



Wellbeing Policy

Approved by	C Snowden		
Date	September 2026	Next review due	September 2027

Summary of Changes

Version	Date	Summary of Changes	Approved By
1	3.9.26	Procedure changed into policy	H Kearney

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1. Introduction and Core Vision

At Western House Academy, we are committed to fostering a nurturing, safe, and supportive environment where every member of our school community—pupils and staff alike—can thrive. We operate on the fundamental principle that positive mental health is everybody’s business and that a healthy school community directly drives educational excellence.

Our vision is realised through a dual-pronged model:

- **The Universal Lens:** Embedding wellbeing into daily practices, curriculum design, and school culture to build resilience, emotional literacy, and a sense of belonging, thereby preventing challenges before they arise.
- **The Targeted Lens:** Utilising early identification, tailored interventions, and collaborative multi-agency support to ensure those facing specific emotional, social, or mental health challenges receive timely, specialised assistance.

Whole-School Strategic Pillars

Pillar	Focus Area	Operational Implementation
I. Climate & Curriculum	Universal Environment	Cross-curricular PSHE, positive behavior management, inclusive physical and emotional spaces, and reinforcement of core values (respect, tolerance, resilience).
II. Professional Learning	Staff Empowerment	High-quality CPD, proactive workload management, structured peer supervision, and psychological safety.
III. Community Engagement	Stakeholder Voice	Active parental partnerships, structured pupil voice, local community links, and whole-school wellbeing events.
IV. Multi-Agency Pathways	Targeted Interventions	Robust early identification systems, evidence-based internal therapies, and alignment with safeguarding and external agencies (e.g., CAMHS, Social Care).

2. Child Wellbeing

Western House Academy actively enables pupils to understand their emotions, express worries safely, form positive relationships, and develop lifelong coping mechanisms.

2.1 Three-Tiered Pupil Support Framework

Tier 1: Universal Support (All Pupils)

- **PSHE Curriculum:** Progressive, age-appropriate mental health and personal development education using the Jigsaw scheme.
- **Zones of Regulation:** School-wide framework enabling pupils to visually identify and self-regulate emotional states.
- **Communication Channels:** Dedicated "Trusted Adults" and accessible classroom "Sharing Boxes" for expressing worries.
- **Monthly Wellbeing Days:** Dedicated school-wide sessions held monthly to promote healthy minds and emotional wellness.
- **Junior Duke Award Scheme:** Integrated into the curriculum to foster independence, confidence, and personal resilience.

Tier 2: Additional Support (Short-Term / Vulnerable Need)

- **Sensory Circuits:** Structured physical activity sequences to support sensory organisation before learning.
- **Nurture & Quiet Spaces:** Calm alternative environments provided during learning, lunch and break times.
- **Peer Mentoring & Groups:** Trained older pupils offering companionship; small-group skill sessions for social confidence.

Tier 3: Targeted Support (Specialised / Complex Need)

- **ELSA Interventions:** Bespoke 1:1 emotional literacy programs delivered by certified internal staff.
- **Therapy Dog Program:** Scheduled sessions with *Jessie*, the school therapy dog, to reduce anxiety and build confidence.
- **Individualised Pathways:** Adapted timetables and formal referrals to external specialist services (CAMHS, Educational Psychologists, Social Care).

2.2 External Support Pathways

- **NHS Every Mind Matters:** Practical tools for youth mental health tracking.
- **Mentally Healthy Schools & Mental Health Foundation:** Evidence-based preventative toolkits.
- **Kooth:** Free, safe, and anonymous online counseling for young people.
- **Winston's Wish:** Specialist childhood bereavement support.
- **Number 22 Community Counselling:** Free, confidential youth counseling in Slough, Windsor, and Maidenhead.
- **Daisy's Dream:** Professional support across Berkshire for children affected by serious illness or bereavement.
- **SAFE! Support for Young People:** Specialised support for young people across Berkshire affected by crime, bullying, or domestic abuse.

3. Staff Wellbeing

Staff wellbeing is a prerequisite for school success. Western House Academy is committed to protecting staff mental health, reducing workload-related stress, improving retention, and modeling a healthy work-life balance across all leadership levels.

3.1 Staff Wellbeing Initiatives

- **Open-Door Policy & Support:** Accessible leadership offering informal check-ins, tailored pastoral care, and confidential supervision for demanding roles.
 - **Culture of Appreciation:** Termly recognition through the Federation Hall of Fame to celebrate outstanding staff contributions.
 - **Therapy Dog Check-ins:** Morning decompression and stress-relief sessions for staff with Jessie, the school therapy dog.
 - **"Right to Switch Off":** Strict communication boundaries ensuring staff are not expected to read or reply to emails outside directed hours.
 - **Personal Wellbeing Day:** One dedicated day off per academic year for each staff member to focus on individual rest and self-care.
 - **Dress Down Friday:** Weekly casual dress code to reduce formal burdens and support a relaxed transition into the weekend.
 - **Workload Research & Reflection:** Proactive reviews of educational research by leadership to identify sustainable ways to reduce teacher workload.
 - **Curriculum & Data Streamlining:** Regular updates to marking, assessment, and data collection policies to keep tasks high-impact for pupils and low-burden for staff.
 - **Protected Planning Time:** Dedicated, non-contact time scheduled during the week for collaborative planning, moderation, and deep work to minimize out-of-hours tasks.
 - **Technology & AI Integration:** Clear guidance on using modern tools and AI ethically to streamline lesson planning, resource creation, and administrative duties.
 - **Employee Assistance Programme (EAP):** Confidential 24/7 access to professional counseling, legal, and financial support for staff and families.
 - **Mental Health First Aiders (MHFA):** On-site trained colleagues providing confidential early intervention and guidance.
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- **Our Certified Mental Health First Aiders are:**
 - **Mrs Costelloe** (Vice Principal for Inclusion and Safeguarding)
 - **Mrs Reid** (Receptionist & Key Worker)
 - **Mrs Gregory** (Child & Family Support Officer)
 - **Mrs Haines** (SALT HLTA)

4. Policy Monitoring and Review

This policy is maintained by the Senior Leadership Team and reviewed annually by the Governing Body. Operational effectiveness is validated through ongoing pupil voice, parent surveys, and staff audit data.