



## Module 5 School policy

### Overview

This module will look at the strategies which schools can take to design and embed a whole school improvement plan related to well-being and resilience. This will include support for young people and staff; staff professional development; working with parents, carers and external agencies. This module will also provide an opportunity for school leaders to self-evaluate and celebrate best practice through an accreditation system.

Objectives and Learning Outcomes (can do...)	Activities and duration	Resources
<p><i>Ensure that the well-being of both pupils and staff are reflected in the policies of the school</i></p> <p><b>Schools post- COVID</b></p>	<p><i>Audit existing policies and identify potential improvements</i> <i>Ensure the balance between academic performance and welfare is appropriate</i></p> <p>With the Covid having such an impact on schools, existing policies among partner schools will reflect a heightened awareness of well-being of staff and students. The following activity aims to actively involve school leadership teams and is meant as a starter before the set of recommendations that will follow from the first four modules.</p> <p><b>Starter</b> Post Covid, schools have had to reassess school policy on well-being. How does this reassessment manifest itself in the opening of the new school</p>	<p>BGHS Strategic Development Plan and other relevant material presented at <i>Training Session 1</i> at Batley Girls' High School March 2022</p> <p>Official strategy for well-being in schools Viken county (Lillestrøm):</p>



	<p>year and how is it shown in national policy documents? Does the existing school culture embrace the well-being of both staff and students?</p> <p><b>Activity</b> School leadership teams in partnership schools plan for the opening of the coming school year (2023/24) with particular focus on how it differed from previous years with regards to the well-being of staff and students. School leadership teams will consult testing and outcomes of relevant activities and implement where necessary.</p> <p><b>Duration</b> Summer. Leadership planning for a new school year (to be revised at regular intervals)</p>	<p><a href="#">Helsefremmende skoler (sharepoint.com)</a></p>
<p><i>Link policy to practice</i></p> <p><b>Recommendations from Modules 1 - 4</b></p>	<p><b><i>General guidance – school owners/school leadership should develop and implement the strategies and structures needed to improve mental health in the school and also establish a well-being team at the school</i></b></p> <p><b>Recommendations Module 1:</b> Schools should raise an awareness/interest about well-being among teachers. Schools should identify risks and vulnerability among students and staff and implement sufficient diagnostic tools.</p>	<p><a href="https://www.childrensociety.org.uk/information/professionals/resources/good-childhood-report-2020">https://www.childrensociety.org.uk/information/professionals/resources/good-childhood-report-2020</a></p> <p><a href="https://www.oecd-ilibrary.org/sites/a7e520c2-en/index.html?itemId=/content/component/a7e520c2-en">https://www.oecd-ilibrary.org/sites/a7e520c2-en/index.html?itemId=/content/component/a7e520c2-en</a></p>



	<p><b>Recommendations Module 2:</b> Schools should encourage student engagement/awareness by having them focus on resilience. Students should monitor/reflect on their own progress regarding resilience. Well-being should be taught across the curriculum and peer mentoring/pastoral meetings should be included.</p> <p><b>Recommendations Module 3:</b> Schools should ensure that key staff/lead for mental health are trained in evidence-based mental health and well-being training so they understand, can recognise and support, the mental health of staff and students. Ensure that mental health is included in CPD of teachers with specific emphasis on the mentoring of new teachers.</p> <p><b>Recommendations Module 4:</b>  The school should have a clear strategy understood by all staff to support all stakeholders whose mental health is a cause for concern.  The school should make sure that relationships within the school are positive, providing a nurturing, safe and supportive environment.</p>	<p>See Presentation Powerpoint in Module 2</p> <p>See annexes 6, 7 or 8 of Module 3</p>
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<p><b>National curriculum introducing the issue of well-being to be implemented in cross curricular learning targets</b></p>	<p>School leadership need to identify how national curricula for primary and secondary level schools put special emphasis on mental health and well-being, for example as cross-curricular topic.</p>	<p>Example: The new Norwegian curriculum: <a href="https://www.udir.no/lk20/overordnet-del/?lang=eng">https://www.udir.no/lk20/overordnet-del/?lang=eng</a></p> <p>Resource material from college study: <a href="https://drive.google.com/file/d/16wlceJen_e_aEB0ZHifXSnAtVn3g5I1I5/view">https://drive.google.com/file/d/16wlceJen_e_aEB0ZHifXSnAtVn3g5I1I5/view</a></p> <p>National plan for mentoring NQT's (revised): <a href="https://www.udir.no/kvalitet-og-kompetanse/veiledning-av-nyutdannede/">https://www.udir.no/kvalitet-og-kompetanse/veiledning-av-nyutdannede/</a></p>
<p><i>Update policy to incorporate well-being</i></p>		