



Priory Church In Wales (Aided) Primary School

*'Celebrating Creativity, Imagination and
Belief'*



**A Policy & Strategy document on embedding a Whole-School
approach to Mental Health & Emotional Well-being in Powys
Schools.**

**Updated by Powys County Council July 2024 and adopted by Headteacher and Governing Body
on: 26.11.2024**

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Signed Headteacher (Miss C Pugh)

Signed Chair of Governors (Cllr M Dorrance)

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Document History

Date	Version	Author	Revision Summary
Autumn 2021	1.1	Mary Strong and Christopher Davies	This new policy replaces Powys' 'A Policy & Strategy document to help improve Mental Health & Emotional Wellbeing in Powys Schools (2020).' This version aligns with Welsh Government's Framework on embedding a whole-school approach to emotional and mental well-being and Curriculum for Wales reform.
01.10.23	1.2	Christopher Davies and Andrew Farrell	Sections on Team Around the Cluster (TAC) Meetings and Raising the Attainment of Disadvantaged Youngsters (RADY) added and officer contact details updated.

01.10.24	1.3	Mary Strong, Christopher Davies and Andrew Farrell	All updates highlighted yellow. Emotion Coaching details amended. Staff wellbeing section updated. Human Rights – UNCRPD included Updated outside agency details now available as a separate document.
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Document to be reviewed by 01/10/2025

A Policy & Strategy document on embedding a Whole-School approach to Mental Health & Emotional Well-being in Powys Schools.

Overview and Purpose of the Policy

Improving the mental health and emotional well-being of all members of our learning communities in Powys is essential. Our vision in Powys is for well-being and good mental health to become a strategic priority, embedded into the culture and ethos of every school. This policy aims to support schools in developing inclusive, emotionally healthy environments for both children and adults.

Why is an inclusive approach to mental health and emotional well-being so important to us in Powys now?

The Mental Health Emergency: Mind Cymru 2020

‘There has rarely been a more critical time for prioritising the mental health of the Welsh nation.’

‘Supported by (the findings of this report) ...we are urging the Welsh Government to put mental health at the very centre of their recovery plans.’

The State of Child Health 2020 Wales:

Between 2014 and 2020 suicide rates for young people between 15 and 24 almost doubled: from 4.9 per 100,000 to 9.7.

Welsh Youth Parliament’s Emotional and Mental Health Support Committee report ‘Let’s Talk About Mental Health.’ October 2020

‘60 per cent of children and young people experience difficult emotions or mental health issues at least once a week in Wales’. This report sees the new curriculum in Wales, set to be rolled out from 2022 as an opportunity to incorporate mental health into the classroom’.

British Journal of Psychiatry Report: article from the Guardian, February 2021

About 7% of children have attempted suicide by the age of 17 and almost one in four say they have self-harmed in the past year... the figures could rise as a result of the pandemic.

Impact of Covid

Covid has impacted everyone's mental health and emotional well-being. The results below are taken from the "*Mental Health of Young People*" survey (*COVID-19 Report – September 2021*) and highlight some of the challenges that our children and young people face in light of the global pandemic.

In response to the survey:

- Some young people said they would have liked more communication from teachers to talk about their mental health and well-being.
- It was evident that young people may not be accessing help online or over the telephone because they are not aware of the support and advice that is available.
- Some young people said that they did not feel listened to or taken seriously at the time they were seeking help. Young people want to be able to talk to someone and feel that they are being listened to.
- Some people said that they would like to be given more information about how to look after their mental health and wellbeing.

In conclusion to the statements above, well-being needs to be a priority within all schools and settings. Young people need to be given the opportunity to talk about mental health and emotional well-being and to understand more about it. The points above link directly to the importance of developing a whole-school approach to mental health and emotional well-being within schools across Powys, and the relevance of the Health and Well-being Area of Learning and Experience (AoLE) in Curriculum for Wales.

The full report can be read here: [Powys Community Health Council - Mental Health Of Young People During COVID-19 \(Sept 21\)](#)

A whole-school approach to developing mental health and emotional well-being: summary

In a whole-school approach, well-being and mental health is everyone's business, with genuine engagement across the whole-school community. This includes: staff, learners, governors, parents/ carers and external services. Well-being should be a priority for all, and at the heart of the curriculum, promoting a positive culture in every school. Good mental health and effective learning environment are intrinsically linked, and mental health awareness should be embedded through a whole-school approach.

Well-being is the balance point between an individual's resilience and the challenges they face. Positive well-being is concerned with developing the capacity for individuals to navigate life's opportunities and difficulties.

The following points summarise our vision for Powys, drawing on the expectations from the Welsh Government Framework on embedding a whole-school approach to emotional and mental well-being (2021):

1. Recognise and address the mental and emotional well-being needs all children and young people and the adults they work with, recognising that good wellbeing for all is a key enabler for success, fulfilling both personal, emotional, and academic potential.
2. An inclusive whole-school approach should support good mental health and emotional well-being for all. It is about building resilience and ensuring preventative action through developing positive relationships between all members of the school community.
3. Enable all learners to know how, when and where to actively seek support for themselves and others.
4. Recognise the schools' responsibility to identify the signs of poor well-being and ensure effective support is put in place when a learner experiences more severe distress.
5. Recognise existing effective practice in Powys and support the development of a whole- school strategic approach to mental health & emotional well-being through the use of these, or similar, evidence-based approaches in your setting.
6. This policy needs to be linked with the school curriculum, embedding good well-being through all aspects of school life. Through their school improvement cycle, schools need to identify their strengths and areas of development, co-constructing a plan to address gaps and review impact of actions. This process of reflection and improvement should be continuous.
7. This process should provide opportunities for children and young people to tell partners/ stakeholders what they think about the actions being put in place, identifying what is important to and for them.
8. The active promotion of this policy is the responsibility of all members of the school community; Governing Body, Senior Leadership Team, Teaching and Support Staff.
9. Governing Bodies and Head teachers should appoint a designated lead for mental health and emotional wellbeing in each school, to coordinate a collaborative approach with all stakeholders.

10. Work to be collaborative within and between schools, clusters, LAs, regions and multi-agency partnerships, to maximise the benefit of shared skills, knowledge and experiences, as schools alone cannot meet the needs of all children and young people.
11. Local Authority to facilitate training for all key staff, to ensure all schools and communities become better informed and better placed to identify, understand and support mental health and emotional well-being needs.
12. Local Authority to have regard for this policy when delivering education other than at school provision (EOTAS).
13. This policy will be reviewed annually.

Curriculum for Wales

This policy, along with the Welsh Government's [Framework on embedding a whole-school approach to emotional and mental well-being](#) should support and complement the Curriculum for Wales Framework.

A whole-school approach to mental health and emotional well-being should be viewed as central to the success of the four purposes. Purposeful opportunities should be provided for *all* children and young people to learn about emotional and mental well-being across all aspects of a school's curriculum, and in particular within the Health and Well-being AoLE. Every school's curriculum should place health and well-being at the heart; ensuring mental health is given parity with physical health and emotional well-being and attainment.

The [Curriculum for Wales Framework](#) gives every school the opportunity to design an inclusive and responsive curriculum that meets the needs of *all* learners, within the context of the individual school. The Framework encourages schools to build their own vision for curriculum, embedding the shared vision of the four purposes, and the learning defined at a national and local level. Curriculum for Wales also allows practitioners to be creative and develop purposeful, authentic and meaningful learning experiences through a wide range of opportunities and contexts, that meet the needs of all. Therefore, this policy, along with the Welsh Government Framework, should be considered within a school's curriculum design.

The Four Purposes

The [Four Purposes](#) are the shared vision of Curriculum for Wales, representing the ambitious and aspirations for all children and young people in Wales from 3 -16 years old. Emotional and mental well-being plays a significant role in allowing our learners to '*be*' and '*become*' the Four Purposes. By becoming *healthy confident individuals*, learners will build their mental and emotional well-being, developing confidence, resilience and empathy. It is through the *personal effectiveness skill integral to the four purposes*, learners should develop an understanding of the factors that impact their mental health and emotional

well-being, and be supported to manage experiences and act with empathy, compassion and kindness for themselves and others.

The Health and Well-being Area of Learning and Experience (AoLE)

Powys' Policy and the [Welsh Government Framework](#) supports and complements the [Health and Well-being Area](#). This Area is about developing the capacity of learners to navigate life's opportunities and challenges, placing importance on mental health and emotional well-being, and its links with physical wellbeing and resilience. Learning about mental health and emotional well-being forms one of the [Statements of What Matters](#) in Curriculum for Wales. These Statements are mandatory elements of every school's curriculum, and it is through these statements' that key principles, topics and issues can be explored, giving schools the flexibility to identify those areas which are relevant to the needs of their learners, their school/ setting, and their community.

Mandatory Elements in Curriculum for Wales

Relationships and Sexuality Education (RSE)

RSE is a mandatory element of Curriculum for Wales and should be part of a whole-school approach, effectively integrated and developed across the curriculum. RSE plays a key role in supporting learners' rights to enjoy fulfilling, healthy and safe relationships throughout their lives. Learners should develop an understanding of how people's faith, beliefs, human rights and cultures are related to all aspects of RSE, whilst understanding how these rights can contribute to the well-being of all. The themes and matters encompassed by the mandatory element of RSE can impact our learners' emotional and mental well-being. Across these themes, curriculum content in RSE should be inclusive and reflect diversity. Therefore, the learning within RSE should also develop learners' awareness and understanding of different identities, views and values and a diversity of relationships, gender and sexuality, including LGBTQ+ lives. When schools plan for the provision of RSE, factors such as the physical and mental and emotional development of learners should be considered.

Religion, Values and Ethics (RVE)

RVE will be a statutory requirement in the Curriculum for Wales for all learners from age 3 to 16. One of the features of the four purposes of the curriculum is that learners will be supported to develop as healthy, confident individuals, ready to live fulfilling lives as valued members of society. Opportunities are provided for spiritual development in the [statements of what matters](#) for the Humanities Area and RVE has many valuable and distinctive contributions to make.

RVE should include support for learners to; develop a sense of their uniqueness and value; reflect upon and express their own feelings and opinions; develop aspirations and learn to live with disappointment; show empathy and consideration for others; develop compassion and help others; develop a voice and listen with respect to the voices of others and form good relationships. All of these factors can have a positive impact on the mental health and emotional well-being of learners.

Wider requirements and cross-cutting themes

Human Rights

This policy also gives due regard to [Human Rights](#), a wider requirement and cross-cutting theme within Curriculum for Wales. Children and young people and disabled persons have specific human rights guaranteed under the United Nations Convention on the Rights of the Child (*UNCRC*) and the United Nations Convention on the Rights of Persons with Disabilities (*UNCRPD*).

All children in Wales have rights under the [UNCRC](#) to be safe, to be treated with equality and non-discrimination, to be supported to develop their physical and mental health, to express their thoughts and feelings, to be involved in decisions made about them, to receive extra support if they are disabled, and to receive an education that enables them to fulfil their potential. In particular, this policy supports the development of:

- Article 6, which recognises that all children and young people have the right to survive and the right to develop
- Article 12, which states that children have a right to say what they think should happen when adults are making decisions that affect them, and to have their opinions taken into account
- Article 24, which says that healthcare for children and young people should be as good as possible, but also goes further than this by saying children and young people have the right to be both physically and mentally fulfilled
- Article 29, which says that a child or young person's education should help their mind, body and talents be the best they can. It should also build their respect for other people and the world around them. In particular, they should learn to respect their rights and the rights of others.

Well-being of Future Generations (Wales) Act 2015

The [Well-being of Future Generations \(Wales\) Act 2015](#) is a wider requirement within Curriculum for Wales. Although this Act does not place specific duties on schools, it does require local and national government to carry out sustainable development. This means that we must work together to improve the economic, social, environmental and cultural well-being of Wales.

One of the Seven Well-being Goals is 'A healthier Wales.' This particular goal focuses on developing a '*society in which people's physical and mental well-being is maximised, and in which choices and behaviour that benefit health are understood.*' Schools may consider this Act when developing their whole-school approach to mental health and emotional well-being, taking into consideration national goals.

All of the above aspects can be considered within a school's curriculum design, ensuring that Powys' Policy and the Welsh Government's Framework supports and complements Curriculum for Wales.

Attendance

School attendance can be hugely complex and should not be considered in isolation from other aspects of education and learner wellbeing. There are many underlying causes for learner absence. Whether a learner attends school depends on many factors, and for any particular learner the reasons are often a combination of generic and specific causes. Good support for learner wellbeing and mental health and an effective learning environment are intrinsically linked, and both should be promoted through a whole-school approach.

Improving attendance is most effective when the school adopts a number of complementary and overlapping approaches and interventions. The initiatives used by schools to encourage attendance are influenced by a number of local factors, including parental dispositions and social and economic circumstances. It is because of this contextual complexity and the need to be learner-centred that improving attendance requires a whole-school and whole-system approach. Improving attendance, as with any other aspect of educational improvement, depends on the breadth and cohesiveness of the response from the education system and partners.

(Welsh Government, 2023, Belonging, engaging and participating: Guidance on improving learners engagement and attendance, p. 1).

Safeguarding

The role of education in safeguarding children effectively is vital as education settings have frequent contact with children and families and could be the only professionals in their lives. Education settings often bring a child into contact with a trusted adult and staff will get to know the child and family as well as their wider community. This brings responsibilities and opportunities, and safeguarding should be embedded in to the culture of an education setting so early intervention and prevention can be instigated, risks minimised and the impact of trauma reduced. The whole-school (setting) approach to well-being is not about promoting any one initiative, nor intervention over any other as there is no 'silver bullet' and each school will need to consider how it addresses its needs in line with its own unique circumstances. At its heart, the framework is about reinforcing the little things that build the positive relationships which, above all, make the difference and which foster the sense of belonging and community – not just relationships between learners and staff, but also relationships that span community, statutory and third sector boundaries, so that the whole system, working around the school or education setting as the hub of the community, can create an ethos that values and supports emotional and mental well-being. This approach needs support from the whole education system and each role and responsibility in this section will contribute to its

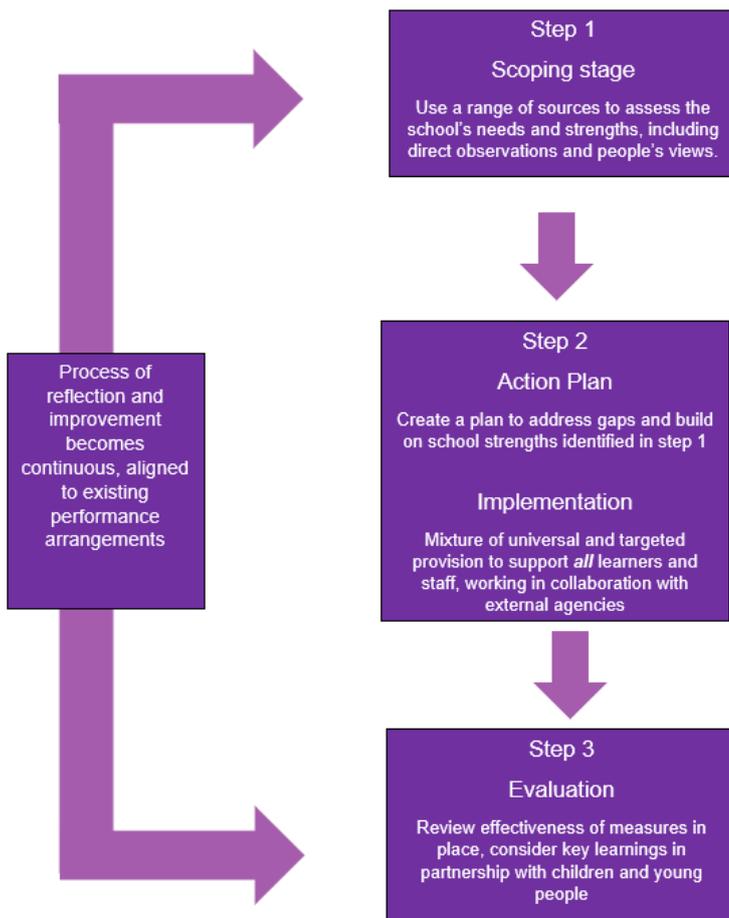
SUCCESS. (Welsh Government, 2022, Keeping learners safe: The role of local authorities, governing bodies and proprietors of independent schools under the Education Act 2002, pg.13)

Delivering a whole-school approach

This policy provides guidance and a template to develop and embed consistent effective whole-school approaches to well-being within our schools and the wider community, to ensure continuity and equity for all.

Through their school improvement cycle, schools need to identify their strengths and areas of development, co-constructing a plan to address gaps and review impact of actions. This process of reflection and improvement should be continuous. The steps outlined in the self-improvement cycle below can be used to support schools in this process.

Self- Improvement Cycle



(Government, Welsh. Framework on embedding a whole-school approach to emotional and mental well-being, 2021. Pg., 8).

Role of Health Promoting Schools Team Self-Assessment Tool

The Health Promoting Schools' self-assessment tool can help schools audit their approach to mental health and emotional well-being across all areas of school life and learning, including environment and ethos, as well as curriculum and policies. The tool is designed to be used as part of a regular review cycle that informs and evidences the school's development process and helps show that the school is meeting its statutory responsibility to implement and embed a whole-school approach to mental health and emotional well-being as mapped in the statutory Framework (2021).

The process of completing the tool, and the discussions across the school community is the most valuable part of the process. There is far less value in a small group of

individuals completing the tool in isolation. The process can highlight and celebrate what is working well, as well as pointing to areas for development.

You may consider sharing areas of effective practice and areas of need or priority with your cluster and with the school's **Health Promoting Schools Team** support practitioner, to help inform future local and national support.

This **Health Promoting Schools Team's** Self- Assessment Tool also provides the opportunity for schools to get an overview of their current provision and offers a structured approach to the review and implementation cycle, enabling schools to monitor, celebrate and identify areas for further development.

The school should consider:

- Completing the review through a shared process (through consultation and discussion) - ideally with different groups within the school, such as the Senior Leadership Team, teachers, support staff, parents, and learners.
- Identifying areas of effective practice, and priorities for further development, for short and/or long-term planning
- Working with their school cluster to share thoughts and possible plans that can be actioned collectively (such as for training or cluster-based developments).
- Using external support, such as the Healthy Schools and/or Local Authority Leads for Wellbeing and Equalities for advice on the Whole-School approach review and planning process, identifying common areas for development that can inform future local or national guidance, training or support.

The draft tool can be found here:

[Public Health Wales - Whole School Approach to Emotional and Mental Well-being \(Self- Assessment Tool\)](#)

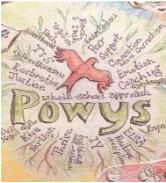
Suggestions for developing a whole-school approach to mental health and emotional well-being: School Development Plan

The table below offers suggestions for developing a whole-school approach to mental health and emotional well-being. These suggestions include possible School Development Plan targets and Success Criteria linked to the summary bullet points (pg., 3 and 4).

	Schools/settings will need to:	Possible SDP targets:	Success criteria:
	Embed good well-being through all aspects of school life, including the school curriculum. Through their school	<ul style="list-style-type: none"> - Learners are able to talk openly about their mental health, feelings, thoughts and emotions and those of others. - Teaching and learning approaches maximise participatory approaches. 	Emotional and mental well-being is developed throughout the school curriculum and extra-curricular activities.

	<p>improvement cycle, schools need to identify their strengths and areas of development, co-constructing a plan to address gaps and review impact of actions. This process of reflection and improvement should be continuous.</p>	<ul style="list-style-type: none"> - Learners are given opportunities to develop and practice emotional literacy skills. - Learners are encouraged to manage risks, express ideas and emotions. 	<p>Cross-curricular approaches promote mental and emotional well-being across the curriculum, not just in the Health and Well-being AoLE.</p>
	<p>Provide opportunities for children and young people to tell partners/ stakeholders what they think about the actions being put in place, identifying what is important to and for them.</p>	<ul style="list-style-type: none"> - Learners are given the opportunity to contribute to the development of emotional and mental well-being in their school/setting. - School Councils ensure that every learner's voice is heard. - Learners feel engaged in school life. - Learner-friendly policies shared with/ written by learners 	<p>Effective pupil voice impacts on provision.</p> <p>Effective cluster pupil voice impacts on wider provision within the cluster.</p>
	<p>Develop an inclusive whole-school approach which should support good mental health and emotional well-being for all. It is about building resilience and ensuring preventative action through developing positive relationships between all members of the</p>	<ul style="list-style-type: none"> - Positive relationships are actively developed between learners and staff and members of the wider school community using whole-school approaches, such as Emotion Coaching - All members of the school community understand how to develop positive behaviour. - Conflict and bullying is dealt with in a consistent manner. Restorative approaches are embedded across the whole school. 	<p>Results of learner well-being surveys (e.g. HAPPEN and SHRN)</p> <p>Parent/Carer/Staff questionnaires inform SDP priorities.</p> <p>Effective Anti-Bullying / Positive Behaviour Policies are constructed. This includes policies</p>

	school community.	<ul style="list-style-type: none"> - Parents/carers understand the setting's approach to developing a positive ethos and culture and understand how they can support this approach at home. 	produced by learners
	Recognise and address the mental and emotional well-being needs all children and young people and the adults they work with, recognising that good well-being for all is a key enabler for success, fulfilling both personal, emotional, and academic potential.	<ul style="list-style-type: none"> - The emotional and mental well-being needs of learners and staff are identified. Information is shared appropriately. - The impact of ACEs, trauma, VAWDASV etc is understood by all staff. - Emotional and mental well-being needs feed into action points in the School/Setting Development Plan. These are reviewed and updated regularly. 	Learner and Staff well-being surveys/questionnaires inform action points for SDP. Powys Staff Well-being Questionnaires (shared by LA)
	<ul style="list-style-type: none"> - recognise the schools' responsibility to identify the signs of poor well-being and ensure effective support is put in place when a learner experiences more severe distress. <p>All learners should be supported to know how, when and where to actively seek support for themselves and others.</p>	<ul style="list-style-type: none"> - All staff receive appropriate training and are able to identify emotional and mental well-being needs that require outside agency support for all members of the school community. - Staff know how to contact appropriate outside agencies, or know which members of staff to talk to, to support the changing emotional and mental well-being needs within the school/setting. - School Councils create learner-friendly information which is actively shared to ensure that information is accessible to all learners. 	<p>All members of the learning community know how, when and where to actively seek support for themselves and others.</p> <p>Team around the Cluster list shared with all staff (pg. 24)</p>

	<p>Encourage an ethos where mental and emotional well-being is openly discussed. All staff should know how to seek support for their own mental and emotional well-being.</p>	<ul style="list-style-type: none"> - Senior leaders know how to support staff to access occupational health and counselling services. Clear signposting informs all staff of these services - Following staff absence, follow return to work procedures are followed to help to identify absence patterns/ underlying causes. - Open door policy for staff - Signposting to relevant services - Staff notice board - Regular wellbeing 'check-ins' with staff - Staff training to recognise signs of stress etc. 	<p>All staff know how to seek support for emotional and mental well-being issues.</p>
	<p>To recognise existing effective practice in Powys and to support the development of a whole-school strategic approach to mental health & emotional well-being, through the use of evidence-based approaches.</p>	<ul style="list-style-type: none"> - Build upon existing practice to strengthen the development of a whole-school approach to mental health and emotional well-being 	<p>Effective practice is shared within and across Powys schools and settings via school to school working and PL opportunities.</p>
<p>Further statutory requirements:</p> <ul style="list-style-type: none"> - The active promotion of this policy is the responsibility of all members of the school community; Governing Body, Senior Leadership Team, Teaching and Support Staff. - Governing Bodies and Head teachers should appoint a designated lead for mental health and emotional well-being in each school, to coordinate a collaborative approach with all stakeholders. - Local Authority to facilitate training for all key staff, to ensure all schools and communities become better informed and better placed to identify, understand and support mental health and emotional well-being needs. - This policy will be reviewed annually. 			

Suggestions for identifying the well-being needs of learners

HAPPEN

[HAPPEN](#), of the [Health and Attainment of Pupils in Primary School Evaluation Network](#), is a primary school network which brings together education, health and research in line with the Health and Well-being Area of Learning and Experience (Area) in Curriculum for Wales. By taking part in the HAPPEN survey, schools can gain a better understanding of learners' physical, psychological, emotional and social health, to enable everyone to collaborate and work together to improve well-being and academic achievement. This free survey is aimed at learners in Years 4, 5 and 6, and presents the opportunity for children and young people to learn and make informed decisions about different aspects of health and well-being. The HAPPEN report can be used to influence a school's curriculum design, especially for the Health and Well-being Area, as well as informing school programmes such as Learner Voice, allowing children to be ambitious and creative in improving their own and others well-being. Schools receive individual reports aligned to Curriculum for Wales, showing the overall picture of health and well-being in your school. Find out more about HAPPEN [here](#).

SHRN

The [School Health Research Network](#) (SHRN) is a network of **primary and** secondary schools in Wales who have joined together with researchers, the Welsh Government and other organisations to support young people's health. Schools that join the Network receive an individualised Student Health and Wellbeing Report every two years. This is based on learner responses to an electronic Student Health and Wellbeing Survey which schools undertake. The reports include supportive text with suggested whole school approaches, up-to-date research findings and links to supportive national agencies.

Suggestions for developing and supporting staff well-being

The following aims offer suggestions of how Schools and the Local Authority can support and develop staff well-being within and across Powys.

Aims for developing staff well-being

Schools identify strengths and areas for development through:

- Regular feedback about staff well-being (e.g. standing agenda item on staff meetings)
- Reviewing management structure – distributive leadership
- Effective lines of communication and support
- Reviewing workload – what is purposeful and effective in terms of staff well-being
- Identify current existing resources and support that is provided for schools

Powys Local Authority identify strengths and areas for development through:

- Regular feedback about staff well-being and opportunities to share effective practice (e.g., school support visits/ Well-being Workgroup/ PL opportunities)
- Support for distributive leadership in schools
- Effective lines of communication and support between Local Authority Staff and School Staff
- Reviewing expectations of workload on schools – identifying priorities and effective collaboration between teams
- Identifying and sharing existing effective practice and resources to schools from county/ outside agencies
- Support schools to identify and implement appropriate staff well-being strategies through a whole-school approach

Support for staff wellbeing: role of school leadership

The table below offers suggestions for schools in supporting staff well-being through a whole-school approach.

Aim	How?	Resources available
<p>Developing and embedding a whole-school approach to emotional and mental well-being</p>	<p>Adopt Powys’ Mental and Emotional Well-being Policy. Access Professional Learning training and resources for schools to support the development of a whole-school approach to well-being. Access and implement Healthy Schools’ Self-Assessment Tool. Access support from Local Authority’s Leads for Wellbeing and Equalities and school-based practitioners e.g. Emotion Coaching Champions Collaborate with Leads for Wellbeing and Equalities and outside agencies to identify resources already available and gaps in provision. Ensure all members of the school community, including governors, understand their roles and responsibilities in supporting staff well-being, identifying that this is a vital part of the whole-school approach. Establish a positive working environment where all staff feel valued, trusted, and respected by everyone, and mental health and emotional well-being can be openly and honestly shared and discussed.</p>	<p>Powys Mental Health and Emotional Wellbeing Policy</p> <p>Powys Professional Learning Site</p> <p>Public Health Wales – Whole School Approach to Emotional and Mental Well-being (Self-Assessment Tool)</p> <p>Powys Professional Learning Offer</p> <p>Powys Resource Site</p> <p>Powys Mental Health and Emotional Well-being in Schools – Hwb Network</p> <p>Team Around the Cluster List (pg. 24)</p>

Regular feedback about staff well-being	Regular use of staff well-being surveys: feedback and subsequent action plans to address concerns shared with staff and governors. Staff well-being as an ongoing priority/ standing agenda item on staff/ governors' meetings.	Powys Schools/Settings - Staff Wellbeing Assessment Survey Powys Staff Well-being Questionnaires (shared by LA)
Reviewing management structure – distributive leadership	Review management structure with staff/governors/SIA to consider advantages of distributed leadership to enable individuals at all levels to exert positive influence over school change and development: increased job satisfaction, more effective information sharing and overall school improvement. Review staff access to National Leadership Programmes – e.g. NQTs/ TALP/ MLDP/ SLDP/ NPQH – modules that focus on well-being Consider access to coaching and mentoring programmes Individual schools may access support from outside agencies and providers such as Portal (if appropriate).	Powys PL - Professional Pathways (google.com)
Lines of communication and support	Review job descriptions to ensure clear roles and responsibilities. Ensure all staff know who, how and when to seek support. Identifying current resources and support provided for schools, e.g. Education Support/ Anna Freud Centre resources. Support PM targets that focusing on developing wellbeing (professional leadership standards) Individual Schools may access support from outside agencies and providers such as Care First (if appropriate).	Education Support for Staff Wellbeing Tour of the new Education Support website. - Video Anna Freud Centre- Supporting staff wellbeing in school! Powys All Schools Well-being Workgroup
Review workload – what is purposeful and effective in terms of staff well-being?	Staff meetings timetables include regular discussions around workload and staff well-being. Regular discussions are held to identify priorities in relation to workload Suggested ways forward from actions identified in questionnaire results.	Powys Mental Health and Emotional Wellbeing Policy

Support for staff well-being: role of county.

Aim	How?	Resources available
Developing and embedding a whole-school approach to emotional and mental well-being	<p>Powys' Mental Health and Emotional Well-being Policy</p> <p>Professional Learning Team to provide relevant training and resources for schools around developing a whole-school approach to mental health and emotional well-being</p> <p>Support and advice available from Local Authority staff (e.g., Powys Leads for Wellbeing and Equalities/ Inclusion Managers).</p> <p>Strong collaboration between Local Authority Staff, Schools and Outside Agencies to identify support/ resources available and gaps in provision.</p> <p>Providing up-to-date information and support for schools</p> <p>Powys All Schools Wellbeing Workgroup – collaborative workgroup/ network to share and discuss aspects relating to well-being. This also includes working with outside agencies and opportunities for schools to share effective practice.</p> <p>Local Authority staff to share existing effective practice for supporting staff well-being</p>	<p>Powys Mental Health and Emotional Well-being Policy</p> <p>Advice from Powys Leads for Wellbeing and Equalities</p> <p>Powys All Schools Well-being Workgroup (monthly)</p> <p>Resources and information available on Powys SharePoint</p> <p>Powys Mental Health and Emotional Well-being in Schools – Hwb Network</p>
Regular feedback about staff wellbeing	<p>Leads for Wellbeing and Equalities continue to provide resources to support regular feedback about staff well-being, e.g. questionnaires that align with the Whole-School approach to MH&EW. Questionnaire is aligned o existing learner surveys– HAPPEN & SHRN to ensure a consistent approach to support whole-school approach to wellbeing.</p>	<p>Powys Schools/Settings - Staff Wellbeing Assessment Survey</p> <p>Powys-Staff Well-being Questionnaires (shared by LA)</p>
Reviewing management structure – distributive leadership	<p>National Leadership Programmes available for staff – e.g., NQTs/ TALP/ MLDP/ SLDP/ NPQH – modules that focus on wellbeing</p> <p>Coaching and mentoring programmes</p> <p>Individual Schools may access support from outside agencies and providers such as Portal (if appropriate).</p>	<p>Powys PL - Professional Pathways (google.com)</p>
Lines of communication and support: Who? How?	<p>Clear roles and responsibilities included in E&MW policy</p> <p>Local Authority staff to share updated information re. available support.</p> <p>Suggested PM targets – focusing on</p>	<p>Team around the Cluster meetings</p> <p>Education Support for Staff Wellbeing</p>

When? to seek support	wellbeing (professional leadership standards) Individual Schools may access support from outside agencies and providers such as Vivup (if appropriate). Advice available from Leads for Wellbeing and Equalities. Headteachers can access support from the Heads Wellbeing Working Group 'Heads for Heads' group.	Tour of the new Education Support website. - Video Heads for Heads Poster.pdf
Reviewing workload – what is purposeful and effective in terms of staff well-being?	Suggested ways forward from actions identified in questionnaire results e.g. staff meetings timetables to include regular discussions around workload and well-being	Powys Mental Health and Emotional Wellbeing Policy
Identifying current resources and support provided in schools	Leads for Wellbeing and Equalities to work with appropriate Local Authority services, and outside agencies to identify current resources and support available to schools.	Powys Professional Learning Offer Powys Resource Site

Building on existing effective practice in Powys

One of the main aims of this policy is to build upon the existing effective practice in Powys schools. This section provides an overview of some effective practices that are already in place to develop a whole-school approach to mental health and emotional well-being.

Team Around the Cluster (TAC)

Powys Team Around the Cluster (TAC) meetings provide opportunities for two-way communication between schools and support agencies. Schools can highlight wellbeing and inclusion issues that may be causing concern for their learners and families. Other school practitioners and outside agencies work together through a multi-agency approach to discuss, solve problems and identify any appropriate support. TAC meetings identify the positive impact of the support network including on staff wellbeing; being able to access the right support at the right time reduces workload and increases the reassurance that they are working as a team rather than in isolation, and that learners receive the appropriate support for a wide-range of wellbeing needs at the appropriate time.

RADY

Powys has made a long-term commitment to build capacity within the School Improvement and Learning Service for the oversight, rollout, and delivery of the Raising Attainment of Disadvantaged Youngsters (RADY) programme to ensure that schools are supported in a variety of ways to adopt and embed this equitable approach for eFSM learners and those from low-income families.

RADY has been used within PDG applications, grants for community spaces/family engagement rooms and to embed an equitable culture of inclusivity and proportionality for disadvantaged learners at school and cluster level. Schools can sign up to fully funded online RADY training by contacting Powys' Wellbeing and Equity Leads via the [Professional Learning site](#).

Emotion Coaching

Emotion Coaching is an evidence-based whole-school approach to **supporting sustainable emotional health and wellbeing**. In Powys, we have a team of accredited Emotion Coaching Champions who are able to deliver training to schools/settings. Training and support can be organised by contacting Powys' Wellbeing and Equalities Leads via the [Professional Learning site](#).

Emotion Coaching: what it is and what it isn't.

Emotion Coaching provides a structure for staff to know "how to do" relationships with their learners in everyday encounters. These ongoing relationships benefit learner emotional development, and the training available can support both staff and learner emotional competencies and relationships: adult-learner and learner-learner.

Emotion coaching is a whole-school approach to supporting sustainable emotional health and wellbeing. Positive effects are noted in learner behaviour, emotional awareness and attainment, learner-staff relationships and also staff wellbeing. One of the main benefits of introducing emotion coaching in your school/ setting, is that it is a universal, sustainable provision and can be overlaid over a school's existing system. There is no curriculum, resources to be purchased, timetabling or staffing implications (aside from initial training).

As emotion coaching is an integrated approach rather than a discrete "programme", staff need not fear that it will be abandoned or usurped without time to achieve impact. Emotion coaching is inclusive, as the focus is upon the nature of the communication between adult and learner and doesn't require a time-slot for the child or young person to go and have their individual "emotion coaching session".

Emotion coaching is mindful in that it occurs in the moment – the focus is upon the emotion being felt in that instance – and that emotion coaching adults have noticed the pupil's emotion in a non-judgemental manner. Emotion coaching isn't something that is 'saved' for dealing with moments of extreme negative behaviour or crisis. In fact, it is likely to be at it's least effective at these points. Emotion coaching should be an ongoing process, supporting children and young people to become independently mindful of their emotions and reactions. Emotion Coaching is a universal level of support and does not require parental permission.

There are **three** steps to Emotion Coaching. These are:

Step 1: Recognise the other child's feelings, label the feeling and validate with the child and empathise with them.

- Genuinely empathise with the child from their point of view. This doesn't mean agreeing with them, just view things from their perspective
- Recognise all emotions as being natural and not always a matter of choice
- Use words to reflect back the child's or young person's emotion and help them to label the emotion
- Observe – say what you see rather than asking probing questions (young people might not know the answers)
- Tell the emotional person that you understand their emotional situation and that you don't blame them
- Recognise behaviour as communication
- Look for physical and verbal signs of the emotion that is being felt
- Take on the child's perspective

Step 2: Set limits on behaviour (if needed)

- State boundary limits of acceptable behaviour (positive limit setting)
- Make it clear that certain behaviours cannot be accepted
- Retain the child's dignity

Step 3: Problem-solve with the child or young person

- Explore the feelings that have given rise to the behaviour/problem/incident
- Scaffold alternative ideas and actions that could lead to more appropriate and productive outcomes
- Empower the learner to believe they can overcome difficulties and manage feelings/behaviour

Further training and resources for Emotion Coaching can be found on [Powys SharePoint](#).

Other whole-school approaches to developing positive interactions and relationships used in Powys

Incredible Years

The Incredible Years programmes are a set of complementary and interlocking programmes for parents, teachers, and children. The programmes are designed to work jointly to promote emotional, social, and academic competence, and to prevent and reduce behavioural and emotional problems in young children. Incredible Years groups are run throughout **Powys** to enable parents to share their skills and experiences, and to learn from other parents. The groups provide structured courses which focus on issues arising in the different age groups (0-6 months, 1-3 years, 3-6 years and 6-11 years).

KiVa

KiVa is a whole-school program for bullying prevention and intervention. The philosophy underlying KiVa relates to the importance of understanding the social architecture of bullying. KiVa focuses on the role of bystanders (other learners) and how their actions can help to tackle bullying, by supporting a victim, telling a teacher, or simply not endorsing the behaviour of a perpetrator. The KiVa program includes:

- bullying prevention lessons
- engaging the whole school in raising awareness about bullying and its consequences
- informing learners, parents, and the whole school community
- using a clear intervention model when bullying incidents arise
- training all school staff
- an annual survey to keep track of the school's climate

Read more about KiVa in Powys Schools [here](#).

Restorative Justice

Restorative Justice practices provide schools with a range of strategies to promote and develop positive relationships and manage behaviour and conflict, addressing bullying. Restorative approaches offer a framework to build upon existing effective practice. Evidence shows that the use of restorative approaches alongside Social and Emotional Aspects of Learning (SEAL) helps develop more resilience in learners, supporting learners to self-regulate, enabling positive learning environments to be created. Find out more [here](#).

Paul Dix

Paul Dix states that the qualities a teacher should exhibit are fairness, unconditional respect, compassion, praise, empathy, listening and encouragement. Teachers should model the types of behaviour that we would want a child to have and demonstrate throughout their lives. The role of a teacher is to build positive relationships with all children and maintain that positive attitude no matter the

behaviour. Schools across Powys are using Paul Dix strategies to develop positive relationships and interactions with learners.

ELSA

ELSAs are Emotional Literacy Support Assistants. ELSA practitioners receive specific additional training from educational psychologists from whom they receive on going supervision following training. Their role is to support children and young people in school to understand and regulate their own emotions, whilst also respecting the feelings of those around them.

<https://www.elsanetwork.org/>

Seven cohorts of TAs have been trained in Powys – approximately 135 practitioners. We understand that approximately 110 ELSAs are currently active in Powys, across Primary, Secondary and Special Schools. There has been on-going termly supervision available, and professional development opportunities, which include Nurture ABC & LEGO training.

Powys Educational Psychology Service (EPS) can now offer core training via a blended version.

Thrive

Thrive promotes children's and young people's positive mental health by helping adults know how to effectively support the social and emotional development of children and young people. Thrive work with schools, multi-academy trusts (MATs), local authorities, health and social care professionals, and parents/ carers. Schools pay an annual subscription to access this support.

Trauma Informed Schools (TIS)

Trauma Informed Schools is an organisation which is committed to improving the health and well-being, and ability to learn of the most vulnerable children and young people, namely those who have suffered trauma, abuse, neglect and/or have mental health problems or attachment issues. Trauma Informed Schools UK provide appropriate training for schools, communities, and organisations so that they become trauma informed and mentally healthy places for all. Powys are committed to developing trauma informed schools, and many schools and settings have undertaken Trauma Informed training to develop effective whole- school approaches, where well-being is viewed as the highest priority for all. TIS provide many interventions to ensure the relational and emotional health of all is supported, through evidence-based approaches which include research studies from psychology and neuroscience. Find out more [here](#).

Training and Professional Learning opportunities

All staff should receive appropriate training to enable them to support the development of a whole- school strategic approach to mental health & emotional well-being. Powys Professional Learning Team, along with other teams in Powys, provide a wide range of training and professional learning opportunities for all school and setting staff. School leaders and practitioners also need appropriate support to identify mental and emotional well-being needs, that require outside agency support for all members of the school community. Powys has established positive relationships with schools, Local Authority Staff and Outside Agencies to ensure all practitioners receive appropriate professional learning and support.

Powys Lead for Wellbeing and Equity provides a range of professional learning training and opportunities, working closely with other staff in the Local Authority and outside agencies, to develop and deliver high quality professional learning for all. This training can be accessed both synchrony and asynchrony, [via Powys SharePoint](#), allowing schools and settings to access training when appropriate. A team of accredited Emotion Coaching Champions are also available in Powys, offering support and advice to develop and embed this proven, effective, evidence-based approach. Further training opportunities are communicated via the Inclusion Service Newsletter.

Support available from outside agencies

Expectations from the [Welsh Government Framework](#) require schools to recognise their responsibility to identify the signs of poor well-being, and to ensure that effective support is put in place when a learner experiences more severe distress.

Staff need to know how to contact appropriate outside agencies, or know which members of staff to talk to, in order to support the changing mental and emotional well-being needs within schools and settings.

Powys uses the 'Team Around the Cluster' structure to ensure all schools and settings have access to appropriate support/ intervention. This structure helps to provide effective support for all learners through a multi-agency approach. The extract overleaf is part of an annually updated document.

Team around the Cluster – Contact List

All schools and settings can access an up to date 'Team around the Cluster' contact list. This supports schools and settings to access appropriate support. Click [here](#) for the latest version.

Background References

- Additional Learning Needs and Educational Tribunal (Wales) Act 2018 (*Welsh Government, 2018*)
- Curriculum for Wales 2022: Statutory Guidance –Health and Well-being Area of Learning and Experience, (*Welsh Government, 2020*)
- Curriculum for Wales guidance (*Welsh Government, 2020*)
- Curriculum for Wales, Religion, Values and Ethics (RVE) Guidance (*Welsh Government, 2021*)
- KiVa anti-bullying programme in Powys schools (2018)
- *Mind over Matter*- A report on the step change needed in emotional and mental health support for children and young people in Wales (*National Assembly for Wales, 2018*)
- Mind over matter: Two years on (*Welsh Parliament, 2020*)
- Relationships and Sexuality Education (RSE) Statutory Guidance and Code – Consultation Document (*Welsh Government, 2021*)
- Restorative Approaches in Schools. A Guide for Schools Managers and Governors (*Flanagan H*)
- Supporting Staff Wellbeing in Schools (*Anna Freud National Centre for Children and Families, 2021*)
- Taking care of teachers. Mental health and wellbeing hub (*Education Support, 2021*)
- *Taking Wales Forward 2016–2021*¹, (*Welsh Government, 2016*)
- Towards 2040 Powys wellbeing plan
- United Nation Convention on the Rights of the Child (*Child Commissioner for Wales, 2021*)
- Wellbeing of Future Generations (Wales) Act 2015 (*Welsh Government, 2015*)

- Welsh Government - Belonging, engaging and participating: Guidance on improving learners' engagement and attendance (Welsh Government, 2023)
- Welsh Government – Education in Wales – Our national mission: update October 2020 (Welsh Government, 2020)
- Welsh Government - Education in Wales: Our National Mission (*WG, 2017*)
- Welsh Government's Framework on embedding a whole-school approach to emotional and mental wellbeing (*Welsh Government, 2021*)
- Welsh Government - Keeping learners safe: The role of local authorities, governing bodies and proprietors of independent schools under the Education Act 2002 (Welsh Government, 2022)
- Welsh Government's Social Services and Well-being (Wales) Act 2014 (*Welsh Government, 2014*)
- Welsh Network of Healthy School Schemes²(WNHSS), (*Public Health Wales*)