



MADE FOR GIRLS AGE 4 - 18



AWARD-WINNING
WELLBEING

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The focus on wellbeing and creating a happy and supportive environment emanates from the core of the school in terms of its values, approaches and explicitly in the quality of relationships between staff and children and within the whole school community including parents and governors.

The Wellbeing Award for Schools.



HEALTH

SUCCESS

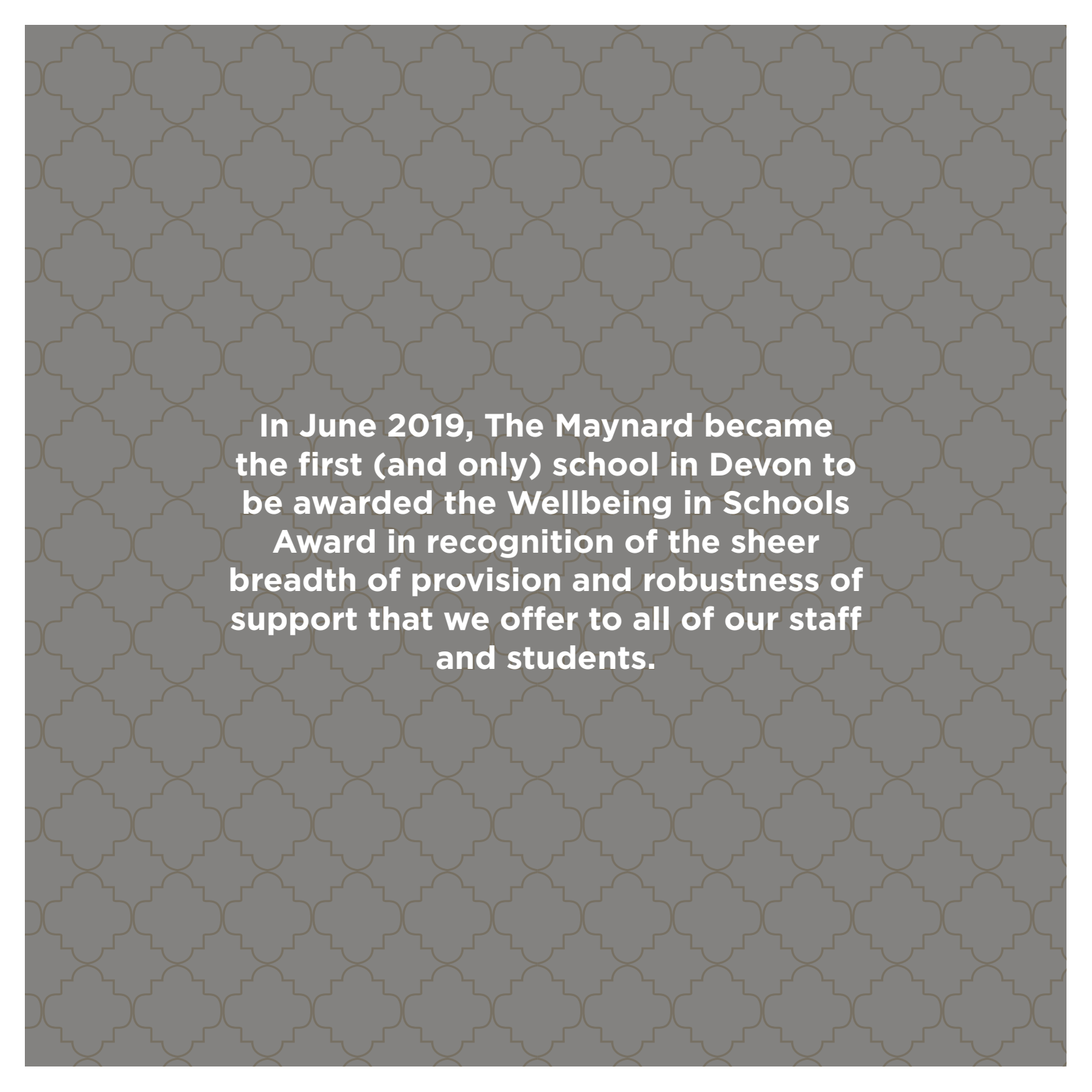
WELLBEING

HAPPINESS

A close-up photograph of a sandy surface with several footprints. The footprints are arranged in a path that leads from the bottom right towards the top left. The sand is light brown and has a fine, granular texture. The footprints are dark and show the distinct shape of a human foot, with the toes and heel clearly visible. The lighting is soft, creating gentle shadows around the footprints.

**THERE IS NO ONE GIANT
STEP THAT DOES IT.**

IT'S A LOT OF LITTLE STEPS.



**In June 2019, The Maynard became
the first (and only) school in Devon to
be awarded the Wellbeing in Schools
Award in recognition of the sheer
breadth of provision and robustness of
support that we offer to all of our staff
and students.**

Happiness matters

We firmly believe that our students achieve excellent results in all that they do because they are happy at school. A sense of inclusion and compassion underlies all that we do.

We provide a happy, secure and lively environment where each young girl will flourish and foster individuality, confidence and enthusiasm.



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We are proud to be the educational front runners of wellbeing in Devon and understand entirely that the work we have been doing doesn't stop with the award. We certainly won't stand still; we want to continue to be progressive and proactive in how we create that sense of wellbeing for all.



Our Wellbeing Vision...

The importance of wellbeing at The Maynard School cannot be overstated – caring for the physical, mental and emotional health of our community is central to everything that we do. We understand that parents want a school where their daughter will reach their full potential academically, but also know that what is even more important to them is that they find a school where their daughters will flourish and develop into confident, happy young women ready to face the world.

We strive to promote wellbeing across The Maynard through a whole-school approach; we have a committed staff community that sets a culture of positive emotional health and wellbeing, an atmosphere of support and we value each individual, as well as developing empathy and understanding of our local community.



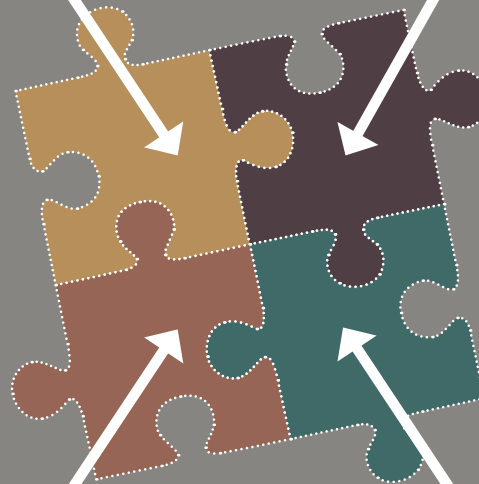


We can't shy away from the fact that teenage mental health is going through something of a national crisis.

It is a scary time to be raising daughters – they are the most at-risk group for psychological problems, with three times more young women than men reporting symptoms of depression and anxiety. Taking society as a whole, the latest research states that:

3 students in every classroom are likely to be suffering from a mental health issue

1 in 6 young people have self-harmed in the last year



Girls are more than twice as likely to self-harm as boys

A 75% increase in reported mental health issues for young people in the last 25 years



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Sadly there is still a stigma around mental health – and it is still not treated with the same parity as physical health, despite it being just as important. It is vital that, both as organisations, individuals and as a wider community, we do all we can to end the stigma of mental illness.

The Children's Society.

Student wellbeing has underpinned our whole ideology and identity as a school; we have always cared about each individual.

But, in light of the worrying statistics and rising mental health problems nationally, we have taken action to ensure that wellbeing is an established aspect of school life and a key part of our culture.

In creating a new, more coherent policy to highlight our values and vision whilst ensuring wellbeing remains a responsibility of all staff, we have followed a five pronged approach.

CONNECT

GIVE

**KEEP
LEARNING**

**TAKE
NOTICE**

**BE
ACTIVE**





CONNECT

The pastoral structure within the school is aimed at enabling positive relationships and connections between everyone in our community; the staff really care about the students and we pride ourselves on knowing them as individuals.

The girls form bonds with both staff and each other; they encourage and support one another in success and in more difficult times and this is really important. Kindness is a key value within the school and is reinforced throughout the curriculum and extra-curriculum.

KEEP LEARNING

There are a wide breadth of options in terms of subjects, clubs, hobbies, extra-curricular activities and even bespoke timetables. The girls and staff are always encouraged to try new things and to 'have a go' at all the opportunities on offer. The school also actively promotes mental health awareness and anti-bullying messages during assemblies, tutorials and PSHE sessions.

Matt Loosemore

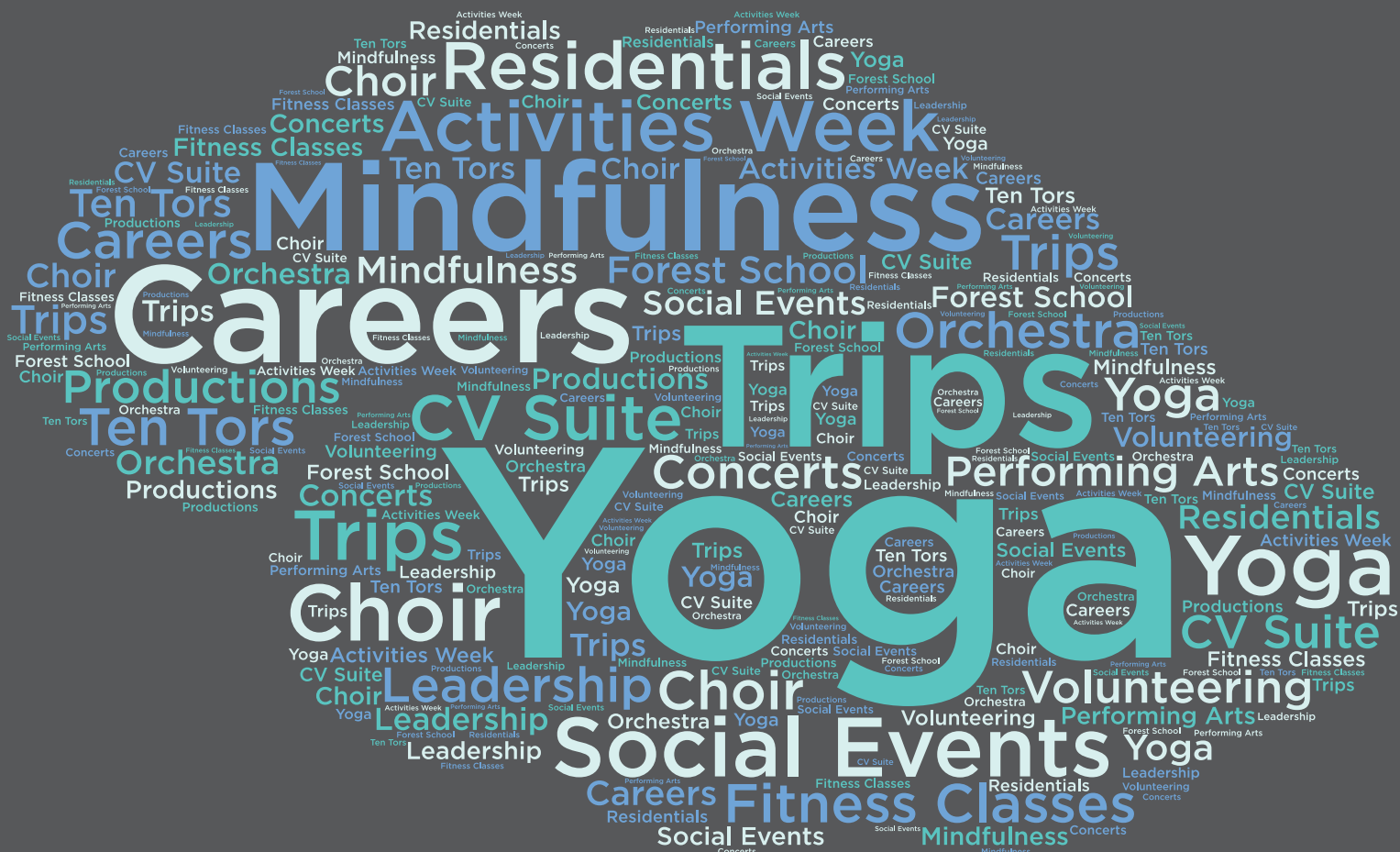
Position: Assistant Head,
Designated Safeguarding Lead

My role: I have a varied role on the leadership team; in overseeing the safeguarding and child protection procedures throughout the school, most of what I do is about forming positive relationships with everyone in the community and supporting the girls and the staff in any way that I can. The Maynard School is a special community because of the caring family feel and it excites me to be a part of that. I am also the Head of English and I still love my teaching role - I live in hope the girls can be as excited about literature as I am.

Likes: Any sport - I can't stop watching, supporting and playing (badly). I love spending time with my family and have rather too much fondness for pizza, the occasional beer and, of course, literature.

Dislikes: Meanness, laziness and pineapple on pizza!





BE ACTIVE

We understand the link between mental and physical wellbeing and are proud to offer such a broad range of clubs and activities.

Whether girls are part of our high performing sports teams or if they would simply prefer to have a go at something non-competitive (learning to dance, try a core-conditioning club, Pilates or yoga, or just have a friendly kick about and play a bit of football) our aim is for all girls to be active, healthy and confident enough to try new things.



As such, we opened a brand new Health & Fitness Suite in 2019 which can be used by the Sixth Formers during their breaks in the timetable, by staff and by our Sports Leaders. We regularly welcome a professional personal fitness trainer to put the girls through their paces and give them a good blast on the equipment which has proven an immensely popular and fun experience!

Many staff and students also enjoy the opportunity to take things at a slower pace and 'get away from it all' for a short break to walk Nula, our special school therapy dog (who equally loves a brief moment of peace and quiet!).

Caroline Leigh

Position: Assistant Head & Co-curricular and Pastoral Lead

Where you can find me: The SLT Office in between the Main Office and Reception.

My role: As a PE and Dance teacher, I also have enormous enthusiasm for the way in which sport and physical activity ties in with wellbeing. As such, my role covers the co-curricular and pastoral side of running the clubs and activities as well as overseeing learning support and many of the day-to-day aspects of behavioural, pastoral and wellbeing areas which I lead on together with Mr Loosemore.

Likes: Spending time with my husband and my two young boisterous, sport loving boys. Any fitness challenge but especially hockey, dance and trail running. I also enjoy anything good for your mind and body, particularly if it involves being outside.

Dislikes: Dark Januarys and oysters.



TAKE NOTICE

It is easy to rush through daily life without stopping to notice much. Paying attention to the present moment – to our own thoughts, feelings and to the world around you can improve mental wellbeing.

There is evidence showing mindfulness to be effective for children and young people, with school-based interventions having positive outcomes on wellbeing, reducing anxiety and distress as well as improving behaviour.

We use the Learning to Live Life to the Full programme, host mindfulness sessions prior to exams, offer regular yoga and pilates across the school and also create enormous opportunity for our students to explore new places and really live for the moment.





Mel Beach

Position: I am the full time Mental Health First Aider for the Junior School and my role is to support colleagues and students with their wellbeing. The Junior School team work closely together, showing respect and kindness to one another, which is then reflected in the children's behaviour and happiness.

Mental health is fluid and changes over time. By offering kindness, initial support and care to someone who is experiencing a mental health issue we can help prevent a situation from becoming worse, as well as promoting recovery. Part of my role is to inform and guide towards the appropriate help available both in and out of school.

Where you can find me: I can be found in the Junior School.

Wellbeing beliefs: I believe we need to role model good mental health practices in school, enabling everyone to be happier and to make their best contribution to our school community and out into the wider world.

Likes: Good manners and chocolate.

Dislikes: Unkindness in any form.



A close-up photograph of a hand holding a vibrant pink flower. The flower has several layers of petals, some of which are covered in small water droplets. The background is a soft, out-of-focus grey, and the lighting is natural, highlighting the texture of the petals and the skin of the hand.

GIVE

At The Maynard we also go far beyond the self – we know that helping others is vital to our wellbeing and, as such, the girls are at the centre of a large number of charitable initiatives.

To name a few; each term the elderly ladies from Bluebird Care will spend an afternoon being hosted by the Pre-Prep pupils; the Junior School girls sing with a local dementia group and students from across the school regularly collaborate with The Lodge residential home across the road.

Cake sales abound, we actively partake in the Christmas Shoebox Appeal each year and we host numerous events every term to make sure that we all do our little bit for those less fortunate than ourselves. Not least, the South Africa Sports Tour girls who instigated the hugely popular Maynard's Got Talent as just one of their fundraisers to sponsor the ongoing education of a little South African girl whose family wouldn't otherwise be able to afford her schooling.

And when all is said and done, the girls can even exchange their reward points earned at school to donate to a charity of their choice!

Wellbeing support measures in place so far ...

The creation of a coherent policy which highlights our values, vision and ensures that it becomes the responsibility of all staff.

The creation of a Wellbeing Committee to cement the profile in the school.

Increased channels of communication with the 'Whisper' (anonymous online) reporting service, 'Chocolate & Chat' sessions and other ongoing initiatives.

Increase of mental health first aid training and support for staff and students using training like 'Living Life to the Full', 'Thrive', 'Headspace', 'Calm Harm', the school therapy dog and 'Mental Health First Aid'.





Increasing the working hours of the school nurse, the school counsellor, the 'Thrive' practitioner and the appointment of a new 'Pastoral Support' position.

Rewriting of the whole PSHE programme to include extended units on mental health and wellbeing including the 'Living Life to the Full' scheme and the 'Mental Health First Aid' course resources.

Rewriting of the mark criteria and grading system at KS3 and introducing a learning to learn programme to support student self-confidence.

Additionally, we work with a huge number of outside agencies including CAMHS (Child and Adult Mental Health Services), the police, social services, Devon Young Carers, NSPCC and Exeter University.





Looking ahead...

**We have
identified several
aims with regard
to improving
our wellbeing
structure.**



**Our
Aims:**

We will continue to...

... promote positive social and emotional wellbeing, mental health, resilience and wellness for pupils, staff and our community.

... create a safe and thriving environment which is conducive to each and every pupil making outstanding progress, ensuring they have high aspirations for their own success.

... increase understanding of emotional health and wellbeing issues within the whole school community and to support - at an early stage - any student who is, or appears to be, suffering from mental health issues.



1

To provide a clear strategy for promoting and protecting emotional wellbeing and mental health which is communicated to all involved in the school.

We have spent an enormous amount of time refining and improving the school's wellbeing approach, including an extensive overview of our various programmes as well as our assessment and safeguarding policies.


Educational programme
We have modified our PHSE, the learning to learn, assembly and extra-curricular programmes to ensure that they are fit for purpose; that they promote discussion about mental health and support positive wellbeing.

Training and profile raising
We have allocated more staff training time and increased the Continuing Personal Development budget dedicated to wellbeing and mental health.
We have updated our policies which link expressly to wellbeing and mindfulness.

We have increased the number of expert speakers and specialists in school as a support to staff and run additional sessions for both parents and students alike.

We have created better support routes for those in need through renewed staffing structures and building relationships with expert outside agencies.

Referral and support routes
We have introduced an earlier mechanism to identify those with symptoms of mental health issues through surveys, mentoring and student profiling.



We consider it of key importance that every girl should be able to find a listening, sympathetic ear whenever she needs it.

Our message is clear – it is good to talk and the support is here for them.



2

We will continue to ensure the School has a positive culture with regards to emotional wellbeing and mental health being the responsibility of all.

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3

To prioritise professional learning and staff development on emotional wellbeing and mental health.

Staff training is very much a priority. We have increased our budget provision to ensure a robust system is in place to identify, support and enrich all those within our community.

- A new staff Continuing Professional Development (CPD) system has been designed to ensure both time and money are invested in specialist courses and training. Some examples include the Optimus National Wellbeing Conference and South West wellbeing seminars, Mental Health First Aid courses, extensive safeguarding training and auditing, courses on self-harm, anxiety, bereavement and training days from child welfare practitioners.
- Our aims are supported by a substantial wellbeing budget to allow for new programmes and enrichment for staff and the whole school community. The 'Living Life to the Full' Cognitive Behaviour Therapy programme, for example, included two and a half days of whole staff training and licences to their complete resource.
- Mental Health and Wellbeing are given generous time allocations and the topic has featured in every staff briefing, every inset day and in every Teaching and Learning Café held each Monday after school.

A man with dark hair, wearing a dark blue suit, white shirt, and red tie, is shown from the chest up in profile, facing right. He is holding a blue marker in his right hand and appears to be writing on a white surface. The background is a plain, light-colored wall.

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Staff training has been a priority within the School Development Plan and the wellbeing strategy, and staff have been offered opportunities to develop their awareness of mental health and the impact as well as having access to their own stress reducing systems.

The Wellbeing Award for Schools.

A large, bold, white number '4' is positioned on the left side of the image. The background is a solid gray color with a repeating pattern of light gray, stylized, interlocking geometric shapes that resemble a honeycomb or tessellation. A thin white vertical line is positioned to the right of the number '4', separating it from the text block.

We understand the different types of emotional and mental health needs across the school and have systems in place to respond appropriately.

All our staff are trained to recognise when a student or colleague may be feeling under pressure or anxious and we take big steps to ensure systems are in place to respond to all the different mental health needs.

Measures to deal in these incidents affecting our students include the employment of a specially trained school counsellor, an experienced on-site school nurse and programmes tailored to the individual including 'Thrive' and 'Living Life to the Full'. Additionally, we have a strong buddy scheme in the Junior School and, further up the school, regular one-to-one opportunities with tutors and Heads of Year.

Recent additions include the 'Chocolate and Chat' mentoring system where the brilliant Sixth Formers meet and chat with younger girls as a way of listening, supporting and ensuring happiness and wellbeing.

We also have other means for the girls to be able to talk or have their worries alleviated through the new 'Whisper' app which allows confidentiality, but also opens avenues for the girls to share their worries or concerns.

Equally, any individuals who are having a bit of a 'wobble' or are struggling for any reason are flagged up at the twice weekly whole school staff meetings so we all know who to look out for and who to give a bit of a boost, if required.

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The pastoral support systems and mentoring through ‘Chocolate and Chat’, the Whisper app and access to the school counsellor and Thrive practitioner being embedded throughout the school are held as significant for the girls. It is evident that the girls feel able to talk to any of the staff about concerns or worries and there is a culture of emotional safety and support throughout the school.

The Wellbeing Award for Schools.



5

We will continue to actively seek the ongoing participation of the whole school community in our approach to wellbeing and mental health.



The Maynard School has become synonymous with the idea of a ‘family school’, a place in which the whole community comes together. Systems are in place to ensure that communications between ourselves, our students, our parents and other stakeholders have been actively engaging in our wellbeing approach.

Pupil Voice is a strong point; student council, student mentoring and our wellbeing champions are all avenues which allow students a voice to air concerns over wellbeing.

Parents have weekly newsletters, regular surveys, an MPA and we are always here every day for personal updates and a chance to air concerns. They are also invited into school for our specific wellbeing events or talks.

Lynn Drake

Position: Wellbeing Assistant (Senior School)

Where you can find me: In the School Office mostly although I will be in the Wellbeing Office from 1-2pm each day.

My role: To support with the pastoral care already in place so that it is fully integrated throughout the teaching, learning and structural organisation of the school to effectively meet the personal, social (wellbeing) and academic needs of students.

I am available each day at lunchtimes, giving girls the opportunity to pop in and chat, ask questions, fetch copies of letters or information. No doubt, the role will develop in order to become the best fit for the girls' needs. I absolutely love seeing the girls develop during their time at school (as I was young once!) and will relish the opportunity to provide the necessary support and encouragement to ensure their time with us is a happy one.

Likes: All things furry, especially cats. I love books and am an avid reader of Tudor tales and (quite a while ago) the likes of Mallory Towers (a bit like The Maynard!). Chocolate, flowers, films and working at The Maynard, of course!

Dislikes: Bad manners, spiders and chick peas.





6

To continue working with other schools, agencies and available specialist services to support emotional wellbeing and mental health.

We work incredibly hard to ensure partnerships with other agencies and networking with other schools is effective in achieving the best possible outcomes for our students; we have taken major steps to forge links which will provide our girls the best avenues for referral and support.

These include, but are in no ways limited to, Devon Early Help, CAMHS, psychiatrists from Exeter University's cognitive behavioural team, Devon Young Carers and we are continually extending our relationships with private counsellors locally to try and access the best possible pathways for students. The different ways to access this support is also made very visible to the entire community.

Equally, our Girls' Schools Association membership allows us access to conferencing and canvassing of opinion within a wide breadth of girls' schools nationally and key staff also attend local inter-school and inter-agency forums termly on SEND, wellbeing and safeguarding practice.



Every child needs to feel valued, involved and appreciated. Recent advances in neuroscience, attachment theory and child development have helped guide us in ensuring we have healthy, happy and confident children who are ready to learn.

We employ a full time Thrive practitioner who is central to the Junior School's pastoral approach, focusing on intervention and pastoral support particularly in Key Stages 1 and 2, ensuring that all of the pupils meet their developmental and social milestones so that their self-confidence and self-esteem can flourish.

Angela Trevallion

Position: Thrive Practitioner

Where you can find me: The Junior School Library

My role: Thrive has been developed to help us better understand children's behaviours and what it signals about their emotional development. I work with the girls through role play, creative art, music and play-based activities in small groups, or one to one, to help support healthy neural development, promote a positive sense of self and build resilience.

We also host mindfulness sessions across the Junior School to help improve the girls' regulatory system to better access relaxation, calm, ease and a sense of clarity. This is proven to have a positive impact on their focus and engagement within the classroom.

Likes: Travelling and exploring new places, especially off the beaten track. Setting myself fitness challenges - running, swimming and yoga. Wellbeing, meditation, mindfulness and walking, socialising, dancing and live music.

Dislikes: Pineapple, fast food and hairy spiders.



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There is a therapy dog in school who is an intrinsic part of the school community bringing a sense of comfort, nurture and calm. The benefits of having animals in school is well understood within The Maynard School and Nula is celebrated as part of the school family.

The Wellbeing Award for Schools.





Nula

Position: School Dog (or Top Dog as I like to be known).

Where you can find me: Anywhere in the Junior School usually - I like to visit all the classes. When I am not needed elsewhere, I tend to go back to the Year 4 classroom for a snooze.

Role: My main job is to provide comfort and cuddles to anyone who needs it (pupils, staff, parents...). In the Junior School I spend my days listening to readers, being an extra ear in French lessons and taking the girls out for a lunchtime walk in the park. I visit the Senior Girls and Sixth Form when they are feeling a little overwhelmed with life and offer a shoulder to cry on whenever necessary. I also feel that keeping the corridors clear of crumbs after break times and hoovering the staff room floor is a high priority.

Likes: Cuddles, long walks and chasing squirrels.

Dislikes: I hate water. I can just about go into the sea up to my ankles but that's about it. Apparently all Labradors love water and can swim but I've never gone deep enough to try!

THE FUTURE

We will not rest on our laurels.

In our position as Devon's first school to boast the Wellbeing Award for Schools, we will continue to pioneer the importance of a watertight mental health strategy.

Rest assured, wellbeing is truly at the core of the school's vision because we will always believe that a happy school is a successful school!





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Be happy in the moment, that's enough.
Each moment is all we need, not more.

Mother Teresa

Staff list

Headmistress:

Liz Gregory lizgregory@maynard.co.uk

Assistant Head & Designated Safeguarding Lead:

Matthew Loosemore (matthewloosemore@maynard.co.uk)

Assistant Head & Co-curricular and Pastoral Lead:

Caroline Leigh (carolineleigh@maynard.co.uk)

Pre-Prep Head:

Katie Greenwood (katiegreenwood@maynard.co.uk)

Head of the Junior School:

Abigail Meaton (abigailmeaton@maynard.co.uk)

Head of Upper 3, Lower 4 and Upper 4 (Years 7, 8 and 9):

Andrew Wood

Head of Lower and Upper Five (Years 10 & 11):

Sian Fanous (sianfanous@maynard.co.uk)

Head of Sixth Form:

Tom Hibberd (tomhibberd@maynard.co.uk)

Thrive Practitioner:

Angela Trevallion

(angelatrevallion@maynard.co.uk)

Pastoral Support:

Eleanor Bucci eleanorbucci@maynard.co.uk

School Nurse:

Melissa Davey (melissadavey@maynard.co.uk)

Wellbeing Assistant (Senior School):

Lynn Drake (lynndrake@maynard.co.uk)



The Maynard School is a very welcoming, happy and nurturing school and the girls do well due to the emphasis on their wellbeing.

The Wellbeing Award for Schools.

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The Maynard School is a registered charity providing education for girls.
Registered Charity No. 1099027.