**Whole School Approach Principles and Examples of Actions**

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| **Whole School Approach Principle** | **Examples of Actions** |
| Leadership and management that supports and champions efforts to promote emotional health and wellbeing | * Have a named member of the leadership team responsible for emotional wellbeing and promoting resilience
* School commitment through SIP to develop emotional wellbeing / resilience of all pupils
* Establish a wellbeing/resilience team
* Wellbeing and resilience are a focus during staff meetings (repeated agenda item)
* Promote support for staff and encourage positive staff wellbeing
* Mental Health and Wellbeing policy developed and on school website
* Staff coaching and development during Inset / staff and team meetings
* Senior leaders visible within the school as a point of contact
* Whole school assemblies and curriculum with a wellbeing / resilience focus
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| Curriculum, teaching and learning to promote resilience and support social and emotional learning | * Review PSHE curriculum and value
* Assign designated PSHE coordinator role, with responsibility for training staff to deliver PSHE curriculum with resilience, mental health, wellbeing and social skills focus
* Sports and social clubs offered across the school day and beyond
* Targeted mindfulness sessions for students
* Farm/agriculture schooling for identified students
* Staff trained for working with Children in Care affected by trauma
* Spiritual, moral, social and cultural development required within all lessons and included into observation criteria
* Staff work with students to enhance the curriculum and challenge mental health stigma
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| Enabling student voice to influence decisions | * Ensure there is student voice within the school (through school council / ambassadors / student voice group / prefects, etc.)
* Pupil survey
* Pupil check in / check out each day
* Encourage students to apply for a Pay It Forward grant to bring their projects to life
* Feedback / worry boxes
* School initiatives - ensure students are involved in voicing their ideas and ideas are seen through, e.g. setting up a safe space, running a wellbeing group, wellbeing event, etc.
* Celebration assemblies led by students
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| Staff development to support their own wellbeing and that of students  | * New staff inductions include resilience and emotional wellbeing focus
* Staff are aware of support resources available
* Wellbeing sessions
* Meeting / marking schedule review
* Staff survey
* Recognition awards for staff
* Access to mental health training for all staff
* Wellbeing discussed and promoted for staff within the school
* Staff have opportunity to attend appropriate training
* Staff Development days / staff meetings include wellbeing focus for both staff and to use with students
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| Identifying need and monitoring impact of interventions | * Consider the school system of identifying vulnerable students
* Consider validated wellbeing / behaviour measures/ assessments e.g. Boxall profile, Leuven Wellbeing and Involvement, WEMWBs, SDQs etc.
* Whole staff commitment to identification (team meetings, policy implementation, etc.)
* Needs of students are communicated efficiently with staff, if appropriate
* Changes in behaviour reported by staff, students, or peers
* Resilience Conversation and Self-Reflection tools are used between students and staff to gain an overview of students’ needs and strengths
* Develop interventions spreadsheet/database for monitoring
* Establish a personalised reintegration programme for school refusers
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| Working with parents/carers | * Open door coffee mornings with school staff / agencies
* Develop parent classes / information / training around emotional wellbeing and mental health
* Feedback / worry boxes / newsletter
* Parent survey
* Opportunities for wellbeing discussions at parents’ evenings
* Parent governor position with wellbeing insight on board of governors
* Parent app for updates
* Consultation days for vulnerable pupils
* Social media / website celebration page
* Develop wellbeing signposting on parent section of website
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| Targeted support and appropriate referral | * Map targeted support available in the local area
* Key staff receive domestic abuse information from Operation Encompass
* Develop awareness assemblies on certain topics
* Work with other local schools to make links with external agencies
* Collaborate with link Early Help worker for local knowledge
* Create a community of practice including local community organisations
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| An ethos and environment that promotes respect and values diversity | * Identify and train peer mentors and implement scheme
* Develop a safe space for students to access
* The role of the form tutor is valued and celebrated
* School values / policies are embedded into curriculum / teaching / staff / student expectations.
* Lesson audit based on diversity and resilience (celebrating difference and cultures / cultural trips / embedded consistently in lessons, not just sporadically across the school year)
* Praise / recognition for students and staff (celebration assemblies, awards, etc.)
* Displays around school, in reception, in form rooms, canteens, etc. reflect a school that cares about its community’s wellbeing, not just academic success.
* Evident links between school and wider community, across different age groups
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