

Urmston Grammar Well-Being Policy

In September 2019 Urmston Grammar appointed a Well-being co-ordinator.

The following aims for the next two years are:

- i) To improve the overall well-being of our students.*
- ii) To focus on staff well-being.*
- iii) Increase parental awareness.*
- iv) To raise the overall profile of Well-Being in school.*

At Urmston Grammar we believe that due to the personal nature of well-being, ultimately it is the responsibility of the individual. As a result, it is our mission as a school to educate our students and their parents/carers providing them with pro-active steps they can take to develop and maintain strong coping mechanisms to deal with life's inevitable challenges, so all our students can achieve their potential.

Well-being comprises of Physical, Mental and Social Health, generally as a society taking steps to maintain our physical health through exercise and our social health through partaking in activities with friends are commonplace. However, taking time to invest in our mental health is often something which is neglected and can come with perceived negative connotations. We want to change this, so our students are aware of all three and the effect that they all have in one another.

Students are taught that stress and being anxious are a normal bi-product of life and are in-fact positive emotions in order to help us achieve our goals. However, if they feel that this becomes too much, they are struggling to cope and that these emotions are having a detrimental effect on their quality of life, then that is the time to take positive steps in controlling and managing this. Through the use of the NHS '5 ways to well-being' students are encouraged to analyse their pre-existing habits and lifestyle to help them to manage their Well-Being and health. Extra-curricular activities are provided for students to attend which are advertised with the emphasis on Well-Being. These include 'Be Active' (PE activities and a walking group which goes out of school during one lunch time a week.)

Eco-club is an excellent change for students to 'Notice' the world around them and 'Give' their time to the environment around them. Furthermore, a knitting group has also proved incredibly successful with our students, giving them a valuable opportunity to 'Connect' with staff and peers and to 'Learn' a new skill.

As a school we recognise that the role of the home in our student's Well-Being is also incredibly valuable, we are all seeking the same outcome and successes for our children. Thus, a proactive, combination approach where school and home dovetail can be incredibly powerful. In Year 7 Parents are invited to attend a Well-being presentation evening to introduce our schools Well-Being ethos and to provide information on the role that parent's/guardians have to play in educating and encouraging their Child's Well-Being habits. At Parent's evening throughout the year there is a Well-being stand which includes information that parents can take away, as well as a member of staff that they can talk to with regard to any questions or concerns for their child that they may have.

The school also engages with a wide range of external agencies including Kooth who have been into school to speak with students and parents about the support that they can provide, as well as their app which facilitates students attending to their own Well-being. Year 9 students have participated in a research study with Anna Freud, whilst five members of staff have also received their training on 'Whole School Approach To Thinking About Mental Health' and 'Supporting Staff Well-Being and Building Resilience'.

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We have thirteen staff who are trained Youth Mental Health First Aiders. As well as two members of staff who are trained as Adult Mental Health First Aiders. It is important that students are aware which staff are trained as mental health first aiders. We have provided displays across the school to highlight who they are.

For the past three years we have had a Teaching and Learning Community which includes teaching staff across all three Key Stages, members of SLT and key support staff including our SENDCO and Director of Student Support. The TLC has worked towards improving the provision of support for our young people here in school and has provided training for fellow staff in several key areas concerned with student Well-being.

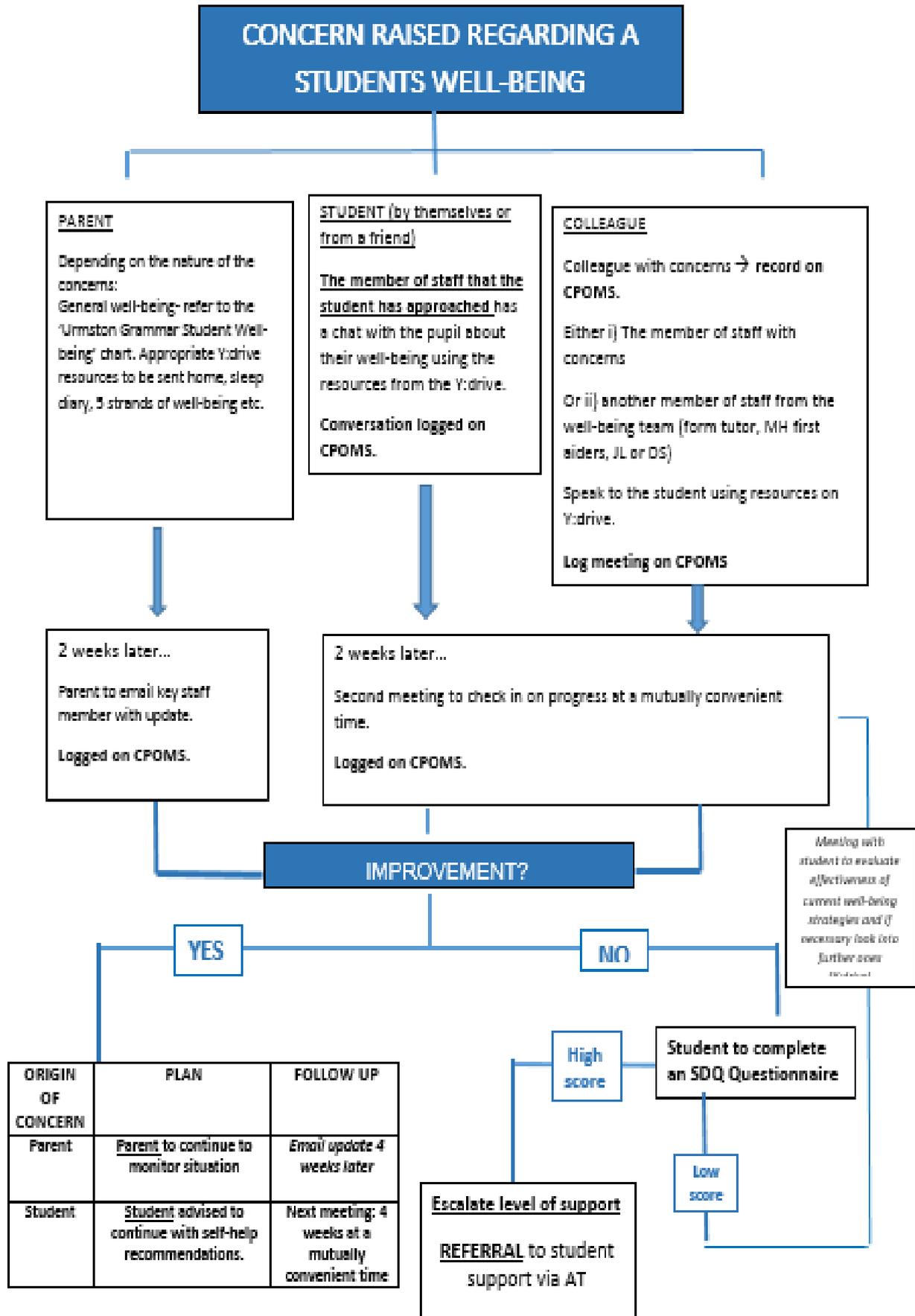
A Well-being flow-chart is available for staff to navigate student support on offer in school (See appendix A). The main principles being that the same staff member who a student chose to speak to is the member of staff who continues to meet with the student to every two weeks whilst their progress is monitored. All conversations are to be logged on CPOMS so relevant staff have a whole picture, should any issues arise with the student at a later date.

Likewise, a student help sheet (appendix 2) has been designed and distributed to all form tutors to explain to all forms and display on their notice boards. Students have access to resources to assist with the self-management of their Well-Being, available on the student shared area. Likewise, staff have access to further resources to assist them with the support of students on the staff shared area.

Furthermore, 15 support and teaching members of staff have received training from 'On the up Consulting' with the purpose of:

- i) *Developing effective and meaningful ways to engage with students*
- ii) Help young people regain hope for their future, to feel purposeful and positive.
- iii) To have conversations to improve emotional wellbeing and help students realise their full potential
- iv) To prioritise building character and personal development.

Appendix 1



Urmston Grammar Student Well-being plan

