

Skidders' Academy Wellbeing Strategy (based on the Anna Freud Framework) 2018-2021

Introduction – over the past year the Academy has been working towards the Schools Wellbeing Award and participated in the Hackney Wellbeing and Mental Health in Schools Project. This has allowed the Academy leadership together with stakeholders to evaluate our provision and implement improvements based on the findings of the feedback from staff, pupils and parents. Whilst we are proud of the fantastic work of our community we are never complacent and ever mindful of the need to evolve in order to respond effectively to the needs of our community.

Our Wellbeing Vision - At Skidders' Academy, we value every member of our community's wellbeing. We believe that for a school to be a success everyone must feel wellness – mentally as well as physically. Our aim is to create and maintain an environment in which all feel supported to be the best they can be. Early identification, clear guidance and safe spaces for discussion of mental health will form the backbone of our wellbeing practice. We do not aim to eradicate distress, this would be impossible, but our aim is for Skidders' Academy to be a place where all feel encouraged and empowered to share struggles, find solutions and receive ongoing strategies for continued wellbeing – free from stigma and in the spirit of shared humanity.

Strategy Review – this strategy will be reviewed by the Senior Leadership Team, Board of Senior Staff, The Change Team, Academy Student Council, Parents Wellbeing Forum and Governors Wellbeing Sub-committee on a termly basis. The Vice Principal(Pastoral) will work closely with the Change Team to share evaluations and adapt actions accordingly, communicating improvements to all stakeholders.

Key element	Outcome	Action
1. Leadership and Management	SLT continue to drive change for the Academy, local and national community establishing the Academy as a beacon of excellence	<ol style="list-style-type: none"> 1. Wellbeing of stakeholders underpins the Academy Vision. 2. All leaders continue to promote whole-school approaches to wellbeing. The accountability framework is clearly signposted and there is a high degree of confidence in accessing and addressing matters related to wellbeing. 3. All policies continue to be reviewed as per the cycle in the Academy policy matrix with wellbeing in mind. 4. Wellbeing is well-established in the curriculum, with time allocated to embed and review impact. Line- management meetings regularly discuss and evaluate individual and community well-being. 5. SLT and whole school continue to have the conviction, confidence and expertise to train and lead other schools on resilience(primarily through the Enterprise specialism). 6. Wellbeing to continue to be a key priority for staff meetings external and internal CPD opportunities. Knowledge and skills developed to be shared through staff meetings, department meetings and the staff wellbeing board so that practical evidenced-based strategies are shared.

		<ul style="list-style-type: none"> 7. There continues to be clear communication lines across the Academy. 8. Advisors are confident in supporting vulnerable pupils and the thresholds for targeted interventions. 9. The leadership protect and safeguard the mental health professionals employed by the Academy ensuring they receive supervision, training and time to carry out their role.
<p>2. Culture and Ethos</p>	<p>Be the best you can</p> <p>An atmosphere of respect, understanding and openness which values diversity underpins all policies and practices.</p>	<ul style="list-style-type: none"> 10. A disciplined, caring and supportive environment(e.g. open-door policy) one where staff can take pride in their role and feel a strong sense of purpose as indicated by high staff attendance. 11. The Academy continues to recognise the importance of wellbeing and mental health across the community and its impact on academic performance. All stakeholders are regularly consulted on the impact of the wellbeing strategy. There continues to be a well-developed understanding of wellbeing in theory and practical term across a wide range of staff with clear lines of referral, processes(Multi-Disciplinary Meetings, briefings), policies, staff induction, newsletter, parent bulleting and website. 12. There is a culture of continuous improvement where stakeholders views are regularly sought to ensure the coproduction of the planned improvements and activities. 13. The role of the advisors continues to be pivotal in leading the Academy universal wellbeing provision and advisors are trained to foster positive relationships, particularly with the most vulnerable to support their sense of belonging to the Academy community. The pastoral curriculum supports pupils to reflect on how they are building their own resilience through Academy based experiences and opportunities, such as Young Minds Academic Resilience and Safe Space Discussions. Staff are aware of the vulnerable pupils in the Academy and their part in the team around the child/young person is valued. 14. Celebrate the high quality and inspirational teaching in the Academy. 15. The assessment and reporting process continues to be rigorous, realistic and relevant to young people and accessible to their families. It supports pupils to make excellent progress and secure an education which creates pathways to higher education/employment thereby reducing the worklessness in the

		local community and improving mental health and wellbeing outcomes through resilience and positive coping strategies.
3. Teaching and Learning to promote resilience and supporting social and emotional learning	Opportunities within and outside of the curriculum are successfully utilised to strengthen resilience and emotional learning	<p>16. The Academy wellbeing vision is embedded into the practices in the classroom where all teachers and support staff promote mental health and wellbeing.</p> <p>17. Emotional intelligence/literacy is key part of the academic and pastoral curriculum and further opportunities are sought and implemented by the Change Team.</p> <p>18. Wellbeing learning tasks (piloted in the Mathematics department) are mapped and delivered across the curriculum.</p> <p>19. All pupils engage with PSHCE lessons and the assembly programme which continues to provide opportunities to learn coping mechanisms, tackle stigma particularly in certain groups such as boys and those from BME communities, promotes aspiration with goal-setting opportunities and a high-profile careers curriculum planned across the year groups.</p> <p>20. Pupils have regular opportunities to lead assemblies on issues related to mental health and wellbeing. They are specifically taught how to stay safe online and the appropriate social media courtesy together with the sense of responsibility to tackle any form of online abuse.</p> <p>21. All sections of the pupil body partake in extracurricular activities and this participation is tracked and disparities are addressed. Pupil premium funds continue to be used to prevent disadvantage as being a barrier to participation.</p> <p>22. Extended school opportunities to support learning, sense of belonging and resilience such as through Impact on Saturday mornings, Saturday sport fixtures.</p>
4. Behaviour for Life Policy that promote wellbeing and self-regulation	All stakeholders understand the necessity for a safe and healthy environment (Maslow's triangle of needs) to allow for learning to take place.	<p>23. The Behaviour for Life policy reflects the high expectations of behaviour expected from all pupils. It is aimed to provide a safe, purposeful environment where all feel safe and able to achieve, setting the tone and atmosphere where all – pupils and staff – can thrive.</p> <p>24. Pupils who exhibit challenging behaviours are supported through the multi-disciplinary approach and whilst there is a personalised approach for these pupils, staff work within the policy ensuring a consistent message on</p>

		<p>behaviour expectations so not to confuse or cause a vulnerable pupil angst. Evidence based approaches are used with all pupils and where necessary external agencies will be utilised to assess and identify possible underlying causes. There is a comprehensive SEND policy and pupil wellbeing policy in place. Parents are updated in a timely manner and their input in supporting behaviour modification is seen as key.</p> <p>25. Behaviour incidents are tracked and any disproportionality is tackled with a multi-dimensional approach.</p> <p>26. Academy policy to welcome all pupils at the classroom threshold continues and ensures a smooth start and enhances the sense of belonging. Achievement of all pupils is consistently celebrated in lessons, advisory sessions, assemblies, newsletters, website, local press and beyond. The Academy continues to place emphasis not only on academic achievement but on achievement of all kinds, in particular those reflecting our core values. Half-termly reward activities and trips for all year groups.</p> <p>27. Pupils are confident to access help, whilst many will access this support from their peers, there continues to be a culture of openness when seeking help and guidance. Through assembly and PSHCE session pupils are trained on how to support one another and the signs/symptoms of when to refer or self-refer. Student Services continues to provide safe spaces for pupils. The Academy strengthens its position as the hub of the community, outward facing partnering with local schools, youth services and agencies, participating in the Hackney Wellbeing and Mental health in Schools Project.</p>
<p>5. Identifying Need and Monitoring Impact of Interventions for pupils and staff</p>	<p>Clear accountability framework for mental health and wellbeing in place and clearly advertised. All stakeholders are regularly updated using all communication methods on the risks and protective factors for mental health.</p>	<p>28. Multi-Disciplinary Meetings continue to be a key process by which to identify pupils with possible mental health problem. Screening tools to be identified and implemented for Year 7, Year 9 and Year 12, to allow for support to be in place at transition.</p> <p>29. Student Services Team to continue to assess pupils and identify appropriate intervention and clinical help. Record-keeping and tracking remains an important part of the practice.</p> <p>30. The Student Services Team regularly update all staff on their role and responsibilities to children with emerging and persistent mental health</p>

		issues. Staff are reminded through training, bulletins and posters on how and when to refer.
6. Targeted support and appropriate referrals	The Academy employs professionals (nurse and therapists) to provide early help and assessment. These mental health leads work within the Student Services Team.	31. This is an area of key strength within the Academy. The mental health leads are proactive in raising awareness to key trends, presentations and provide support to teachers and support staff to reflect on approaches to strengthen the provision for mental health and wellbeing. The Academy will continue to support colleagues to be up to date with best practice through training, membership of appropriate professional body and regular supervision.
7. Working with parents and carers	Parents/carers are provided with opportunities to become key members of the Academy community.	32. The Academy has developed a positive reputation for parent/carer's learning through the work of the Parent Engagement Co-ordinator. The Wellbeing Strategy seeks to continue this programme with regular workshops on mental health delivered by Academy staff and external agencies reflecting partnership working within the local community. Parents Wellbeing Forum established and opportunities to regularly meet and evaluate provision to be incorporated in the Academy calendar. 33. The Principal to implement parents half-termly drop-in. 34. Tracking and monitoring of parental participation to ensure a cross-sectional representation of the community. 35. The Academy to work collaboratively with the Parent/Carers Forum to produce a Parent/Pupils guide to Skinners' to be incorporated into planner and transition material. 36. Communication between parent Academy and parents to be strengthened by endeavouring to give two weeks' notice, exploring Google Forms and made more efficient by reducing the number of platforms. 37. Sixth Form timetables to be made available to parents. 38. Key contact email addresses to be uploaded onto website in particular to deal with more sensitive issues. 39. Celebrate with parents the positive interventions happening at the Academy such as Mosaic and mentoring groups.

<p>8. Staff development to support their own wellbeing and that of students</p>	<p>The leadership view staff wellbeing as being essential to all aspects of the Academy working effectively.</p>	<p>40. Leadership to continue to prioritise staff wellbeing through ensuring regular training and information on mental health and wellbeing issues. The Change Team to lead on peer to peer learning. The Academy provide independent counselling through Education Support Partnership and continue to provide activities to strengthen bonds between staff. There is a budget for staff wellbeing activities. The Staff Wellbeing Policy is in place and Staff Appraisal Policy refers to wellbeing. Leadership Team continue to have an “open-door” policy and model good working habits. The Staff Wellbeing noticeboard signposts key information, such as teaching and learning wellbeing ideas, sharing of ideas, recognition of busy times in the year and sharing pupil views.</p>
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ZJA 7/12/2018