

# Portland Spencer Academy

## Well-being Policy During Partial School Closure

The Local Governing Body of Portland Spencer Academy adopted this policy statement in April 2020

It will be reviewed no later than April 2023

## Contents

1.1 Introduction	Page 2
1.2 Roles and Responsibilities	Page 2
1.3 Social and Emotional Well-being	Page 2
1.4 Pupils, Parents and Families	Page 3
1.5 Staff	Page 6
1.6 References to Other Policies and Useful Document	Page 6

## 1.1 Introduction

At Portland Spencer Academy, we believe that all children have a right to an inclusive education, high levels of care and to be respected by staff, pupils and parents. As part of this, we promote positive mental health and wellbeing for our whole school community (children, staff, parents and carers), recognising how important mental-health and emotional wellbeing is to our lives in just the same way as physical health. During this time of partial school closure, we have developed and refined ways of working in which we can work together as a team to support the needs of all children, parents and staff.

## 1.2 Roles and Responsibilities

Named Mental Health Lead:	Stacey Parkes
Named governor with lead on mental health:	David Kirkham
Mental Health First Aider:	Stacey Parkes, Teagan McCutcheon
PSHE Co ordinator:	Sarah Pidduck
School Counselling Team:	Led by Shelley MacDonald
SENDCo:	Dylan Murphy
Disadvantaged Achievement Lead:	Laura Wright
Behaviour Lead:	Natasha Birch
Nurture Team	Mark Freestone, Adam Rowland
ELSA practitioners:	Zen Mace, Adam Rowland, Matt Knott

## 1.3 Social and Emotional Well-being

As part of our commitment to pastoral & social support for our children, parents/carers and staff, **in normal school hours**, we offer:

- The Reach Counselling Service for children, families and staff
- Art Imaging sessions for identified pupils
- Emotional Understanding sessions for identified pupils
- ELSA sessions for identified pupils and groups of pupils
- Forest School Programme for identified pupils.
- Cooking sessions for identified pupils
- Sports Nurture
- A Circle of Friends Programme.
- Pupil and Parent Support Manager- Stacey Parkes
- Behaviour Ambassador- Adam Rowland
- Personalised provision for identified pupils
- Worry Monsters on each corridor for children to access freely
- Daily wellbeing check ins for pupils
- Positive Behaviour and Anti-bullying Policy
- Equalities Policy

During any full or part closure of school premises (such as for COVID-19 in March 2020), as a school, we endeavour to look after the wellbeing of its pupils, parents and staff in a range of ways.

## 1.4 Pupils, Parents and Families

The most important thing that we care about as a staff is the wellbeing of our collective community. We do not expect parents to replace the provision that children would ordinarily get in school and recognise the challenges that home learning brings. While we will provide work for our pupils, we are aware that during a school closure, many parents will be working from home. In addition, home learning can bring other challenges such as access to equipment and an area to work. In order to accommodate circumstances in all homes as much as possible, we will provide work for pupils which consolidates objectives already taught and which will be provided both electronically and in paper form.

School closures can also bring other challenges as families spend more time together than they would ordinarily combined with not having the same access to professionals and other support networks. We endeavor to support our families not just academically, but also emotionally. We will do this through continuing to work with the families who access our school counselling service as well as building relationships with other families who we endeavor to work with in the future.

The following support will be offered:

- Wellbeing calls made to identified families by DSLs on a regular basis.
- Parent counselling sessions to continue via telephone.
- Regular DSL meetings to share information, offer support and inform next steps.
- Fareshare deliveries to continue weekly. Families to receive the support to be identified from wellbeing calls and other contact with parents.
- Free school meal vouchers to be emailed or delivered by staff on a fortnightly basis
- To enable children to access the curriculum **at their stage**, work will be sent in the post or delivered to every pupil's address. This work will include daily maths, English and wider curriculum task.
- From Monday to Friday during term time, teachers will provide daily explanations of lessons via Class Dojo – through text explanations, links and videos.
- Pupils can upload photographs of their work to their 'portfolios' on Class Dojo and staff can approve and comment on these posts.
- Teachers will check in regularly on Class Dojo to comment on work generally and send positive messages.
- Life Skills challenges will be posted on Class Dojo weekly to continue our Life Skills Curriculum learning.
- Weekly PE activities will be shared on Class Dojo in recognition that exercise can support wellbeing.
- Online safety messages to be posted via Class Dojo supporting parents re: online learning and gaming.
- Class teachers to make phone contact with any families not accessing Class Dojo on a regular basis.
- Weekly compilation video messages from pupils and staff in school to be posted on Class Dojo to maintain our school community
- Compilation messages from staff to pupils to be sent as appropriate on Class Dojo – focusing on well-being rather than work.

## **1.5 Staff**

School closure impacts on school staffs' working lives and fundamentally changes the way in which school communities support the learning and education of children. While many school staff will be coping well with the adjustment needed, some will find it stressful at times. Not all individuals will respond to stress in the same way and each person will have their own unique coping mechanisms. During this time it is especially important that everyone pays attention to and takes proactive steps to promote their own wellbeing and self-care. In addition, as a school, we will offer the following support:

- Wellbeing check-ins to be made with all staff by SLT to offer support. This is to be followed up by a phone call from the Executive Headteacher for additional support if needed.
- SCITT students to have weekly check-ins with their mentor.
- Staff to be aware that Shelley MacDonald (school counsellor) continues to be available for staff as well as pupils and their families.
- Specific CPD on home working, Mental health and Wellbeing and Stress Awareness
- Zoom to be used to enable staff to communicate 'face to face'.
- Weekly SLT meetings to continue to share how the week has been and to look forward to the coming week
- Year group teams to be in close contact with each other during this time to ensure that staff are well supported. Teachers to ensure Teaching Assistants are kept in the loop during this time.
- Staff CPD to be led by Leanne Sheehan who will oversee and coordinate resources available.
- Geek Squad will continue to meet every Friday to share and discuss current research
- Phase leaders to co ordinate well being activities such as quizzes within their phase.

### **'Check ins' on staff**

Executive Headteacher:	SLT, Office Manager, Attendance Improvement Officer and Site Manager
Phase Leaders:	Teacher and TAs in their phase
SCITT student:	Class mentors
Midday Supervisors:	Assistant Head
Breakfast Club Staff:	Assistant Head
Nurture team:	Assistant Head
Office Staff:	Office Manager
Site Manager:	Cleaning Team

## **1.6 References to Policies and Other Useful Documents**

- Mental Health and Wellbeing Policy
- Portland Spencer Academy Code of Conduct for Remote Learning
- Covid-19 PSA Handbook
- Homeworking Guidance
- HR Frequently Asked Questions