

A white, scalloped-edged badge shape is centered on a yellow background. The words "WELLBEING" and "AWARD" are written in bold, dark brown, sans-serif capital letters across the badge.

# **WELLBEING AWARD**

**OUR JOURNEY SO FAR**

# **WHAT IS IT ALL ABOUT? – MESSAGE TO STAFF AND PARENTS**

- We are challenging ourselves to achieve the Wellbeing Award. This is because we recognise that good mental health and wellbeing are important and without them we all struggle to achieve to the best of our ability.
- The aim is for us to embed a positive culture of open conversation and support within our schools policies and practise which are maintained long after the award has been achieved. The award is not about getting a pretty certificate, it is about developing our school ethos and systems to support our community now and in the future.

# WHAT WE ALREADY HAD IN PLACE:

- **Visual timetables** – Picture cards to demonstrate what the children are doing throughout the day to help children to understand the structure and reduce anxiety levels
- **Workstations** – These are a designated area where children can work if they are struggling to sit and work as part of a group. Some children have designated ones but there is always an additional one that can be used by anyone who is struggling and needs some space.
- **Ear defenders** – Used to block out noise, minimize distractions and support a calm working atmosphere.
- **Safe zones** – If children are upset and need some space, they can go to their designated safe space in the classroom. Children are then taught to leave the child alone and adults will be alerted to the fact that they need some support.
- **Nurture lunch** – For identified pupils who find social skills challenging. Children can benefit from nurture lunch when they are getting into arguments with friends on the playground, receiving multiple red cards, struggling to understand personal space or are facing difficulties outside of school.
- **Social stories** – These are used to support children with specific learning needs as well as a method to reduce anxieties. The social story gives the child the structure and sentence starters to use in specific situations. An example of this could be what to do if the fire bell rings or what will happen on a school trip.
- **Learning zone** – designed to support children who are struggling to stay in class to complete their learning.

- Parent partnership award – achieved by working closely with parents and developing good working relationships with our community.
- Behaviour support plans – These are designed to identify a child's trigger behaviours and outline what strategies have been put in place to help the child. The techniques demonstrate how to de-escalate a situation, based on knowing a child really well and understanding their needs, feelings and interests.
- Support at playtimes – In some situations it is necessary for a child to have additional support in place at playtime. Where possible we would try to support this need.
- Time to talk – These cards are given to children who need someone to talk to on a regular basis about issues outside of school that are impacting on their mental health and wellbeing. Children put their time to talk card in a specific box in school, which is checked on a daily basis. Where possible a member of staff will seek out the child whose card has been put in to see how they can help.
- Emotional checklists – These are used to support assessment of a child's mental health and wellbeing. The indicator scores are used to provide specific interventions for children.
- Star of the week – Completed in class as part of the PSHE sessions. A child is selected to be star of the week for a variety of reasons. The children then praise the child who has been chosen and celebrate their achievements. These do not need to be educational achievements, but focusses on the whole child, values, manners etc

# THE JOURNEY 2017-18

- Audit of provision completed and actions identified
- Action plan developed
- School vision developed to ensure nurture and wellbeing were at the heart of what we do in school

*(Our school nurtures application, curiosity, creativity and resilience in a safe, caring and inclusive environment where learning is at the heart of all that we do)*

- Change team developed and initial meetings held.
- Governors briefed on the award
- Parents introduced to the award via newsletters, posters and text message alerts asking them to read the newsletter
- Children introduced to the importance of mental health and wellbeing in assemblies and developed through PSHE lessons
- Building Learning Power developed

- Bucket school ethos developed further
- Values curriculum revised
- Bing arrived in school
- School counsellor became a regular member of the team being employed 2 afternoons each week.
- Talk and toast developed
- Nurture lunch groups expanded
- Peer massage taught throughout the school and timetabled sessions completed each week
- Peer massage workshop for parents
- Peer massage learning walk by Governors
- New PSHE curriculum developed in line with needs of our children in school
- Staff thank you board developed

- TA appreciation day introduced
- Continuation of tea and coffee being paid for - expanded to fruit in the staffroom each week.
- Worry Eaters/monsters bought for each class.
- Sensory room developed
- Swot analysis completed following each stakeholder survey and action plans changed
- Wellbeing page added to the website
- Marking policy reviewed to support mental health via work/life balance for staff
- Policy Audit – ensuring policies reflect the importance of mental health and wellbeing for all stakeholders.
- PSHE display– non negotiables discussed with staff
- Butterfly talk delivered each year to children
- Development of non-core curriculum.

# 2018-19

- Friendship benches added to the playground
- Mental Health First Aider trained in school
- Sensory room developed to provide a nurturing zone for adults as well as children
- Lunchtime supervisors training in playground games
- Lunchtime supervisors additional training provided in Restorative Justice.
- Well being posters developed and put into notice boards
- Bucket assembly delivered
- Mental health and wellbeing assembly delivered
- Whole school peer massage session
- Mental Health awareness week celebrated in school



- Review and change of PSHE curriculum
- Lego Therapy sessions developed for vulnerable children
- New summer term report developed to include information on learning dispositions and wellbeing levels.
- Mental health and wellbeing parent guides added to the home/school communication book
- Parent leaflets added to the wellbeing page on the website
- Attachment training delivered to all staff
- Behaviour training delivered to support staff
- Development of PP mentors
- Mental health and wellbeing to be discussed at each school councillor meeting
- Parents in lessons scheduled throughout the year
- Wellbeing meetings held with all members of staff each year
- Staff wellbeing board developed in the staffroom

# WORK OF THE INCLUSION TEAM

- EHA – supporting families including with mental health needs
- Time to talk
- Talk and toast
- Nurture Lunch
- Positive People
- Drawing and talking
- Protective behaviours
- Anxiety strategies
- Bereavement and loss
- Lego therapy
- Counsellor based in school 2 x afternoons per week
- A range of interventions based on self esteem

# WHERE NEXT?

- Staff, parent and children surveys to be completed and swot analysis to develop an action plan further.
- Development of the website in signposting everyone to support networks available in Northamptonshire.
- Development of a wellbeing policy
- Develop children's ability to talk about their emotions in a confident manner
- Develop a range of workshops / drop in sessions for parents, inviting outside agencies and charities into school to support families
- Specific member of staff trained in bereavement and loss