

## PonteFract Academies Trust Well Being Strategy

### Uncovering built-in resilience and wellbeing across our entire school community

#### Intent

The core values of PonteFract Academies Trust places achievement of students first. If students are to reach their potential, we must factor in the importance of mental and emotional health; both of which influence cognitive development and learning. It is crucial that both staff and students have confidence in their ability to manage and overcome challenges and access their innate resilience and mental wellbeing. It is also important that any mental health strategy is not perceived as a 'bolt on' to what we do. As a Trust we aim to balance the support we provide for students and staff, so everyone can realise their potential and be the best versions of themselves possible.

Wellbeing covers both physical and mental health. In terms of mental health, it can be described as the confidence in our capacity to be psychologically resilient to the challenge's life throws at us. It is important to note here the term 'life'. Life, as we know, will constantly change and challenge us on a personal and emotional level. It is therefore paramount that we differentiate our baseline wellbeing from mental health. Whilst neither are fixed, and both are inextricably linked, not all the challenges we face leads to a reduction in our mental health. It is when our resilience to cope with life changes that mental health issues arise, and therefore we need to be aware of the professional support staff and students can get to address issues.

Our innate resilience to change can be increased and strengthened through developing an understanding of the core, underlying principles that describe how all human beings operate psychologically. These principles are based on the field-leading work of the mental health education charity, iheart (Innate Health Education & Resilience Training).

- **Wellbeing is based on happiness. If we think about the happiness of our staff and students what is in our control to ensure our schools are happy places to be?**
- **How do we make 'wellbeing' visible and tangible?**
- **What control measures have we put in place to cope when things go wrong?**
- **How are we encouraging the right behaviours and language to improve wellbeing in our schools?**

**These are the factors that have the biggest influence on the wellbeing of our staff and students across the Trust**

*This is not an exhaustive list*

For Students	For Staff
<p><b>Great teaching and learning</b> - open the doors for their future and ensures that they are equipped with the knowledge and skills to cope with all that life throws at them. Every teacher treats the students fairly and equally which harnesses their innate talent, so they thrive in school.</p>	<p>Outstanding <b>CPD</b> and training to do the job – transparency behind what we expect our staff to accomplish in and out of the classroom. All our staff have the tools to do the job and gain the self-satisfaction that is critical to wellbeing.</p>

<p><b>Great pastoral care</b> – when things go wrong there is someone there to listen, support, help and manage. It is equally important when things are going well that students are recognised and developed to peak potential.</p>	<p><b>Reduced Workload</b> – staff co-planning, training and working together has been proven to increase productivity and promote wellbeing. Collaboration empowers staff to showcase and share their expertise.</p>
<p><b>Development of the individual</b> – in the eyes of the student they count as individuals and are not marginalised in a crowd. They are made to feel special.</p>	<p><b>Well behaved children</b> – one of the biggest reasons staff leave the profession is due to poor behaviour and relentless low-level disruption over time. If schools have systems in place to manage behaviour staff can teach the lessons they plan.</p>
<p><b>Friendship groups</b> – the curriculum offers pupils the chance to develop friendships in and out of the classroom and increase their social network through wider curriculum opportunity, clubs sporting events etc. Students are encouraged in class to form multiple relationships through effective group work and not rely on just a ‘best friend’ for company.</p>	<p><b>Great line management</b> and peer support – a transparent performance management process, coupled with leaders that are explicit in their expectations, listen carefully and intervene appropriately, long term sickness and stress in a school becomes reduced.</p>
<p><b>Rewards and sanctions</b> – students have equal opportunity to be rewarded and gain the approval of their teachers and peers. Sanctions are not personalised and there is a clear and transparent process in place that is fully understood by students in terms of its application and equity.</p>	<p><b>Time</b> – time is precious in schools, so leaders will create time by doing the follow;</p> <ul style="list-style-type: none"> <li>- Not having meetings for the sake of meetings</li> <li>- Having a marking and assessment strategy that reduces the time spent looking at books</li> <li>- Ensuring there is a healthy balance between when staff are working and when they are not, late nights for example</li> <li>- Having strategies in place for co-planning, the development of resources and shared CPD.</li> </ul>

**SAS (Schools Advisory Service) wellbeing package is available to all staff in our Trust to support issues that cannot be resolved at a school level and relates specifically to mental health of our staff. Line managers will share the links to this support package as part of induction and performance management processes.**

### **Why does this matter?**

- Understanding that wellbeing, which includes qualities such as peace of mind, resilience and wisdom, is only available to us when we are aligned with the logic of how feelings are created.
- Knowing how and why we get out of alignment with our wellbeing enables us to recognise and learn about our false beliefs.
- Recognising that we have an intelligent psychological system that is always working according to this logic enables us to self-correct and reconnect with our wellbeing.

## **Implementation**

Recognising that great wellbeing, often referred to as resilience, comes from understanding, self-insight and knowledge. The school is committed to sharing and deepening this knowledge in the following ways:

### **Leadership-driven whole school approach**

Leaders will provide a platform to discuss wellbeing in one to one meetings. Leaders will consider the effect of workload and 'time' on staff wellbeing. Our aim is to create a culture of wellbeing that is non-judgmental where it is ok to talk about how we feel.

### **Staff Support**

The trust will provide a wellbeing package of support via the Schools Advisory Service (SAS).

### **Student Support**

Every adult in a school has an accountability to keep children safe and contribute to their wellbeing and happiness. This is through the manner in which we speak to them, and the way we listen attentively when they are talking to us. When students require more intensive support this will be provided by specialist staff or external agencies.

### **Staff and student voice**

Appointing and supporting wellbeing ambassadors/champions amongst the student and staff body to build peer-led learning and sharing (in an age appropriate manner and in alignment with the school ethos).

### **Curriculum**

Our rich and diverse curriculum offer will teach students how to develop their character, build resilience, increase confidence and foster independence in order to lead mentally and physically healthy lives. Students at primary and secondary will be explicitly taught the iheart curriculum. Wellbeing is also explicitly and implicitly taught through PSHE, RSE, assembly and form tutor time. During CFW's, and peer reviews, staff will formally seek out clarification regarding how happy students and staff are at school.

## **Impact**

Schools across the trust will monitor wellbeing independently as part of their Quality Assurance processes. Findings will inform necessary adjustments and sharing of best practice. The following are ways in which the strategy will be measured:

- **Student surveys**
- **Staff surveys**
- **Referrals to external student and adult agencies**
- **Student behaviour reports**
- **Absence and sickness reports**
- **Staff development over time**
- **Quality Assurance**
- **Complaints**
- **Other**