

Heathfield Community College approaches to Student Wellbeing



In a context of high stakes accountability and often challenging peer social pressure, Heathfield Community College has a commitment to student wellbeing. It is a College Improvement Plan target and long term goal of the College to ensure that students who leave Heathfield are not only equipped with a set of outcomes that allow them the best choices for their next stage in life but also with the personal, social and emotional skills to be able to thrive.

Heathfield Important Goals:

Experiences that build self-esteem, leadership and resilience.

Students equipped to enjoy and thrive in their lives, in and beyond the College

The achievement of this goal requires the support of the College leadership and governors, as of 2016-17 this is demonstrated in the following ways:

1. Staff training and expertise to support the whole school approaches

- SENDCO as Thrive trained practitioner with planning to deliver training to Learning Support department and Pastoral Managers
- Pastoral Managers as non-teaching key worker for all students, trained with Young Minds on early identification, CAMHs and anxiety training, First Aid Mental Health training (*to be completed and disseminated*)
- Tutor training through Year meetings on general resilience and wellbeing topics in order to deliver tutor time material with consistency.

2. Whole School Approaches

i) **On overt approach to provide low-level interventions for all rather than offering high level intervention for few.**

- SENDCO and SLT Pastoral lead develop wider wellbeing approaches in line with College Improvement Plan targets on a year by year basis based on self-evaluation.
- Structuring of pastoral team to enable non-teaching key worker who follows the students through their College life (in addition to oversight of Head of Year) enabling a proactive approach to individual and class needs, refocused at key times of year.

ii) **Building positive self-image and self-esteem building experiences**

- Environment of the whole school developed to reflect visual images of students as happy and successful in a wide range of activities and pursuits. It also profiles the Habits as resilient and healthy approaches to life and learning.
- Student leadership strands that offer opportunities for roles within the community of responsibility and respect, making a difference.
- Student Voice – carried out annually internally to provide the self-evaluation data that enables planning for each year, also carried out in partnership with Kent NHS to provide information for area Health Reviews and school level planning.
- House System building a sense of belonging and mutual support

iii) Direct input on positive strategies and understanding of the importance of mental health along physical health, with strategies to maintain both.

- 2016-17 Tutor time materials developed for 3 separate time slots
 - i. Term 1: 3 weeks introduction for all students on “Wellbeing”
 - ii. Term 3: 6 weeks on “Brain Science” and “Resilience when Learning” for all.
 - iii. Term 5: 6 weeks on “Relaxation and revision techniques” for Year 9, 10 &11All delivered through a keynote assembly to year groups with detailed, follow-up tutor time materials for discussion.
- 6th form tutorial and assembly programme includes sessions on “Wellbeing”, “Resilience”, “Revision Techniques” and “Positive stress Management”
- Themes for year assemblies and tutor time mirror the Heathfield Habits, which enable reflections on wellbeing topics including: resilience (Determination and Reflection), compassion and consideration.
- Positive and Healthy approaches to social time. Including the increased access to informal physical activities (football, basketball, tennis, table tennis for all) and more structured inter-form low-level competition.
- Enhanced signposting for families using the College website to facilitate expert input as required.

3. Measurement of progress.

The whole school approached described above are evaluated for impact and future planning on an annual basis using the following:

- Overall attendance and the attendance of key groups
- Case Studies of individual impact
- Frequency of repeat incidents leading to internal or external exclusion
- Accident logs in social time
- Academic progress of targeted students

4. Future Developments 2017 onwards

- Wellbeing and Resilience development UPR
- Potential Innovation Team on Resilience 2018-19
- Piloting the use of Mindfulness apps for students who need “time out” to develop self-management techniques and independence.
- Scheme of Work around Anxiety to be developed and piloted in 2017 with anxiety prone ASD students on physiological impact and strategies to manage with a view to developing drop in sessions available for all students
- Mental health first aid training for staff
- Increased signposting for mental health and wellbeing external support.
- Explore the possibilities of a small animal club
- Year 7 programme in tutor time focused on resilience for the whole year.