



MERCHANT TAYLORS'
School



WELL-BEING

live well | work well | play well



A guide

What is Well-being?

Well-being is the experience of health, happiness and the ability to prosper. Looking after our well-being can have a positive impact on every part of our life. The aim of the school is to encourage boys to understand the significance of well-being and equip them to take proactive steps to maintain or improve their own experience both at school and in their wider lives.

What do we believe in?

OUR PUPILS.

We meet their needs by providing diverse opportunities, balancing tradition with innovation, inspiring and promoting high personal and academic standards, and developing a culture of excellence and elegance.

A TOLERANT, SUPPORTIVE, INCLUSIVE SCHOOL CULTURE.

The school offers opportunities for collaboration and leadership. Mutual respect between pupils, parents and staff fosters a strong sense of shared purpose.

OPPORTUNITY.

We create an environment that allows pupils to develop an outstanding range of personal characteristics. They are at ease with themselves, discovering and developing their own capacities and talents.



What does Well-being look like at MTS?

Curriculum

At MTS everything we do is aimed at allowing the boys to **live well, work well and play well**. These principles are embedded in the everyday procedures and practices of the school, not only in the Academic, Pastoral and PSHCE curricula, but also in the Physical Education, Co-Curricular and Outdoor Education Programmes.

The structure of the school day (in particular the lunch break and after school) allows the opportunity for boys to meet regularly and carry out activities which improve their mental Well-being. This can be informally (in the form of using the school's outdoor areas or relaxing in the school café) or in one of the many **Clubs and Societies** that take place. These are wide-ranging and varied but Well-being-related examples include Meditation groups, Prayer groups, Stonewall meetings and Headspace meetings.



The Environment

The school's 275 acres provide a wonderful backdrop to the education we provide at MTS and the boys are encouraged to make full use of this **outdoor space**. Along with the playing fields and lakes, which are used in some of the more formal provision, areas such as the War Memorial Garden and Rose Garden are quiet places that allow boys the time and space to reflect. The school is currently committed to an exciting and ambitious programme of further development of our outdoor areas.

Indoor facilities are an equally important factor in supporting a child's Well-being and the school is lucky enough to boast some historic buildings and indoor spaces. For example, the recently redeveloped Chaplaincy Centre is a multi-use room that boys can go to during the school day individually or collectively for quiet reflection, as are other areas such as the well-resourced library. The new Health Centre provides a central location for the School Nurses.



Mental Health Awareness

The school also runs regular **Supervision** drop-in sessions for boys on relevant pastoral issues. These all supplement the vast array of more formal Well-being-related activities including PSHCE lessons; Whole School, House and Year Group assemblies; and the Lower Sixth Lecture Programme.

The school also clusters additional Well-being activities in the national **Mental Health Awareness Weeks** which occur regularly throughout the year.

Coaching

Over the last few years, the school has embarked on an ambitious training programme for staff. The school is proud to now boast a Coaching culture based on the Heart-Head-Step Executive Coaching model. Coaching conversations, questioning and nomenclature are now embedded throughout the workings of the school with the aim not only of developing further independence and critical thinking in lessons, but to nurture an even more caring environment outside of lessons.



Boys are trained in the art of effective questioning and listening as part of the **BE Programme**, where emphasis is placed on self-awareness being the key to building self-esteem, cultivating relationships and achieving goals. A **Well-being and Coaching Hub** is also in the process of being developed which will provide further flexible Well-being space and resources.

Physical Health and Outdoor Education

The Physical Education Department's core vision is to achieve developmentally appropriate physical standards. This sport-for-all framework ensures that all Year Groups have a certain amount of **compulsory physical exercise** a week (not including Saturday Sport).

Core PE is part of a broader approach called "Health and Well-being through the Physical Education Programme", created to give a clear understanding of what each pupil's physical competencies are in the Lower and Middle School. This is achieved through standardised testing at the beginning and end of each academic year and is measured against maturation data which allows the creation of bespoke physical education programmes for each boy.



The MTS **Sports Scholar Programme** and the development of an elite player pathway is supported by a specialist Strength and Conditioning Coach and world-class facilities. The school is in the process of developing these facilities even further with a new elite professional Cricket Centre and a new Indoor Sports and Performing Arts Centre. On a Well-being front, the control and choice the boys have, the chance for self-actualisation, teamwork and leadership and the sense of service and community are all encouraged not just in the classrooms but outside of lessons as well.

Staff Support

Whilst the nature of boys' experiences and learning is designed to support their well-being, there will be times when they need direct support. There are many to whom they can turn. These include:

[The Teachers](#)

[The School Nurses](#)

[The Tutor](#)

[The School Counsellors](#)

[The Head of House](#)

[The School Chaplain](#)

[The Heads of Section](#)

[The Head of Well-being](#)



Staff Awareness and Training

Mental health problems currently affect about 1 in 10 children and young people. The school provides staff with continuous opportunities to develop their own understanding of the most relevant issues. This includes, but is not restricted to, formal training, independent research and regular pastoral drop-in sessions. There is a **culture of continuous learning** within the staff body that ensures that the school remains at the forefront of best practice and initiatives to promote the well-being of its pupils.

Resources

Along with the physical resources and personal support available at the school, **Firefly** (the School's VLE) provides a series of resources for parents, pupils and staff. These dovetail with the school's Academic, Pastoral and Co-Curricular Programmes and provide a wide range of additional advice and information in the form of useful apps, links, websites, articles and support organisations.



Pupil, Parental and Staff Voice

Over recent years the pupils, parents and staff have been surveyed on many aspects of the school's educational provision, including aspects of Well-being. This formal programme has involved short, immediate chances for feedback (in the form of pupil and parent questionnaires at Parents' Evenings) to much larger whole-school surveys on-line. This programme is set to continue in the future with the feedback influencing our Well-being procedures and policy.

The pupils also elect House representatives to serve on the School Council which discusses relevant issues within the school. A Sixth Form Well-being Group meets weekly to discuss initiatives to enhance pupils living well, working well and playing well.

Parental Communication

The school communicates to parents on a whole range of information yet there are plenty of other opportunities to discuss Well-being. There is a Well-being Parental Information Programme that starts in the months before boys join MTS and which continues after the boys have left the school. OMT's are regularly invited back to share their experiences both formally and socially and the school enjoys an extremely close link with the OMT Society. The OMT Sports Clubs play their home fixtures at the school and are based on site in the OMT War Memorial Clubhouse.



The Future

MTS does not adopt a one-model-fits-all approach to Well-being. The direction of travel will be forged by the voice of the pupils, parents and staff. The Sixth Form Committee recently decided that joining the Mental Health Foundations' **Peer Education Programme** would have enormous benefits for the pupils at the school. The programme involves MTS staff training Sixth Formers who will then be able to lead discussions on Wellbeing and Mental Health with Year 7 boys. We are certainly extremely excited with where this Programme will lead.

In a recent survey, the boys overwhelmingly identified the following seven factors that would allow them to **live well**:

Developing Positive Relationships

Being Physically Active

Having a Healthy Diet

Ensuring Good Sleeping Habits

Being Digitally Aware

Having a Range of Hobbies and Adventures

Allowing Themselves Time to Relax

The aim of MTS is therefore to enable our boys to **live well** by providing the most inspiring surroundings and experiences, along with the most effective systems and structures that allow them also to **work well** and **play well**.



Well-being Team



Mr Tristan Greenaway was appointed as the school's Head of Well-being for Staff and Pupils in September 2018. He is a long-serving and experienced member of the teaching staff. He teaches in the Biology Department and is the school's Deputy Designated Safeguarding Lead; his previous roles at MTS have included,

- Head of PHAB
- Head of Clive House
- Head of the Lower School

He has served on the school's Senior Leadership Team since 2015.

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