

## **Wellbeing Policy**

### **Purpose and Aims: Ethos of Wellbeing**

Pollytech aim to create the right learning environment by supporting our community: to build confidence, raise self-esteem, develop social skills and character, encourage questioning, have a developed moral compass, build resilience and recognise the importance of their well-being and the well-being of others.

We aim to enable students to experience challenge, succeed in their learning, and feel that learning can be fun and relevant to their lives and to become independent and enthusiastic learners with a willingness to take considered risks. From the earliest opportunity, students will be encouraged to build tolerance, make good choices, and take responsibility in readiness for them taking their place in society.

The ethos and positive atmosphere of Pollytech motivate students to learn and want to do well, including being charitable, open-minded, resilient, and environmental. Our whole approach to well-being looks to guide students to recognise that all actions have consequences whilst encouraging them to make positive choices through rewards, praise, and encouragement.

We have an established approach to developing intrinsic and extrinsic motivation. Across all sites we have an established rewards and consequences systems focussed on restorative practice and intended to build a sense of overall self-actualisation. Students are recognised in a way where they are encouraged to feel a sense of pride and increased self-esteem and belonging alongside the extrinsic reward systems, well engrained into Pollytech culture. Furthermore, we have adopted the NHS Five steps to wellbeing and use these to guide and scaffold our ethos.

The positive attitude of Pollytech is central to the culture of the school and is based on: valuing others and extending kindness to all, clear and consistent communication between staff and students, provision of a safe and stimulating learning environment and learning content and encouragement of students to learn and develop. Furthermore, Pollytech allow for opportunities to celebrate successes and reflect on more challenging situations in a safe environment with trusted adults. We pride ourselves on consistent and thorough communication with referrers and families so that we can collectively share and celebrate the successes of our students.

### **Expectations: Students**

Students are supported to:

- Feel safe and welcomed and conduct themselves in such a way that allows others to feel safe and welcome
- Engage in learning and activities
- Ask for support from staff where support is needed
- Follow staff direction and be respectful in communication

- Create and maintain positive relationships

### **Expectations: Staff**

Staff are responsible for the following:

- Implementing the policy consistently
- Modelling positive behaviours and emotions and self-regulation
- Providing a personalised approach to the specific needs of all students
- Maintenance and implementation of Pupil Profiles, EHCPs and Risk Assessments
- Recording of any relevant information and using positive framing
- Other duties not limited to this list that would support a student and other staff members to feel happy and safe at Pollyteach
- Engaging, planning and delivery of lesson content
- Implement proactive behaviour support and restorative approaches to support all students

### **Expectations: Parent/carers**

Parents/Carers:

- Support teachers if their child's conduct is deemed to be challenging and engage with school to address concerns/targets
- Inform us of any home circumstances that may affect their child
- Take note of advice given by the provision
- Know that staff at Pollyteach are available to talk in confidence with them if they are experiencing difficulties with their child at home
- Other examples not limited to this list that would support a student to feel happy and safe at Pollyteach

### **Positive Wellbeing Support: Environment**

The school recognises its legal duty under the Equality Act 2010 to prevent students with protected characteristics from being disadvantaged. Consequently, our approach to challenging conduct may be differentiated to cater to the student's needs.

Before beginning a placement at Pollyteach, all students will receive an introductory call from an appropriate member of staff. Their first session on Pollyteach site will be with a wellbeing mentor to become accustomed to the site and the routines of the school. Next students will be prioritised to complete baseline assessments so that all learning can be adapted and at an accessible level.

Classroom management and teaching methods have a significant influence on children's well-being. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teachers and students, strategies for encouraging positive conduct, arrangement of and access to resources and classroom displays all have a bearing on how students learn. This is taken into consideration at Pollyteach.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task activities.

Materials and resources should be set to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem by demonstrating the value of every individual's contribution, and overall, the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding to enable the students to work and cooperate with others. Praise should be used sincerely to encourage positive well-being. Feedback should always be constructive and encourage development.

### **Positive Wellbeing Support: Rewards and Consequence systems**

First and foremost, at Pollyteach we recognise the importance of building and maintaining relationships to support and achieve the most with our students. We invest time and effort in getting to understand and know the enjoyments and dislike of the students so that we can make learning and engaging as relevant as possible. We also recognise the limitations of this and the requirement for boundaries and consistency. We lead all sessions knowing the importance of the relationships we cultivate with students and make sure that they have dedicated key people in various capacities to reach out to and engage with throughout the school day. Staff are trained in Level 1 NAPPI and have an awareness of restorative practice and Trauma informed practice. Similarly, all staff have experience of training to support students with additional needs. These tools emphasise the importance and fragility of relationships but also allow staff to better understand behaviour as a communication. It is the relationships that we build that make the work we do at Pollyteach possible.

We use ClassDojo and Zones of Regulation to support students' well-being. Students all start on 0 points; each day, they will receive points for positive conduct, and points will be reduced for inappropriate conduct which can range from incidents to refusal to follow routines of the day. This would take place after exploring appropriate support in the first instance. It is this that culminates in a variety of extrinsic reward throughout the school day, week and term.

Students are rewarded for positive conduct and participation by accessing regular rewards, including opportunities to use sports and leisure activities available on-site and off-site in preparing for adulthood time. Where this is not possible, alternatives are provided.

Balancing reward with positive participation is a central ethos of Pollyteach – as we believe engaging students through doing the things they want to do and enjoy drives motivation for attendance and learning.

Our emphasis is on reinforcing positive well-being. Rewards are motivational, helping children see that good actions are valued. The most typical reward is praise on an individualised basis. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. Positive framing is paramount in our ethos – this includes outlook and instruction.

To praise, promote and reward positive conduct, we use a range of rewards, including postcards, verbal feedback/praise, Dojo points, star achievement, positive phone calls

home, subject showcase, star of the week and recognition in the newsletter. Termly rewards are also offered.

If students do not gain the agreed number of points, they will have time to reflect on the day and discuss how we can support them in the future. We focus this on restorative conversations and catching up any missed learning. Once this is achieved, students can rejoin an onsite activity.

Within our positive approaches, we recognise that there may be times when a student might need additional support. We have staff on hand for this and a range of engagement activities and timetable additions such as Forest School, ELSA, Sessions at The Mill and Felley Ranch and additional ad-hoc wellbeing sessions as required.

We believe that the importance of 'relationships' within the school community should not be underestimated, and therefore we endeavour to develop and maintain an emotionally enriched environment for our students.

### **Positive Wellbeing Support: Wellbeing Pathway**

Pollyteach follows a well-being pathway. Within this pathway it sets out a series of escalation where students may receive consequences for inappropriate behaviour. All students are approached with support and guidance and where this fails, escalations may be appropriate. It is outlined below in more detail:

- Where conduct by a student requires support to be more appropriate and facilitate better engagement, emphasis is on support and maintaining positive engagement in the first instance.
- Routines of the day are intended and designed around establishing and maintaining positive wellbeing for students throughout the school day. Wellbeing support is available where more time or support is required to reach this.
- Where behaviours are exhibited and consequences are required beyond informal conversations, prompts and other support: First and Second Warnings can be utilised for unacceptable and repetitive behaviours.
- Green, Yellow and Red reports are utilised for more severe behaviours and are colour coded to numbers of days in which they apply. They can be escalated over period to emphasises the severity of a consequence and mitigate further incidents. This is in conjunction with other appropriate support strategies and communication to home and referrers.
- In persistent circumstances of severity, meetings will be requested to support the placement and make agreements with professionals and families about support, changes to wave and next steps. These will be requested as 'Placement Discussions'.
- Pollyteach may utilise Fixed Term Suspension for a period of 1 day; in order to support the longevity of the placement and this will only be done in incidents of select categories and at Head Teacher's discretion:
  - Dangerous behaviour

- Possession of a weapon on school site
- Possession of a substance on school site
- Assault on a staff member or a student
- During the period of a fixed term suspension, Pollyteach will conduct a wellbeing call via telephone or Teams to the student when in the home. This is to repair any potential rupture in the relationship that the incident may have caused. Upon return to Pollyteach a reintegration meeting will be held with parent/carer and referrer to discuss the incident and next steps. Work will be provided for the duration of the fixed term suspension.
- In the event of a placement failing over a period, and end of placement will be initiated by Pollyteach.
- In serious incidents of select categories (see below), Pollyteach may end the placement of a student immediately, in consultation with the referrer. This is subject to the discretion of the Headteacher.
  - Dangerous behaviour
  - Possession of a weapon on school site
  - Possession of a substance on school site
  - Assault on a staff member or a student

The procedure for ending a placement at Pollyteach is as follows:

**Procedure for termination of the provision**

1. Provision will only be removed as a response to serious or persistent breaches of the Pollyteach wellbeing policy, and allowing the student to remain at Pollyteach would seriously harm the education or welfare of the student or others within the provision.
2. Pollyteach will make every effort to ensure everything possible has been done to support the student before the removal of its services, including meeting with the parents/carers and professionals to discuss the student's conduct and appropriate actions/sanctions.
3. Provision may be removed temporarily, in which case, Pollyteach will write to the parent/carer to confirm how long this will last, the reasons and any actions required to facilitate a return to Pollyteach.
4. If students are connected to the alternative provision site for repeated breaches of the wellbeing policy, or where the breach of the wellbeing policy is deemed to be of a nature where immediate removal of the provision is warranted, then Pollyteach reserves the right to terminate its arrangement with the referring agency or school in accordance with the terms of the contract.

**Physical Restraint**

Whilst Pollyteach endeavour to avoid all circumstances of restraint on a student, we maintain the right to physically restrain a student (by official guidance) if the student is deemed a threat to themselves or others' safety. Please see the separate restraint policy. Such incidents will always be recorded and reported.

## **Searching and Confiscation**

There are two sets of legal provisions which enable school staff to search and confiscate items from students:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a student's property as a consequence, so long as it is reasonable in the circumstances.
2. Power to search without consent for prohibited items:

These can include:

- Alcohol
- Animals
- Laser Pens
- Illegal substances – including Paraphernalia
- Tabaco including vapes
- Weapons
- Any item brought into school that could be used to cause harm
- Stolen items
- Fireworks
- Pornographic content of any kind
- Mobile phones
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence or to cause personal injury to, or damage to the property of, any person, including any student.

Students will be scanned in the morning, ensuring none of the above is on the student's person. Where necessary a student may be asked to turn out their pockets, remove their shoes or any other reasonable action to effectively safeguard the Pollyteach community.

## **Banned items**

Pollyteach is a smoke-free school including vapes and chewable tobacco.

Pollyteach is a mobile free school for students. Students can hand in their mobile phone and have this returned as they leave the school site at 2:30pm.

Pollyteach reserve the right to contact police if any weapons or substances are brought onto the school site.

## **Bullying**

Pollyteach is completely opposed to bullying and will not tolerate it. It is entirely contrary to our CORE values. All employees, students and visitors to Pollyteach have a right to work and learn in a safe, happy and caring environment. They also have a responsibility to contribute in whatever way they can, to the protection and maintenance of such an environment.

## **Pollyteach defines Bullying as:**

Behaviour by an individual or group usually repeated over time, that hurts another



individual or group either physically or emotionally. This can take many forms and is can be motivated by prejudice.

Bullying is an act of aggression, causing embarrassment, pain or discomfort to someone. It can take several forms: physical, verbal, making gestures, extortion and exclusion. It is an abuse of power. It can be planned and organised or it may be unintentional. It may be perpetrated by individuals or groups of students. It can be orchestrated online or face to face.

### **Procedures for Dealing with Incidents of suspected/identified Bullying**

1. When an incident of bullying is reported, or observed, an allocated member of staff will take responsibility for investigating the incident. This is likely to be a Head or Deputy Head of Centre. This will include speaking to the students involved and any witnesses.
2. A written record of the incident will be kept using our recording system, including dates and times of any incidents, details of the occurrence and the outcome of the investigation including actions to be taken.
3. Actions which may be taken include:
  - a. Contacting parents/carers of students concerned in the bullying incident.
  - b. Feedback to those concerned.
  - c. Sanctions being applied – including suspension from the provision.
  - d. Contacting relevant professionals.
  - e. Referral to SLT or directly to the Headteacher.

Pollytech will react firmly and promptly where bullying is suspected and/or identified.