

The SSAT Framework for Exceptional Education (FfEE)

Application for recognition of Transforming in Wellbeing

School name: Haileybury Turnford	
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Application date: 15.11.24	
<p>Within the FfEE 'transforming' practice in Wellbeing is described as:</p> <ul style="list-style-type: none"> • Ethos and culture <i>The approach to wellbeing is coherent, consistent and embedded within the school's ethos. A positive, happy and healthy environment supports the wellbeing of the entire school community, mentally and physically.</i> • Role of all stakeholders <i>Wellbeing is considered in all aspects of the school's practice and is a collective responsibility, with all stakeholders playing an important role. There is evidence of school evaluation of well-being and responding to feedback. Evidence of impact may include changes in practice, staff and student attendance, reductions in persistent absence, improvement in engagement with parents/carers, and destinations data.</i> • Role of school leaders <i>School leaders actively promote emotional, mental and physical health in all aspects of their work and this significantly impacts on school life. Staff time is protected, and leaders are creative in providing more flexible working arrangements for staff. Leaders ensure tasks are prioritised and staff are only asked to complete work which has impact on students.</i> • Shared commitment to wellbeing <i>There is a consistent understanding of the school's approach to wellbeing. The whole school community use and understand the same terminology. Learners and staff are encouraged to aim high and supported to achieve their full potential while careful thought is given to ensuring that high aspirations do not result in excessive pressure. All members of the school community are supported to develop the skills they need to succeed while maintaining positive wellbeing – e.g. resilience, positive mindset, empathy, compassion, self-worth.</i> • Culture of trust <i>Successes of all kinds are recognised and celebrated. Where there are areas for development, these are approached in a collegiate, supportive manner. Learners and staff are happy to ask for help and to share concerns and difficulties openly. This is underpinned by a strong culture of trust, in which learners and staff feel empowered to make decisions.</i> • Accessible support <i>Extensive and appropriate support is available to any member of the school community as required. Every learner and member of staff knows how to access this support if needed and is aware of what is available.</i> • Review and reflection <i>Wellbeing is an ongoing priority, and practices are continually reviewed and refined. Views of the entire school community are regularly sought and acted on. Staff contribute to the 'bigger picture' and school development. Leaders are open-minded and always looking to develop creative and innovative solutions to manage workload and promote positive wellbeing. Barriers to learning are removed and clearly evidenced.</i> <p>To identify and structure your evidence and the narrative behind your journey you may wish to use the above headings</p>	
Name and type of evidence (e.g. policy document, assembly, presentation, learner)	How does this exemplify the criteria? (Explain how this evidence demonstrates the transforming practice or the impact on learner, staff, community)

feedback, report, display, meeting minutes, data, video, lesson)	
Anti-Racism Policy Anti-Racism assembly 2024	https://haileyburyturnford.com/app/uploads/2024/02/Anti-Racism-Policy.pdf Anti-racism assembly We are on a continuous journey to ensure we are a fully inclusive and diverse school community. We are working towards becoming an Anti-Racist school where everyone feels valued and listened to in our increasingly diverse community. We have introduced our Anti-Racism Policy and have increased awareness of how we aim to achieve this goal, through assemblies with students.
Anti-Racism summary of Anti-racism Diversifying the curriculum training and PD for staff	C:\Users\goodesm\OneDrive - Haileybury Turnford\Anti-racism initiatives.docx Diversifying the curriculum Our work on Anti-Racism is constantly evolving and we are on a journey to diversify the curriculum. We offer opportunities for all staff to receive training and also focus on educating students after a reported racist incident. We have appointed an Anti-Racism Coordinator this year who oversees our work to become an Anti-Racist setting.
Black History Month Assembly 2024 Cultural Buffet 2024	Cultural Buffet and Dress PPT for students October 2024 This is an annual event to celebrate diversity and cultural traditions represented in our school and community.
MCR Pathways Impact report	MCR Progression and Engagement Report 2024 We engage with an external provision to support students who are vulnerable and at risk of becoming suspended/excluded or EBSA.
Student Leadership Group Student Voice Assembly Rota	Copy of the Student Leadership Group Agenda Link to Assembly Rota Student Leadership is important in our school. The Student Leadership Group meet once every half term and report back to Students, SLT and Governors. Assemblies are linked to specific awareness events or whole school events and follow-up activities take place within Tutor time.
HFL Education Wellbeing Quality Mark Award	HFL Education Wellbeing Quality Mark Award The school received this accreditation in July 2024.
Staff Wellbeing Survey results	Staff Wellbeing Survey Autumn Term 2024 School leaders actively promote emotional, mental and physical health and prioritise ways to improve the wellbeing of staff at school.

Summary of 'transforming' practice
Please explain your journey towards 'transforming' with reference to the evidence and using the suggested prompt questions below. Maximum 400 words Why has wellbeing been key to your school's development? Why have you focussed on this area? Wellbeing has been central to our school's development plan. We recognise the importance of building positive relationships with staff, students and parents. Evidence suggests, supportive school cultures correlate with higher academic outcomes which are important to support every student achieve their potential. Wellbeing initiatives empower students to build self-efficacy and resilience and help with facing challenges effectively.

How have you developed in this area? What were the key steps you took or policies you put into practice?

- Established a wellbeing for staff framework to promote staff wellbeing with clear objectives and measures for success.
- Dedicated team of staff to support students' mental health and wellbeing including pastoral leads, Mental Health First Aiders, DSL and DDSLs, access to counselling provision.
- Excellent pastoral support for students.
- Strong focus on wellbeing in the PSD and PD curriculum and during Form time and assemblies.
- We are focused on developing a strategic approach to improving wellbeing and mental health through developing an anti-racist and inclusive school, increasing student agency, and belonging and contributing to the whole school development plan and priority.
- We aim to create an inclusive school culture that fosters acceptance and respect for diversity. In doing so, we seek to deepen understanding and knowledge through providing educational opportunities and staff development, to promote student, staff wellbeing, and help everyone achieve their full potential.

What has been the impact of your approach to wellbeing on your learners, staff, your own school, other schools, your community? How do you know?

- Improved academic outcomes. Improved Progress score - KS4 and KS5.
- Improved attendance data, sitting above National Average for attendance at 93.7 YTD for all students in Y7-11.
- Improved behaviour data. Last year's suspension rate is 9.3%, the National Average for suspensions is not yet published but thought to be at least 19%.
- Student feedback – recent indication from the Student Leadership group Indicates positive feedback about their sense of belonging and experience of school.
- Excellent staff retention as a result of wellbeing initiatives which provides a sense of collaboration and improved morale amongst the staff.
- Recent staff survey indicates satisfaction with school support systems and workload balance.
- Staff participation in wellbeing programmes.
- Recent parent feedback in the Year 7 survey indicates high satisfaction about their child's experience of school and parents' experience of communication with school.
- Participation in events which promote inclusivity and wellbeing, for example the cultural buffet organised for Black History Month.
- Partnerships with external organisations to provide mental health and wellbeing support for students such as the MHST and Strength in Mind.
- Recognition from HFL Education in receiving the Wellbeing Quality mark for the work we do to support student and staff wellbeing in July 2024.

Please send to leading.edge@ssatuk.co.uk

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