



Dear Parent/Carer

The Emmbrook Sixth form is very proud of its track record of the outcomes and destinations achieved by our learners. Strong academic success supported by informed progression guidance ensures that our students end up achieving what they're capable of and ending up where they want to be.

However, we seem to be living and working in an age of increasing instability and insecurity about certain aspects of life, and for some, this is having a negative impact on their well-being. The relationship between positive well-being, good mental health and school (and life) success is well established. We firmly believe that it is our duty to ensure that we do all we can to ensure that we look after and promote the well-being of our students.

This year we have started working with 'Headstart'. This initiative is the combined work of UCL, the Anna Freud National Centre for Children & Families and The Evidence Based Practice unit to put together a well-being framework and action plan. It is our intention to raise the profile of well-being so it underpins the way in which we work with and support our students.

At the start of the term (Friday 16th), all students completed an in-depth well-being survey. This covered the 4 strands of well-being that make up the Headstart framework.

The survey works by students scoring themselves against a number of statements, some negative and some positive.

The results were pleasingly positive and identified that many of our students were, at that time, feeling good about themselves and their worth. The students recognised the positives and mainly, struggled to see the positive.

However, it did identify some trends which we have been able to develop an action plan for. We intend to make some alterations (some minor, some slightly larger) to the student experience in sixth form in an attempt to address some of the issues. These are outlined below.

Summary of actions for term 1:

Survey section	Survey Aspect	School Action
Strengths and difficulties questionnaire	I am nervous in new situations. I easily lose confidence:	Increase in low level opportunities to build confidence – eg presentations in lessons
		Increase soft positive feedback
		Life coach sessions to build resilience
	I do not often volunteer to help others (parents, teachers, children):	Increase in opportunities to volunteer
Record and recognise when volunteering happens (community service milestone awards)		
	I'm able to deal with stress:	PSHE course – 'coping with stress' unit to be enhanced and prioritised



Emotional intelligence questionnaire	I find it hard to control my feelings:	Ensuring that every student in Sixth Form has a champion and they know who they are
	Sometimes, I get involved in things later I wish I could get out of	PSHE program on 'emotional intelligence' to be prioritised
Perceived stress scale	In the last month, how often have you felt difficulties were piling up so high that you could not overcome them:	Ensuring that every student in Sixth Form has a champion and they know who they are
		Full launch of mentoring scheme
		PSHE course on 'stress' and 'time management' to be enhanced and prioritised
Student resilience survey – in and out of school	A range of responses relating to communication with parents/carers	Upscaling of use of letters of commendation, missing homework, ISAP's and e-feedback to inform parents of students learning journey in-between monitoring cycles
Student participation survey – in and out of school	A range of responses relating to student self-value of self	Ensure tutors always check in and welcome people back after illness
		Ensure tutors call home anyone who has been away for two consecutive days
		Ensure assemblies, leadership team and displays support ethos and values and reinforce the rules around experiencing bullying

We will rerun the survey at the beginning of term 2 to measure the impacts of the changes outlined and devise an updated version of the action plan to adapt to any changes to reported issues.

As always, the best way to support and encourage well-being is through positive reinforcement and recognition and we will continue to do this wherever possible. Where there are worries, very early interventions as and when they arise can often address any worries early on. If you are concerned about your child, please do not hesitate to contact their tutor or head of year, Mr Constable

If you have any questions or feedback relating to our well-being program, please do not hesitate to contact me.

Yours sincerely,

P Whitehouse (Assistant Headteacher)

