Lawrence House School

Health and Wellbeing Policy

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Approved Chair of Governors	Tony Nolan

1. Purpose of the policy

This policy aims to ensure that students and teachers have positive health and wellbeing care within the school and in education. This policy will outline how that is being achieved and what we are doing to maintain this. The policy affirms the responsibilities of the Health and Wellbeing lead, SLT with respect to their responsibilities for their staffing team and also the teaching staff looking after themselves and their students.

2. Statistics and purpose of policy

According to the Mental Health Foundation statistics symptoms of anxiety and depression were recorded in 19.7% of the people in the UK in 2014. This number rose significantly during the pandemic and seems to still be on the rise, also affecting adolescent mental health. MFHA England states that 602,000 cases of workload stress were reported in 2018/19 in England and 44% of absences from work were due to stress, depression or anxiety and 54% relating to ill health issues. Additionally, the young people who are part of Lawrence House School have a wide range of needs often relating to childhood trauma, separation from parents/guardians to be put in residential care and often moved from one site to another.

These young people may suffer from PTSD or have a tendency to self-harm as a coping mechanism. This policy's purpose is to help support our young people and school staff to maintain a positive work-life balance and an environment in which we feel safe, cared for and respected.

3. Who are our students?

The students at Lawrence House School are placed out of borough by their local authority, in a residential children's home operated by QPC (our umbrella company) to receive both care and education. As previously mentioned, the young people living in residential care will often have experienced life trauma and have had significantly disrupted lives and education. The school therefore offers an individual level of care to students and is more entwined in the lives of young people than a mainstream school. It is therefore important to be clear about responsibilities to ensure young people are not confused by the care and education they receive. QPC also offers a therapeutic environment that also aims to support emotional and cognitive healing and development. We therefore understand that health, care and education combine to deliver a better educational outcome than education alone.

4. School, Parent carer Partnership

The school understands that day to day the parent carers, particularly key workers act as parents and carers, and that relationship is a key one to deliver educational attendance and outcomes. Lawrence House School and its parent carers have set high expectations of how we expect our students to behave in class and around their environment. Our school mission is to combine quality education and care in a safe, calm and supportive environment in which every young person is encouraged to achieve their full potential and celebrate their achievements.

The parent carers are valued and part of our school community. The health and well-being of the young people is improved when we work in partnership with parent carers, and their wider family and social workers. We therefore expect close cooperation and regular consultation between teaching staff and parent carers. This also extends to having regular meetings with social workers, our in-house clinical team, key workers and managers of the home to handover any concerns and action plans to improve a young person's mental health.

5. Provision of health and wellbeing in the school

Every young person has access to the PSHCE curriculum, which focuses on emotional wellbeing in module 1 and highlights frequently through a variety of topics the importance to respect one another and maintain good positive mental health.

Every week, there is a whole school assembly, and this is a great opportunity for the young people to share what they have done in the week with their peers. There is a slide each week dedicated to emotional wellbeing, which opens discussion, to talk about mental health, as well as, offering tips to find ways that can help manage and cope with mental health needs.

For staff, the wellbeing lead will have regular check-in sessions to make sure that they are feeling well, that their workload is as it should be and offer help and support if it is needed. Any concerns are fed back to the headteacher of the school, who will liaise with that staff member or offer guidance to the wellbeing lead who will then feed back to the staff in question.

6. Communication

It is important for the young person to understand more about who they can communicate with regarding their feelings and how to communicate this. Through staff being trained in PACE and SPARCS it is their duty to embed this ethos and way of communicating into the curriculum and into the classroom.

There are some systems and rules in place to support communication:

Iris Adapt

Iris Adapt is to be used as one method of communication. If a young person discloses new, concerning information that has affected or has been affecting the young person's mental health in a negative way and the teacher feels this to be safeguarding concern then this can be reported through Iris as such.

Practice: Iris will be completed throughout the day and will capture key information, which will be used to review how well the school day is running. It is the joint responsibility of the Head Teacher and Assistant Head to ensure information is communicated and that it is acted upon where necessary.

Incident reports

If the young person presents with low moods on days or after certain events this can be recorded as an incident. For example, a young person may be in a particularly low mood the next day after contact with family. If there is no disclosure but this is a regular disclosure, then teachers need to report this on Iris and speak to learning leads, SLT and house managers to let everyone know that this is a consistent occurrence. Often an incident will be reported due to poor behaviour, however, due to the nature of our young people, this can be linked to poor mental health.

Speak to line managers or the wellbeing lead

If the teacher is concerned about a young person but no disclosure has been made and they have not necessarily been misbehaving in the classroom then teachers are advised to contact their line manager or learning lead to address this issue. Often the learning lead will again discuss this with the wellbeing lead and the in-house clinical team.

If the learning lead is unavailable, teachers must contact the wellbeing lead and DSL to express their concerns.

If the teacher is the person who needs the wellbeing support, then please contact the wellbeing lead immediately. If the opportunity to speak with the headteacher directly occurs, then teachers can speak with the Headteacher at their earliest convenience and bypass the wellbeing lead if need be.

The wellbeing lead will be able to offer general guidance as this role is not a psychologist appointed position. Instead, staff will be offered CPD in mindfulness and wellbeing over the course of the year to better cope and manage their own stresses.

The wellbeing lead, however, is available to help and support through the working week.

Teaching space

The classroom must be a safe space for the young people and indeed for the teaching staff too. For the young people, this means that a positive relationship with teachers is important and that their classroom is engaging but not distracting. Lawrence House School has links with external providers to enjoy great days out, and once a week the young people have outdoor education where they can venture into the local and further community and enjoy the outdoors. This is a great way to reset their mental health, as nature is one of the best natural remedies to cure our negative mental health.

For teachers, the teaching space should be clean and tidy, well organised and accessible. Teachers should be given time away from students in their break-time and lunchtime as well as PPA time. Workload must be achievable in the time restraints allocated each week or half term.

7. Training and CPD

The staff at Lawrence House School will be given training to complete over the course of the academic year. In the past training has been delivered via Educare and The Children's Training Hub. This year the CPD will be delivered by the wellbeing lead at intervals throughout the year but also teachers will be asked to complete free training via the NHS all our health website. CPD can also be delivered by the in-house clinical team over the course of the academic year which will relate to the young person's profile and mental health needs. This CPD is delivered by psychologists and will inform the teaching staff of the most up to date guidance to offer our young people.

8. Student council

The student council will be led by the wellbeing lead. These meetings will be termly and require one young person from each home to attend the meeting and feedback to the wellbeing lead of any issues or concerns from their point of view. This will be an opportunity for the wellbeing lead to check in with all young people, understand and listen actively to their needs and put a plan of action in place to move forward. The wellbeing lead will also ask certain questions to gain better insight into any of the young people who feel their mental health is suffering. This can then be directed to the young person's key worker, clinical psychologist and home manager.

9. Clinical Team

QPC boasts an impressive, collaborative three-part care system: Education, Home wrap around care and Clinical.

The clinical team work closely with our young people to ensure that their wellbeing is being looked after and they use a therapeutic approach to the young person which enables them to build a strong, positive relationship with the young person and again becomes a safe space for the young people to express and share past traumas, PTSD symptoms, sexualised behaviours, self-harm, social anxiety and many more things depending on the needs of the young person.

The wellbeing lead in their role is simply the liaison between clinical and education, if there is need to be. If concerns come from teachers regarding their young people, if the young person comes to a teacher and they are unsure of next steps, the wellbeing lead can provide support and offer a particular member of the clinical team to talk to.