**Rationale**

Essex Local Authority recognises wellbeing as a universal entitlement for all. We believe the most effective schools place the wellbeing of all stakeholders at the heart of everything it aspires to achieve.

Essex Local Authority encourages schools and settings to prioritise a sharp focus on promoting wellbeing, building resilience and maintaining good mental health as integral to improving outcomes for children and young people, and the communities which they serve. Building upon the implementation of Trauma Perceptive Practice (TPP), working on these key values will, in time, create a resilient and wellbeing-focused educational setting. The benefits for individuals and families are clear – increased capability and productivity, improved pupil outcomes, reduced absence, reduced demand on services and improved relationships and greater satisfaction and happiness.

The most effective schools value and protect wellbeing, and instill an ethos of responsibility for one’s own wellbeing as well as a responsibility to the wellbeing of all others. Effective schools value relationships highly. They promote a culture of getting the best from every individual and support individuals to get the best from themselves, in order to in turn achieve the best from its children, young people, staff and school community.

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|  |  | Explicit activity, messaging, behaviours impacting on wellbeing |
| Implicit activity, messaging, behaviours impacting on wellbeing |

**Definition of well-being**

Wellbeing is defined as a sustainable state in which every individual realises their own potential, copes with the typical stresses of professional life, works productively, resiliently and effectively, and is able to make a significant contribution to their community embedding a culture of compassion, kindness, hope, connection and belonging for themselves and all stakeholders.

**Referenced Sources include:** *World Health Organisation, UNICEF, underpinning principles of TPP*