



Parkside Middle School
Wellbeing Strategy 2018-2019

Introduction

At Parkside Middle School we believe that developing strong, supportive relationships in school provides a safer and more inclusive environment for students to engage in their studies and learn. Childhood and adolescence are critical periods for developing attitudes, skills and knowledge for living a healthy life.

Over the course of their education, children spend over 7,800 hours at school. With such a huge amount of time spent in the classroom, schools provide an ideal environment for promoting good emotional wellbeing and identifying early behaviour changes and signs of mental distress. The social and emotional skills, knowledge and behaviours that young people learn in the classroom can help them to build resilience and set the pattern for how they will manage their mental health throughout their lives.

Promoting Positive Health

As part of our school culture and ethos, and continued dedication to the health and happiness of our pupils, this document provides a clear set of protocols for ensuring the well-being and welfare of all students.

Only medical professionals should make a diagnosis of a mental health difficulty however school are well placed to observe children and young people day to day and identify those whose behaviour suggests that they may be suffering from a mental health problem or be at risk of developing one.

The Process of Referral

We aim to detect and address problems in their earliest stages. There is a fine line between appropriate responsiveness and inappropriate intrusiveness into the personal lives of pupils and their families however all staff must respond to wellbeing and welfare concerns of our pupils no matter what.

Any staff member concerned about the mental health and wellbeing of a student should speak to the student's form teacher, who has daily contact with the student, to share their concerns. Form teachers are well placed to spot changes in behaviour which may indicate a problem. The form tutor should in turn discuss the student with the appropriate Year Leader.

If any member of staff feels that the student is in danger of harm then normal 'Safeguarding' procedures should be followed and the Designated Safeguarding Lead should be informed.

The Designated Safeguarding Lead is Mrs R Jenkin.

The Deputy Designated Safeguarding Leads are Mr Swaffield, Mrs Varley, Miss O'Hara, Mrs Moffatt and Mrs Gunn.

Policy, legislation, school inspection and accountability

Section 10 of the Children Act 2004, provides a duty for schools to cooperate with local authorities to improve the wellbeing of children and young people, including physical and mental health and emotional wellbeing.

Section 175 of the Education Act 2002 provides a duty on maintained schools to safeguard and promote the welfare of pupils.

In addition, Section 38 of the Education and Inspections Act 2006 amends Section 21 of the Education Act 2002, to state that “The governing body of a maintained school shall, in discharging their functions relating to the conduct of the school – (a) promote the well-being of pupils at the school.” This section only applies to maintained schools.

Definition

We define ‘wellbeing’ as referenced in the widely accepted World Health Organisation definition of mental health:

“Mental health is defined as a state of wellbeing in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.”

Why is health and wellbeing important for learning?

Emotional wellbeing is a clear indicator of academic achievement, success and satisfaction in later life. Evidence shows that mental health and wellbeing programmes in schools, can lead to significant improvements in children’s mental health, and social and emotional skills. Wellbeing provision in schools can also lead to reductions in classroom misbehaviour and bullying.

Parkside Middle School has a critical role in supporting students to make healthy lifestyle choices and to understand consequences on lifelong health and wellbeing. The link between health and wellbeing and positive academic performance is well researched:

- Healthy students are more alert, engaged and better able to concentrate and learn whereas poorly nourished children are often tired, apathetic and unable to concentrate.
- Physical activity is associated with improved learning and concentration, better mood and behaviour as well as healthy weight.
- Smoking, drinking and other drug substances severely impact a student’s cognitive functions (concentration, memory, attention), capacity to behave appropriately, and frequently leads to the student engaging in further risky behaviour.
- Developing strong, supportive relationships in schools provides a safer and more inclusive environment for students to engage in their studies and learn.

Childhood and adolescence are critical periods for developing attitudes, skills and knowledge for living a healthy life. During this time students notice, assess and make judgements about what is normal and desirable. Their choices depend on a host of variables such as, what is easily accessible, what is cost effective, what their peers choose, what is common practice at home and their experiences. People make choices from what they know. A student’s health and wellbeing is dynamic and changeable.

As a school we can inform choices and deepen understanding of what constitutes good health choices. We seek to present learning opportunities that build upon family/cultural experiences and allow for critical analysis of media, advertising and peer conformity.

Moreover, we have a responsibility to teach, model, build behaviour practices and implement curriculum requirements that support a learning environment where the connection of learning about health and wellbeing is supported by alignment of action across a whole school approach.

Our school wellbeing priorities:

Priority	Focus	Action
Inclusion of wellbeing provision as a key focus that will be addressed at full governors meetings and included in our 2019/20 School Improvement Plan	We will include this provision in our school improvement plan as an ideal vehicle for enacting real change within our school. We actively promote the health of our pupils in three key areas: physical activity, healthy eating and emotional wellbeing.	The school places emphasis on encouraging pupils to participate in school and community events. A range of extra-curricular opportunities exist that enable our pupils to extend interests and talents beyond the formal curriculum - lunchtime clubs e.g. films, art activities, playing musical instruments, singing, computers, seasonal outdoor activities – afterschool activities which may take place at school or at a local venue e.g. bowling - residential trips with a specific focus e.g. outdoor education, the “Arts”.
Building resilience	A sharp focus on promoting wellbeing, building resilience and good mental health will improve outcomes for children and young people. Supporting young people to build emotional resilience can help them to cope with and bounce back from adversity, and can	The school places emphasis on encouraging pupils to be resilient. Some everyday examples include: <ul style="list-style-type: none"> • Pupils are encouraged to ask for support. • We discuss with them about where and who they can go to when they need support. • Talk to children about when they might need support, such as when something bad happens, when they’re going through a difficult time, or when they

	<p>ultimately help to prevent the Development of mental health problems in later life.</p>	<p>need to talk to someone about how they're feeling.</p> <ul style="list-style-type: none"> • Explain to children that facing challenges in life can be useful – they help us grow as a person and give us knowledge and skills that make us better prepared the next time something challenges us. • Provide children with opportunities to practise empathy. For example, when reading a book that focuses on a character who is having a difficult time, we ask them how they would feel if they were experiencing the same things as the character. • Encourage children while undertaking a challenging task, promoting environments that support a child's sense of belonging or brainstorming with children about how they can support their friends during a challenging time. • Incorporate mindfulness, breathing activities or other relaxation techniques into everyday routines and activities in educational settings. <p>The school hosts an annual social awareness day where other professionals from the local community support us in promoting resilience amongst our pupils.</p>
<p>Promoting good emotional wellbeing</p>	<p>Mental health initiatives can lead to significant improvements in children's mental health, social and emotional skills, and reductions in classroom misbehaviour, anxiety, depression and bullying.</p>	<p>We believe that positive emotions and thoughts are central to effective learning. We place high value on a child's emotional intelligence and positively seek to develop and enhance the emotional curriculum in a number of ways:</p> <ul style="list-style-type: none"> • Teachers model the behaviour we expect from pupils, parents and carers. • Positive self-esteem is key to our learning and teaching and is developed through: Focus on positive praise and rewards, whole class rewards systems, Clear, known system of sanctions • Positive strategies for responding to negative comments. • Parents are connected with what happens at school through regular newsletters, curriculum events, Parent Forums.

		<ul style="list-style-type: none"> • Close links between other professional agencies who support our pupils. • Excellent systems of pastoral care. • Integrated curriculum – PSHE/Circle time focus on emotion, self-awareness, relations skills and social awareness • Creativity, innovation, developmental learning are highly valued. • The Language of emotion is used to gain an insight in to how children are feeling.
<p>Whole school approach</p>	<p>At Parkside Middle School we have adopted the Thrive Approach.</p> <p>We consider strategy, leadership and the systems and structures within the school to be of equal importance. Everyone has the chance to understand and implement practical things which will contribute to changes in practice and benefit all the pupils in the school.</p>	<p>Parkside Middle School has achieved Thrive Ambassador school status. This means that we successfully draw on recent research in neuroscience, attachment theory and child development to provide a powerful way of working with children and young people that supports optimal social and emotional development.</p> <p>In addition, the Thrive Approach equips us to work in a targeted way with children and young people who may have struggled with difficult life events to help them re-engage with life and learning.</p> <p>A whole school approach is essential to ensure consistency and effectiveness for all students. This includes:</p> <ul style="list-style-type: none"> • High quality in class support where all members of staff are responsible for the emotional wellbeing of our pupils. • Recognising and responding positively to a child's emotional and/or behavioural needs. • Communicating with parents positively and realistically to create a partnership approach to their child's emotional health and wellbeing. • Liaising with appropriate agencies to enlist advice and/or support. • A regular "drop in" time where the Welfare Manager or school nurse is available for any pupil to have a "chat". •

		<p>The school has clear policies on Safeguarding and Child Protection, Behaviour and Anti-bullying, and Attendance. These are promoted in school and provide the foundations for emotional health and wellbeing. Alongside these are other practices to promote well health:</p> <ul style="list-style-type: none"> • A school Council with elected membership from all year groups that meet every term. • A school system of awards for curriculum based efforts and achievements. • Achievement/celebration assemblies that take place every week. • Termly Achievement Assemblies, including rewards for attendance and positive behaviour. • Pupil positions of responsibility for example, Prefects, Sports Leaders, Well-being Champions and Anti-Bullying Ambassadors.
<p>Effective Curriculum provision</p>	<p>The Culture and ethos of Parkside Middle School is positive and is proactive in its approach and welcomes opportunities to promote emotional health and wellbeing through the formal and informal curriculum.</p> <p>Mandatory Relationships and Sex Education and explicit Personal, Social and Health Education (PSHE) lessons provide an important opportunity to embed wellbeing and resilience into the curriculum.</p> <p>These lessons form part of a wider “whole school approach”. The delivery of Personal, Social, Health and Citizenship Education is fundamental to our</p>	<p>Staff use a variety of methods to ensure that emotional health and wellbeing is being addressed. These complement and reflect the overall aims and philosophy of the school.</p> <p>Our approach includes:</p> <ul style="list-style-type: none"> • School Code of conduct. • Clearly identified rewards and sanctions understood by all. • Rewarding positive behaviour and achievement. • Setting appropriately challenging tasks. • Providing a forum for listening and talking e.g. using circle time as a tool for personal, social and health education and citizenship. • Encouraging co-operation and collaboration. • Developing social competence. • Encouraging and developing coping strategies and resilience.

	<p>promotion of emotional health. Through the planned programmes and informal curriculum opportunities exist to explore issues appropriate to pupils' ages and stages of development.</p>	
<p>Identifying problems and signposting support</p>	<p>Greater focus on the early identification of problems, earlier intervention, and increased preventative work to tackle the growing crisis of undiagnosed and untreated children's mental health.</p> <p>Parkside's Early Help Offer</p> <p>Parkside's SEND Offer</p>	<p>Effective communication and support is offered so that parents see school and teachers as the first port of call when raising concerns about their child's emotional wellbeing and mental health.</p> <p>We play an important role in providing a safe, consistent environment for vulnerable children who may experience difficulties or adversity at home, as well as in early identification of need.</p> <p>Parental Involvement is a vital part of emotional well-health. Opportunities exist to promote partnership with parents through:</p> <ul style="list-style-type: none"> • Parents' Evening in the Autumn and Spring Terms. • Involvement in the Annual Special Educational Needs (SEN) Review where targets are jointly set for their child's Individual Education Plan (IEP). • "Open Door" Policy where parents can ring to speak to a member of staff with their concerns or arrange a mutually convenient visit (either in school or at their home). • Parental workshops e.g. anxiety workshops, sleep clinics, autism awareness. • Meeting with parents and other professional agencies to support them and their child.
<p>Promoting the school's relationship within the local community and wider mental health system</p>	<p>We demonstrate the confidence and ability to commission relevant services. This serves to strengthen relationships with local providers and commissioners to improve pathways into</p>	<p>As a school we recognise that early intervention is essential if we are to secure the best outcomes for our Children and their families.</p> <p>We work together with:</p> <ul style="list-style-type: none"> • Our local PCSO conducts assemblies for E-Safety and stranger danger. The Police support us and our pupils in

	<p>services for our pupils and young people.</p>	<p>addressing contextual safeguarding issues, for example, concerns that may arise in the local area.</p> <ul style="list-style-type: none"> • Our SENCO, Mrs Moffatt, works with children and families with additional needs and can signpost parents to many different agencies including for example, speech and language therapists, Educational Psychiatrists, health workers and occupational health services. • Children’s Services and the Community Social Worker. • Health care professionals, for example, the school nurse, paediatricians and GPs. • Educational Psychology Service. • Police. • Local Authority Services. • Virtual School. • Bereavement Services. • Young Carers. • Redditch Borough Council Youth Support Services.
<p>We invest in teachers knowledge about wellbeing and mental health to be able to confidently support our pupils.</p>		<p>Two staff have received Mental Health First Aid training and this is being extended to all staff.</p> <p>The Mental Health First Aiders for our school are:</p> <ul style="list-style-type: none"> • Mrs Jenkin. • Mrs Varley. <p>To effectively promote the emotional wellbeing of pupils, an understanding of wellbeing, mental health and resilience needs to be embedded throughout schools and this requires the training or upskilling of all staff.</p> <p>We encourage everyone to speak about mental health and approaches issues confidently, would lead to an open and inclusive culture that benefits pupils and teachers, and reduces stigma about discussing mental health in the classroom.</p>

Parkside Middle School aims to increase the appropriate level of support available to students with mental health issues in partnership with outside health agencies and support groups. We are able to signpost and/or refer students, parents and carers to other agencies who support young people with mental health issues, including self-harm and eating disorders.

Support available includes, but is not exclusive to:

- Mentoring.
- Girls Group / Boys Group (Internal and external).
- Health Drop-In sessions with the School Nurse.
- Targeted Youth Support.
- Counselling Services.
- Behaviour support.
- GP Services.
- Child and Adolescent Mental Health Services (CAMHS).

Parkside Middle School acknowledges that staff who are working closely with distressed students can themselves be placed under emotional strain.

We aim to increase the level of awareness and understanding amongst staff of issues involving the mental health of young people, in particular concerns with self-harm and eating disorders. We provide a range of opportunities for staff to access training in dealing with students with mental health problems, including opportunities to talk with other specialist professionals working with students with recognised mental health issues.

Linked Policies

- Mental Health and Wellbeing Policy.
- Safeguarding and Child Protection Policy.
- RSE Policy.
- Anti-Bullying Policy.
- SEND Policy.

Suggested Resources

- MindEd, a free online training tool to enable school staff to learn more about specific health problems.
- Counselling MindEd.
- Kooth.
- Childline.
- Education Endowment Foundation.
- YoungMinds.
- HeadMeds.
- National Institute for Health and Care Excellence (NICE).
- Relate.