

Wellbeing Policy

November 2022



Statement

At JRCS we are committed to supporting the wellbeing of all members of our community. We believe that everyone has a voice and a value and, when needed, there should be a space where their needs can be communicated. We note that it is especially important to support staff to enable them to thrive and thus, provide the best environment for learning. Success will allow us to foster an environment that supports student wellbeing at all stages of their academic journey.

Our culture is caring, supportive and respectful of the wishes of individuals. Our approach to wellbeing hopes to encourage open communication whilst respecting individual members' right to privacy. We know that everyone experiences different challenges and will manage them in a variety of ways. We are determined to ensure that support is in place to allow **all members** of the community to thrive. At JRCS positive wellbeing is the responsibility of all members to ensure **success for all**.




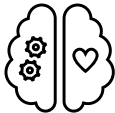

Aims

At JRCS we aim to create an environment that promotes positive wellbeing for everyone in our community by:

- Supporting everyone to understand their emotions
- Alerting staff and students to the early warning signs of poor wellbeing
- Providing opportunities for staff and students to care for their wellbeing
- Providing holistic support for staff and student wellbeing
- Increasing understanding and awareness of common mental health issues

The 5 ways to Wellbeing

JRCS believes in the 5 ways to wellbeing as basis to positive mental health for all:

				
Connect	Be Active	Take Notice	Keep Learning	Give
Send a message, meet for a coffee	Run, walk, wiggle!	Use your senses, listen to the calm	Try something new	Your time, words, skills

Defining 'wellbeing'

A state of wellbeing in which every individual realises their potential, can cope with the stresses of life, work productively, and is able to contribute to their community

Here are some contributing factors to positive wellbeing:

- Feeling secure in your home, family, and school/job – sense of belonging
- Having access to a support network of people, hobbies, or interests
- Management of stress, achievable goals, and sense of purpose
- Financial stability in a fair and democratic society
- Success of relationships (inc. friendships, romantic relationships, and family)
- Sleep and exercise routines are healthy

Key Staff

Whilst all members of our community hold a responsibility to promote and support the wellbeing of our community, we have specified members with a responsibility:



Senior Mental Health & Wellbeing Lead: Ms Draisey



Designated Safeguarding Lead: Ms Howe



Headteacher: Ms Keane

Senior Leadership Team

JRCS Staff & Student Wellbeing Teams

Everyone in the JRCS community will adopt a whole school approach to wellbeing by:

- Promoting positive wellbeing and engaging in opportunities designed to do so
- Celebrating success (See [behaviour management policy](#))
- Being aware of support available and their role (Appendix D)
- Promoting JRCS values and encouraging a sense of belonging
- Taking time to assess and care for their wellbeing
- Being open to discussing wellbeing (see guidance in Appendix B)
- Providing opportunities for community members to develop a sense of worth
- Raising concerns for the wellbeing of themselves or others
- Considering the impact of their actions on the wellbeing of themselves/others
- Being aware of the early warning signs of poor wellbeing (Appendix A)
- Support individuals when their mental health has declined, where appropriate

Line managers and senior leadership will support the whole school approach by:

- Ensuring all staff are aware of this policy and contribute to its review
- Actively encouraging the implementation of this policy in their teams
- Working with their team to promote staff maintaining a 'work life balance'
- Promoting effective communication and dealing direct to encourage belonging
- Being open to discuss factors that may impact on wellbeing (including SEND, LGBTQ+ and issues relating to equality and diversity)
- Promoting initiatives and events that promote positive wellbeing and health

Support for wellbeing at JRCS

Whilst we hope that our policy will allow our community to thrive, we are aware that at times more targeted help is required. All members of our community should feel secure in the knowledge that they can get support and who they should talk to if/when the time comes to seek it. We are aware that there is a range of protective factors and challenges to mental health and wellbeing and thus, we must be open to dealing with them all. For more details, please see the school website under 'Wellbeing Hub'.

Support for staff wellbeing

At JRCS we are committed to fulfilling the aims of the Education Staff Wellbeing Charter ¹ to ensure that we promote positive wellbeing. The charter gives us a guide to promoting positive wellbeing and allows us to evaluate our progress in this area.

At JRCS we value the positive impact of flexible working on any workforce. Thus, we encourage staff to communicate where there are times that they require such flexibility; for example, when attending appointments. We have a very clear and well documented leave of absence policy. To aid positive communication Ms Keane runs a weekly 'surgery' in her office Wednesday at 8am. This is to encourage our 'deal direct' approach to dealing with challenging times.

As a member of our school community there are also dedicated spaces to encourage staff to take time to reflect and build on their wellbeing. These include the staffroom, Wellbeing Room (in the library) and Wellbeing Garden (opposite Boothroyd Hall). Staff are encouraged to use these when they need time for reflection or a space to talk to a trusted colleague.

Our universal pledge to all staff highlights the things we do to support wellbeing in our workplace. **We pledge that we will:**

- Tackle the stigma around mental health by promoting an open, understanding culture that finds opportunities to raise awareness (for example, Time2Talk day)
- Consolidate clear communication routines. Including guidance to all stakeholders on working hours, when it is and is not reasonable to expect a response to a query and the freedom for staff to choose whether to respond to emails during 'unsociable' hours if this suits them personally
- Support and check in with staff following any period of absence, asking whether staff are okay or in need of any additional support
- Provide free tea, coffee and biscuits in the staff room every day to increase connection between staff members

¹ Department for Education (2021). *The Education Staff Wellbeing Charter*.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/984134/Education_staff_wellbeing_charter_2021.pdf

- Birthday cards from the Headteacher for all staff
- Recognise the challenges that we may face throughout our life that can impact on mental health and wellbeing including maternity/paternity leave, menopause, grief and much more.
- Give the same consideration to physical and mental health, including in the management of staff absence
- Provide a free gym membership to all staff
- Promote 'Secret teacher' where staff anonymously celebrate others
- Fulfil our legal duty to control the risks associated with work-related stress in the education setting so far as is reasonably practicable
- Attempt to keep email traffic to a minimum, including the encouragement of specific email addresses (eg, – Teachersofyear11)
- Continuous review of all policies to remove bureaucracy where possible
- Plan and monitor the calendar to ensure work and deadlines are as evenly spread out as possible to support the management of workload. Including the reduction in data entry points to reduce staff workload
- Acknowledge success through initiatives such as the unsung hero and Headteacher's letter of thanks
- Invest in staff motivation and celebrate via events such as, Thank A Teacher Day, Christmas carols and Jack Petchey leadership awards
- Provide opportunities for self-development during CPD, we want our staff to prioritise their professional development and we can support that
- Nurture talent and provide staff with opportunities to increase their professional repertoire. This includes providing additional support and training opportunities to our Early Career Teachers/new staff
- Build wellbeing into our CPD calendar, including opportunities to develop personal wellbeing and giving time back to staff where practically possible
- Encourage an open culture and remind staff that their Head of Department is always available to offer support in line with our deal direct approach
- Invest in a staff wellbeing group which is open to all to ensure all staff know that they have a voice by having half termly meetings open to all

- Ensure effective supervision is available to those whose role is known to have a significant emotional component. This might take the form of peer support, professional supervision, and/or counselling
- Empower staff to take ownership of their own wellbeing and look out for the wellbeing of others (Appendix C). We will signpost appropriate guidance, support, and tools
- Provide opportunities for open consultation on changes in school, such as those to the timetable or payback for open evening
- Ensure there is a wellbeing lead in the school who is suitably trained

We will not, however, expect managers to provide professional wellbeing support for which they have no professional training, and will ensure that there are clear routes in place to escalate for further support. **This is known as our targeted offer:**

- Staff have access to the Employee Assistance Programme which is a 24-hour support line that can give you guidance, counselling, and support for all the potential challenges to positive wellbeing. For the details for this please see one of the many posters around our staff areas.
- Staff can also access support for their wellbeing (or a space to discuss a student's wellbeing) via the Anna Freud early support service. The initial offer is one 45-minute appointment but can be followed up with a second upon your request. Staff can book a 1:1 call/video call with the service via this link: <https://annafreud.link/SCCESS/school-staff-referral>
- Staff can also be referred to occupational health if a further layer of support is needed and this is done via your line manager/SLT

Support for student wellbeing

Student wellbeing is paramount at JRCS, we recognise the importance of students feeling 'well'. It is important not to underestimate how positive wellbeing can enable students to thrive in their learning and social skills. A sense of belonging is a protective factor for wellbeing; thus, we encourage a positive school environment that praises effort, promotes Out of Hours School Learning, champions leadership, celebrates diversity, encourages individuality, rewards commitment and actively challenges bullying ([Anti-bullying policy](#)). There is also recognition of the impact of a healthy diet on wellbeing and this is considered in the food prepared by our school catering team. Developing your whole self is paramount in developing positive wellbeing and students are encouraged to do this through student voice, DofE, trips, peer mentoring, taking part in the Pride group and more. Furthermore, there is a robust package of support for those on the SEND register where they can be supported by a key worker, our school therapy dog, attend nurture groups, use the sensory room, and even engage with our school therapy dog. It is hoped that this package of support will allow those with additional challenges to continue to thrive.

In school there are several dedicated spaces to aid in the promotion of wellbeing:

- The Wellbeing Hub (school website) – Guidance and links to further support
- The Wellbeing Wall (Library) – Fiction and non-fiction books on wellbeing

- Wellbeing Boards (Main St/6th Form common room) – Information
- Wellbeing Room (Library) – Space for 1:1 support and calming
- Wellbeing Garden – Space for quiet reflection

At JRCS we have now set up a dedicated team of students who were voted in via 'student voice' to their position on the student wellbeing team. The team meets regularly to evaluate and plan our whole school approach to wellbeing. This group is led by our Senior Mental Health and Wellbeing Lead (Ms Draisey) and our Senior Lead Mentor (Ms Richardson). If you would like to be involved, contact odraisey@jorichardson.org.uk or srichardson@jorichardson.org.uk.

Further to the support we offer in school, at JRCS we regularly access additional external opportunities to support our young people. A list of which can be seen in Appendix D. Importantly, we work with our local Mental Health Support Team (MHST), a team of trained wellbeing practitioners who work in school to support students with low mood or generalised anxiety. Referrals to the MHST are made via the Head of Year and initial meetings are done with parents present to set a 6–8-week plan of 1:1 support. This service bridges the gap between school and CAMHS. The MHST also offer workshops, group work and parent support.

Support for parents/carers

To ensure that our school community is successful it is vital that we value the wellbeing of all members of our community. This includes our parents/carers and the wider families of our students. At all times we will communicate with parents/carers our concerns for their child's wellbeing and expect that parents will do the same.

We understand the variety of challenges families may face in our borough, including poor mental health, low income, domestic violence, grief and much more. Where appropriate pastoral teams may suggest further support for families where wellbeing is being negatively impacted. This could be giving parents/carers access to parenting support, external agencies or by referring to local services designed to support positive wellbeing.

As a family the impact of one or more members of the family unit experiencing negative wellbeing can be challenging. Thus, it is important for parents/carers to know where to access support. This could include community groups, the year team, the school website, or other professionals in the community. It is vital that school and home communicate effectively to ensure wellbeing is maintained or restored.

To support parents/carers to maintain positive wellbeing, we will:

- Update our resources to provide up to date information about support
- Ensure all parents/carers know who to talk to regarding concerns
- Make our Wellbeing Policy accessible to parents/carers
- Give parents/carers time to discuss their concerns
- Encouraging parents/carers to share their opinions via parent feedback forms
- Offer parent coffee mornings with the MHST

Wellbeing in the JRCS Curriculum

At JRCS we recognise the importance to **teach** our community about wellbeing; what it means, how to achieve positive wellbeing, where to get support and much more. Wellbeing comes into our school curriculum in three ways.

1. In all subjects there is an awareness of the impact that the topics of study may have on student wellbeing. All staff are responsible for ensuring students are sufficiently prepared for challenging topics, assessments, and feedback.
2. In the tutor time programme. Each year group will have their own approach to the weekly schedule for tutor time, this will include regular opportunities to focus on student wellbeing.
3. In the PSHE/PDE curriculum wellbeing is considered throughout, this includes building foundations in Year 7; tackling issues relating to wellbeing in Years 8 and 9; and a PSHE rotation in Year 10 which covers a wide range of global issues. In Year 11 we find regular opportunities to embed wellbeing into assemblies/tutor time and for KS5, weekly 'spangle' sessions cover a range of issues relating to keeping yourself well.

Policy Review

This policy will be reviewed every two years as a minimum and its impact will be evaluated through:

- Feedback from staff, students, and parents/carers
- Review by Mental Health Lead, SLT and Governors to determine whether aims of the policy are being met

Appendix A – Early warning signs

It is important for all members of the JRCS community to be aware of some of the early warning signs that someone is struggling to maintain positive wellbeing. Importantly, the best thing we can do to help others is ask about wellbeing more often and more than once.

- Talking or joking about self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope
- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating or sleeping habits
- Increased isolation from friends or family
- Becoming socially withdrawn
- Changes in activity or mood
- Lowering of academic achievement
- Abusing drugs or alcohol in the family
- Changes in clothing e.g. long sleeves in warm weather
- Secretive behaviour
- Skipping PE/Games or getting changed secretly
- Lateness or absence from school
- Repeated physical pain or nausea with no evident cause
- Increase in lateness or poor attendance

Appendix B – Talking about wellbeing

The following pieces of advice are taken from a range of articles on supporting wellbeing and should be considered in line with our other school policies for safeguarding and supporting others. Whilst we encourage you to discuss wellbeing more, we are aware that this can also impact the wellbeing of the individual who has become a source of support. **You are never alone here**, please do share your concerns about others with senior staff to ensure that all community members are supported well. Always remember to follow our [safeguarding policy](#) in line with the below too:

Focus on listening

If a colleague/student has come to you to discuss a concern it is because they feel safe to do so. Therefore, the important part is to listen, ask open questions and let them 'pour out' their emotions. Sharing that there is a problem is the first step in improving wellbeing.

Don't talk too much

When someone has come to us for advice, we can think we need to respond with a solution. Wellbeing does not always have a solution, instead, talking is as much a part of the cure. Consequently, the individual should talk for 75% of the time at least. Sometimes, the conversation might go silent and this is okay, it could be that the individual needs more time to think. If the silence continues it could be a good time to ask open questions such as, 'what are you thinking about now' or 'how has opening up today made you feel now'.

Offer support

It is useful to end a wellbeing conversation with some next steps. By this, we don't mean a solution, but more of a 'this is what we can do next' to move towards a more positive state of wellbeing. This might include, arranging another time to meet, contacting someone else, trying something new, etc. This will ensure that all parties leave the conversation feeling like there is progress to be made and something to aim for.

Acknowledge that it is hard to talk about wellbeing openly

We would all be lying if we said that talking openly about wellbeing and health is easy. Simply recognising that the conversation you're having is really challenging can go a long way in making the individual feel more comfortable to open up.

Never break your promises

Regardless of how positive or difficult the conversation seems to have felt, remember the individual has chosen **you** to be open with. The most important thing is that you stick to your word. If you have agreed to speak to someone else or meet them again it is crucial that you stick to that agreement. Remember there are things you cannot promise, for example, promising not to share the information in the event of a safeguarding concern.

Appendix C – Judging my own wellbeing

Thriving “I have got this”	Surviving “Something isn’t quite right”	Struggling “I can’t keep this up”	In crisis “I can’t survive this”
<p>Calm and steady in my approach to daily tasks</p> <p>Able to take any changes in my daily routine without concern</p> <p>My performance in work is consistent</p> <p>I can take feedback from others and adapt to meet changing needs</p> <p>Able to focus</p> <p>Able to communicate effectively with others</p> <p>Normal sleep patterns</p> <p>I feel happy in my working environment</p> <p>I am able to enjoy my usual activities outside work</p>	<p>Nervousness, sadness, mood seems to fluctuate a lot</p> <p>Inconsistent performance in the workplace</p> <p>More easily overwhelmed by challenge or irritated</p> <p>Increased need for control</p> <p>Finding it challenging to adapt to any changes</p> <p>Trouble sleeping/eating</p> <p>Activities usually enjoyed seem stressful or less enjoyable</p> <p>Relationships with others are more taxing</p> <p>Muscle tension, low energy, headaches</p>	<p>Persistent fear, panic, anxiety, anger, sadness or hopelessness</p> <p>Exhaustion</p> <p>Poor performance and ability to make decisions</p> <p>Lack of concentration</p> <p>Avoiding interaction in work and at home</p> <p>Fatigue, aches and pains</p> <p>Restlessness, disturbed sleep</p> <p>Self-medicating with food/substances/other</p> <p>Inability to plan for more than the day ahead</p>	<p>Disabling stress and loss of function</p> <p>Panic attacks</p> <p>Nightmares/flashbacks</p> <p>Unable to fall or stay asleep</p> <p>Intrusive thoughts, possibly of self-harm or suicide</p> <p>Easily aggravated and sometimes aggressive</p> <p>Careless mistakes are made and an inability to focus</p> <p>Feeling out of control or numb</p> <p>Withdrawal from most/all relationships</p> <p>Dependent on food/substances/other to cope</p>

Appendix D– Intervention Map

<i>Support</i>		<i>Internal Referral (Child raised at SSP)</i>		<i>External Referral</i>
Classroom Teacher Ensuring all students can access learning Have calm conversations & follow SWAT Celebrate success View behaviour through a trauma lens Give SMART targets R&R with student Speak with parents Refer concerns to year team Discuss with SENCO/EAL co-ordinator Restorative conversations in detentions	Head of Department Department report Relocation Parent communication Intervention & lesson drop ins Refer to HOY/SLT Celebrate success Restorative conversations in detentions Head of Year Parent communication Celebrate success Intervention groups Regular pick-ups Restorative conversations in detentions Referrals Assistant Headteacher Meet with parents Respond to on calls & drop in lessons SLT report Referrals Celebrate success	SENCO Key workers SEN assessments EHCPs & reviews ELSA Parent meetings Access arrangements Learning profiles Curriculum support Groups (Inc. HW club & Social skills) Lead Mentor/Mentoring 1:1 Pick ups School counselling Parent communication Peer mentoring Stepping stones Senior MH & WB Lead MHST clinic Referrals to MHST Parent communication Pick ups	Attendance Officer Home visits SAM process Refer to LA Celebrate success Attendance monitoring EAL co-ordinator Celebrate success Intervention groups Learning profiles LSU Key working Parent calls SNAP B Lesson drop ins Further support Wings OHSL Student Voice DofE WH Hub officer	MHST LifeLine Box Up Crime West Ham mentoring CAMHS (Inc. HOT clinic & Bereavement clinic) Early Help Social care YARM Young carers School nurse SALT Safer London Subwize Peer to Peer Wobbles & Hot Heads Young person's advocacy service DEM1 (Youth Work) Girls supporting girls Educational psychologist Construction Youth University outreach