellbeing workshops for staff.</p> <p>Appraisal policies and procedures will specifically support the emotional wellbeing of staff.</p> <p>Feedback and evaluations will take place regularly to engage the wellbeing needs of staff.</p> <p>Staff wellbeing questionnaires will be completed yearly and the results from these analysed</p>	<p>Ongoing</p> <p>Annually</p> <p>Ongoing</p> <p>Termly</p> <p>Annually</p>	<p>Staff feel safe, comfortable and listened to in work. Their views and opinions are valued, and they recognise their role in establishing change.</p> <p>Continuous opportunities for staff to train in mental health and wellbeing.</p> <p>Staff feel supported at every opportunity and are given the resources to support their wellbeing and stress management.</p>

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	<p>Put in place the resources and environment to promote staff wellbeing – wellbeing box, colleague support, praise, open door policy</p> <p>Staff mentoring system to support with mental and physical wellbeing.</p>	<p>Ongoing</p> <p>Ongoing (new staff)</p>	
<p>5. The school prioritises professional learning and staff development on emotional wellbeing and mental health.</p>	<p>Staff development on emotional wellbeing and mental health will become part of the school improvement plan.</p> <p>School will deliver a program of mental health training for all staff across the school community, this will be led by a dedicated School mental health lead.</p> <p>School will regularly assess the confidence among staff in responding appropriately to mental health concerns</p> <p>Staff across the whole school will continue to identify pupils who</p>	<p>Ongoing</p> <p>Annually</p> <p>Termly</p> <p>Ongoing</p>	<p>Staff are appropriately qualified and experienced to support the promotion of positive EWMH Staff are confident in their ability to identify the risk factors to positive EWMH.</p> <p>Staff will gain a greater depth of knowledge around mental health needs and be able to respond appropriately.</p> <p>The whole school community will have access to high quality training, throughout the employee's career, with the school, this will enable staff to manage pupils with mental health needs in the classroom and school environment.</p>

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	<p>would benefit from additional support.</p> <p>When necessary outside agencies and specialist will be referred to, to offer our pupils and their families further support.</p>	Ongoing	<p>School will facilitate staff wellbeing needs, whilst improving productivity within the work place</p> <p>School will have a procedure for dealing with any mental health or wellbeing concerns</p>
<p>6. The school understands the different types of emotional and mental health needs across the school and has systems in place to respond appropriately</p>	<p>School will develop a peer mentoring system to enable children to support each other.</p> <p>The school will continue to maintain the referral process for identifying and supporting children who are identified as potentially in need of additional support.</p> <p>The school uses it best endeavours to provide for pupils with a range of interventions appropriate to the needs identifies.</p> <p>School will network with any outside agencies or services, ensuring an information sharing process is in place. A list will be</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing (Pastoral)</p> <p>Ongoing</p>	<p>A wide range of activities are available for pupils to access to promote positive EWMH, participation rates in activities increase. Pupils' needs are effectively identified and acted upon with interventions following the plan, do, review cycle.</p> <p>Children will feel more involved and empowered when it comes to supporting each other.</p> <p>Signpost to agency services will be visual for all stakeholders, these will be shown on the school website and newsletters</p>

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	created for signpost referral services, this will include social care, NHS and wellbeing services within the county		
7. The school actively seeks the ongoing participation of the whole-school community in its approach to emotional wellbeing and mental health.	<p>The views of staff, pupils and parents will take place on regular appropriate intervals to gain an insight into ongoing needs for wellbeing and mental health.</p> <p>Offer a parent information evening to raise awareness of mental health needs of families.</p> <p>Wellbeing ambassadors will be appointed and will deliver raising awareness activities and assemblies to pupils and staff.</p> <p>Utilisation of clinical profile. Weekly behaviour meetings to track and identify pupils who are struggling. Widen the choices for weekly wellbeing and enrichment opportunities.</p> <p>Introduce afterschool clubs to promote participation and increased physical activity.</p>	<p>Termly</p> <p>Termly-Parents evening</p> <p>Termly</p> <p>Ongoing (pastoral)</p> <p>Ongoing</p>	<p>The whole-school community has a clear process to engage with the positive promotion of EWMH.</p> <p>School will have a clear understanding of the emotional needs of its staff, pupils and parents. Parents will have access to appropriate workshops to positively enhance family life and gain a deeper understanding of mental health needs. Wellbeing ambassadors will be the face and drive for positive wellbeing across the whole school community</p> <p>All stakeholders will understand the communication policy and adhere to it, this will provide excellent communications across the school community.</p>

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	<p>Regular pupil questionnaires to monitor wellbeing.</p> <p>School will create a communication policy and ensure regular communications around wellbeing are disseminated in the school environment via various means. Regular feedback questionnaires will take place to evaluate the schools' approaches to mental health and wellbeing</p>	<p>Termly</p>	
<p>8. The school works in partnership with other schools, agencies and available specialist services to support emotional wellbeing and mental health.</p>	<p>The school will create networks with other schools to share good practice of wellbeing and mental health support.</p> <p>A directory of agencies and services will be created and shared with staff and parents.</p> <p>School will enlist key staff to represent the school at mental health forums, they will share this information and new learning with the school staff.</p>	<p>Ongoing</p> <p>Annually</p> <p>Termly</p> <p>Ongoing</p>	<p>Positive links to the wider community in place</p> <p>The school will have a network with other schools to share approaches around outstanding mental health and wellbeing support for all stakeholders.</p> <p>School will have strong links with outside services and agencies, therefore creating an affective referral process.</p> <p>Key staff will be continuous trained in the mental health field</p>

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	<p>The school will participate with local commissioning arrangements such as, CAMH, Educational Psychologists, teams, behaviour support and Public Health services.</p>		<p>and will attend any mental health forums to keep up to date with any changes in mental health learning and approaches. This will enable school to provide excellent mental health and wellbeing support for all of the school community.</p>
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