

Beechen Cliff School Wellbeing Strategy

Solution-Focused and Relational Approaches

At Beechen Cliff School, our wellbeing strategy is rooted in and aligned with our school vision, which is to enable our pupils and students to achieve their aspirations and become well-rounded, confident and compassionate individuals who go on to live fulfilled lives and make a positive contribution to society. This strategy builds on that vision by adopting a **solution focused and relational approach**, emphasising the presence of what we want to see in everyday interactions, rather than the absence of what's not wanted.

We focus on collaboration over direction and prioritise relationships at every level of the school community, including students, staff, parents, and carers. This means shifting our attention to what's working, what's wanted, and what's already happening that supports wellbeing. We aim to create a relational culture where students and staff feel valued and supported, and where positive, compassionate interactions shape a climate of growth, responsibility, and success.

This strategy has been developed with student involvement, ensuring that their voices, experiences, and ideas have shaped its content and direction.

A high standard of behaviour is expected across the school. This expectation is rooted in mutual respect, responsibility, and a shared commitment to creating a safe and supportive learning environment. Our approach is not about punitive discipline but about encouraging accountability, growth, and self-awareness.

Conversations about wellbeing will be framed around best hopes, unique resources, and possibilities, ensuring that everyone is working towards being at their best, individually and collectively.

The SPACE metaphor will be used to shape all of our best hopes:

- **S – SAFETY**
- **P – PREFERRED FUTURE**
- **A – AGENCY AND AWARENESS**
- **C – CONNECTION AND COMPASSION**
- **E – EXCEPTIONS AND EMERGING**

1. Responsibility

Rather than focusing just on "behaviour," we emphasise **responsibility**, viewing students as resourceful and connecting this to our school values of independence. This approach is embedded in policies and everyday interactions, ensuring that when challenges arise, our response is solution-focused and forward-looking.

- **Taking responsibility** – Helping students recognise their role in shaping a positive school environment.
- **Having responsibility** – Creating opportunities for students to make meaningful choices and contribute positively.
- **Noticing responsibility** – Acknowledging and amplifying when students demonstrate responsibility in their actions.

Even when sanctions such as detentions are necessary, they will be framed as opportunities for reflection and change, focusing on what can be different next time and what strengths the student can build on.

Staff and student training will ensure that all interactions reinforce this solution-focused view of responsibility.

A toolkit will be provided to all staff to support relational, solution-focused interactions.

2. Awareness

A shared understanding of the solution-focused approach is essential for embedding it into daily school life. To build this awareness:

- Students will receive training in SF principles through PSHE, tutor time, and assemblies.
- Student Leadership: Sixth Form Prefects and year representatives will participate in monthly meetings to model and promote SF thinking.
- Staff will have regular training, including as part of induction and through ongoing CPD.
- Parent awareness will be supported through newsletter entries and training sessions.
- SF questions and tools, such as scaling, will be used at the start of the year to help tutor groups, classes, and teams clarify their best hopes and track progress.
- The SF approach will be applied to revision sessions (and parent revision support) and exam briefings to foster a compassionate, calm, enabling environment.
- SF and relational language will be embedded across school communications, including policies, student journals, and wellbeing initiatives.

A poster will be designed and shared with staff and students and displayed round the school site.

3. Wellbeing

For Staff

- Appraisals will be solution-focused, emphasising strengths, resources, and capabilities.
- Meetings will include "resource gossip," where staff share and recognise what's going well and what they appreciate in each other.
- Best hopes and scaling tools will be used to support conversations about progress and development.

For Students

- Solution-focused counselling will continue:
 - Lower school: Tara Gretton (2 days per week)
 - Sixth form: Susie Ingram (1.5 days per week)
 - Scaling will be incorporated into tutor time:
 - Collective class scales to focus on behaviours.
 - Individual scales to focus on wellbeing.
 - Assemblies will reinforce SF principles and promote general wellbeing, neuroscience, and mental health awareness.
 - Collaborative projects with Jim Cumpson and Social Work students will continue to enhance student voice and engagement.
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Monitoring and Impact

We will periodically gather feedback from students, staff, and families to assess the impact of this strategy. This will include both scaling tools and qualitative reflections to ensure the strategy continues to support a thriving, relational school culture.

This strategy ensures that wellbeing at Beechen Cliff is relational, proactive, and strengths-based, creating a culture where students and staff can thrive.

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