



ILC

Wellbeing Policy

Vision

- To promote positive social and emotional wellbeing, mental health, resilience and wellness for pupils, staff and our community
- To create an environment which is stimulating, secure and provides opportunities for all
- To develop an empathy and understanding for our local community

At Island Learning Centre, pupils learn in a safe and thriving environment which is conducive to each and every one making outstanding progress, ensuring they have high aspirations for their own success.

We promote Wellbeing across Island Learning Centre through the development of a proactive and enabling culture, under the provision of effective leadership, management and support.

At Island Learning Centre, we are committed to supporting the emotional health and wellbeing of all our pupils. We know that everyone experiences life challenges that can make us vulnerable, and at times anyone may need additional emotional support. At Island Learning Centre, every pupil has access to a fully inclusive and appropriately challenging curriculum, which is taught by highly qualified and outstanding teachers. We provide opportunities for all pupils to engage, enjoy and excel both in the classroom and in the wider community. Pupils understand the importance of having excellent social skills which will guide them in developing a strong moral purpose.

As a learning community we work with all stakeholders to pursue excellence and seize opportunities.

The World Health Organisation (WHO) defines mental health as:

'a state of wellbeing in which the individual realises his or her abilities, can cope with the normal stresses of life, work productively and fruitfully, and is able to make a contribution to his or her community.'

This directly links with our school vision and ethos.

Emotional health and wellbeing promotes school improvement and success in various ways:

- Pupils are happy and engaged with their learning
- Pupils and staff have high esteem and resilience
- Improved standards in every subject
- Effective teaching
- Improved behaviour
- Improved attendance for staff and pupils
- Positive respectful relationships between pupils and staff

Pupil Identification

Our aim is to help develop the protective factors which build resilience to mental health problems and to be a school where:

- All children are valued.
- Children have a sense of belonging and feel safe.

- Children feel able to talk openly with trusted adults about their problems without feeling any stigma.
- Positive mental health is promoted and valued.
- Bullying is not tolerated.
- PDL is taught regularly and consistently and gives children opportunities to understand emotions, feelings and learn key skills in how to keep themselves physically and mentally healthy.

Any member of staff who is concerned about the mental health or wellbeing of a child should speak to the DSLs, in the first instance and record on MY CONCERN.

Indicators

School staff may become aware of indicators that a pupil is experiencing mental health or wellbeing issues.

These should always be taken seriously and staff observing any of these signs should communicate their concerns to DSLs via MY CONCERN.

Possible indicators include (this is not an exhaustive list):

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating / sleeping habits
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing – e.g. long sleeves in warm weather
- Secretive behaviour
- Noticeable changes in appearance/behaviour/attitude
- Skipping PE or getting changed secretly
- Lateness to or absence from school
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

Managing disclosures

A child may choose to disclose concerns about themselves or a friend to any member of staff so all staff need to know how to respond appropriately to a disclosure.

If a child chooses to disclose concerns about their own mental health or that of a friend to a member of staff, the member of staff's response should always be calm, supportive and non-judgemental.

Staff should listen rather than advise and our first thoughts should be of the student's emotional and physical safety rather than of exploring 'Why?'.

If there is a concern that the child is in danger of immediate harm, then the normal safeguarding procedures should be followed with an immediate referral to the DSL or deputies.

If the child presents a medical emergency then the normal procedures for medical emergencies should be followed, including alerting the first aid staff and contacting the emergency services if necessary.

Where a referral to CAMHS is appropriate, this will be led and managed by the DSLs/SENCO.

Curricular and Extra-curricular Support

Island Learning Centre have developed a Wellbeing Pathway (see appendix) for support offered at different levels. We support the mental health and wellbeing of all pupils through:

- A strong school ethos which empowers tolerance and respect, including respect for difference and diversity
- Establishing clear rules, routines and expectations about behaviour
- Encouraging positive, caring and constructive relationships
- All adults in the school will actively listen to a child. Children are supported to access this support and identify their key trusted adults.
- Enhancing school and classroom layout with pupils in mind, facilities and resources, including worry boxes
- Recognising the background of individual pupils and their physical, social and emotional needs
- Consistent support for vulnerable children and those with SEND from trained teams of pastoral, learning support, teaching assistants and other agencies where appropriate.
- A balanced curriculum with opportunities for intellectual, physical and expressive development
- Using a range of teaching styles appropriate to pupils' age, ability and level of maturity.
- Opportunities for pupil leadership through school council, sports leaders and other roles
- Opportunities for reflection and spiritual development through art, literature and the RE curriculum
- Having groups for general wellbeing as well as specific mental health, such as interventions dealing with anxiety or emotion

Working with All Parents

Parents are often very welcoming of support and information from the school about supporting their children's emotional and mental wellbeing. In order to support parents, we will:

- Highlight sources of information and support about common mental health issues on our school website
- Ensure that all parents are aware of who to talk to, and how to go about this, if they have concerns about their own child or a friend of their child
- Make our Wellbeing policy easily accessible to parents
- Share ideas about how parents can support positive mental health in their children through our newsletters and website
- Keep parents informed about the mental health topics their children are learning about in PDL and share ideas for extending and exploring this learning at home where appropriate

Parents and staff

If a pupil, parent or staff member requires mental health first aid we follow the action plan below (ALGEE):

- Approach, assess and assist with any crisis
- Listen non-judgmentally
- Give support and information
- Encourage appropriate professional help
- Encourage other support

Staff Support

We support the mental health and wellbeing of all staff through:

- Curricular planning time within the school week, PPA
- Whole school training events, including Safeguarding
- Signposting to advice and support ie employee support line
- Staff surveys carried out annually to inform decisions
- Work life balance regularly reviewed and acted upon i.e. time allocated within staff meetings to complete data drops, write reports etc
- Encouragement of social events

Training

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection safeguarding training to enable them to keep students safe.

Training opportunities for staff who require more in depth knowledge will be considered as part of our performance management process and additional CPD will be supported throughout the year where it becomes appropriate due developing situations with one or more students. Where the need to do so becomes evident, we will host training sessions for all staff to promote learning or understanding about specific issues related to mental health.

Helpful Websites

Young Minds: http://www.youngminds.org.uk/for_parents
Childline: <http://www.childline.org.uk> Mind: <http://www.mind.org.uk/>
NHS: <http://www.nhs.uk/livewell/mentalhealth/Pages/Mentalhealthhome.aspx>
Mental Health Foundation: <http://www.mentalhealth.org.uk/>
Anna Freud website : <https://www.annafreud.org/>
Heads together : <https://www.mentallyhealthyschools.org.uk/whole-school-approach/>

Wellbeing Pathway

Level	Intervention	Delivered by
Classroom	Day to day wellbeing, eg welcome at door, applying behaviour policy, applying school values and rewards	Class and KS team staff/FLO/Medical team
	Mindfulness activities for individuals	
	Use of quiet/calm down spaces	
Managed and identified by tutors	Self-esteem group	Class and KS team staff
	Emotional Literacy and ELSA	
	Friendship group	
Identified by BfL/tutor team		
	Building resilience/dealing with bullying	Tutor
	Individual wellbeing support	TA/Tutor
	ELSA	TA
Outside Agency support referred by BfL/SENDCo in consultation with parents	Mental Health Support Team (MHST)	MHWS staff
	IOW Youth Access counselling service	Outside agency
	Primary Behaviour Service (PBS)	PBS staff
	outreach	AP providers
	CAMHs	
	Early Intervention Project	PBS commissioned by Health
	School Nurse	Health
DSL/FLO	Early Help/Children's Services	Children's services staff