

Developed in partnership with the National Children's Bureau (NCB), the Wellbeing Award for Schools is intended to help schools prepare and equip themselves to promote emotional wellbeing and positive mental health across the whole-school community. NCB's vision is an education system where good emotional wellbeing and mental health are at the heart of the culture and ethos of all schools, so that pupils, with the support of their teachers, can build confidence and flourish. Evidence shows us that wellbeing is of central importance to learning and attainment, with high levels of wellbeing associated with improved academic outcomes. Conversely, pupils who have mental health problems are more likely to have academic difficulties at school and experience social disadvantage later in adult life.

To achieve this vision, NCB advocates the use of a 'whole-school approach' where all aspects of the school experience are harnessed to promote the emotional wellbeing and mental health of pupils and staff. It is an approach where emotional wellbeing and mental health is everybody's business.

The Wellbeing Award for Schools is a welcome opportunity to recognise the exceptional work that schools do in this area. The key features of a whole-school approach form the basis of the award, and it provides schools with a benchmark of best practice against which to test itself. We believe that this celebration of success will encourage more schools to adopt an approach that puts emotional wellbeing and mental health at the heart of what they do.

There are four key principles driving the ideas and recommendations behind the award:

1. Emotional wellbeing and mental health are a continuum. Related issues can range from positive attitudes and behaviour, through to experiences of emotional distress and mental disorder.
2. Schools already experience and manage emotional issues on a daily basis; the objective is to minimise the impact of such issues and maximise the effectiveness of any responses.
3. Emotional wellbeing covers a range of dimensions, such as resilience, character building, relationships and self-esteem, etc. Understanding both developmental and mental health awareness is critical.
4. Creating a positive school culture requires a whole-school approach that is led from the top while involving all in the school community.

There are five stages in the WAS process and the school will be supported throughout in order to evidence best practice and to achieve the award:

1. School self-evaluation
2. Preparation of an Action Plan
3. Implementation of actions and collecting evidence into a portfolio
4. Interim assessment of progress
5. Verification of achievement of the award **WE ARE HERE!**

The award is expected to be achieved within a maximum of 12-15 months. Within this timescale, the process is supportive, developmental and progressive, rather than a box-ticking, target-driven exercise.

The WAS has eight objectives which focus on areas of evaluation, development and celebration of the work of schools in promoting and protecting emotional wellbeing and positive mental health. Each of these areas is further broken down into Key Performance Indicators (KPIs):

Objective 1: The school is committed to promoting and protecting positive emotional wellbeing and mental health by achieving the Wellbeing Award for Schools.

Objective 2: The school has a clear vision and strategy for promoting and protecting emotional wellbeing and mental health, which is communicated to all involved with the school.

Objective 3: The school has a positive culture which regards emotional wellbeing and mental health as the responsibility of all.

Objective 4: The school actively promotes staff emotional wellbeing and mental health.

Objective 5: The school prioritises professional learning and staff development on emotional wellbeing and mental health.

Objective 6: The school understands the different types of emotional and mental health needs across the whole-school community and has systems in place to respond appropriately.

Objective 7: The school actively seeks the ongoing participation of the whole-school community in its approach to emotional wellbeing and mental health.

Objective 8: The school works in partnerships with other schools, agencies and available specialist services to support emotional wellbeing and mental health.

Objective 1: The school is committed to promoting and protecting positive emotional wellbeing and mental health by achieving the Wellbeing Award for Schools.

What have we done so far?

- The award process has been formally adopted by the Senior Leadership Team (SLT) and the Governing Body
- A Change Team has been appointed and meets half-termly.
- We have completed a school evaluation
- We have surveyed pupils, staff and parents - please see the collated results on display
- We have submitted our action plan to the Wellbeing Award Advisor
- We have used the responses from the surveys to inform a long-term strategy. **A COPY OF THIS IS ON DISPLAY AND IS ON OUR WEBSITE**
- Staff are updated on our progress via a display in the staffroom; meetings; and emails. Pupils are updated in assemblies and through class circle times. Parents are updated via an information board that has been displayed at open evenings, 'meet the teacher' and parents evening. Further information is on the school website.

What are we working on? THIS OBJECTIVE IS COMPLETE

Objective 2: The school has a clear vision and strategy for promoting and protecting emotional wellbeing and mental health, which is communicated to all involved with the school.

What have we done so far?

- Reviewed our provision for how we currently support emotional wellbeing and mental health (EWMH)
- Written a strategy that defines how we will embed and maintain the changes we are making to support the EWMH of pupils and staff
- All staff have had training on how we can support the EWMH of pupils within our varied roles.
- After input from pupils, staff, parents and governors, a Valley Wellbeing vision statement has been formulated.

What are we working on?

- Publish the vision statement. This will be on our website shortly.

Objective 3: The school has a positive culture which regards emotional wellbeing and mental health as the responsibility of all.

What have we done so far?

- **Held assemblies on the importance of wellbeing and introduced the 5 ways to wellbeing**
- **Hold regular circle times in class that allow staff to check in on pupils**
- **Place2talk provided by Place2Be gives pupils access to a space to share feelings if they would like to**
- **Worry boxes/monsters in classrooms offer another way for pupils to communicate a worry or concern**
- **Peer mediators support by resolving small problems before they get bigger**
- **Years 4 to 6 have Positive Emotional Wellbeing workshops provided by the School Wellbeing Service this term.**
- **Parents in Years 4-6 have had access to parent workshops provided by the School Wellbeing Service, delivered on two mornings earlier this term.**
- **We have produced an accountability framework to outline the roles and responsibilities of staff on promoting positive EWMH**
- **We held a 'Positive Mental Health' week at the end of October, when all pupils had lessons on Positive Emotional Wellbeing.**

What are we working on?

- Audit our PHSCE curriculum to ensure pupils are taught, in an age appropriate way, about how to look after their EWMH.

Publish the accountability framework for staff and parents.

Objective 4: The school actively promotes staff emotional wellbeing and mental health.

What have we done so far?

- Established a Wellbeing Committee that includes representatives from different roles within the school
- Many changes have been implemented over the past few years that have reduced teacher workload and promoted positive emotional wellbeing
- The strategy document prioritises staff wellbeing alongside pupil wellbeing
- Staff have access to a number of support mechanisms that they can access when needed
- A budget is in place for EWMH
- All staff have contributed to an audit of our strengths and weaknesses and suggested action points for improvement. These ideas have fed into the strategy document.
- Schools Wellbeing Service are providing two workshops this term on staff wellbeing

What are we working on?

- Continuing to look at any changes to policy and practices through a 'wellbeing lens' so we consider how changes may impact on workload or affect wellbeing in any other way.

Objective 5: The school prioritises professional learning and staff development on emotional wellbeing and mental health.

What have we done so far?

- Training needs have been identified. Staff are specifically asked about training needs as part their appraisal meetings.
- Place2Be have met with staff to talk about their work and how to support pupils
- All staff had training in September on EWMH

What are we working on?

- Building on staff feedback and survey results, produce long term CPD plan that ensures Training needs for EWMH are met

Objective 6: The school understands the different types of emotional and mental health needs across the whole-school community and has systems in place to respond appropriately.

What have we done so far?

- Teachers use a range of approaches to check in with the wellbeing of pupils, both as a class and as individuals
- Information sharing systems are fully embedded
- Place2Be offers self-referral sessions (Time2talk), targeted group work or tailored 1-1 support programmes
- If concerns grow, pupils can be referred internally to receive targeted support from Place2Be or, for Years 4-6, School Wellbeing Service. Mrs Bradley will work with parents to access external support where needed, such as Bromley Community Wellbeing, Bromley Children's Project or Bromley Mentoring Initiative.
- Pupils from Years 1-6 have completed a wellbeing survey. **SEE OVERALL RESULTS ON DISPLAY**
- Staff are asked specific wellbeing related questions as part of their appraisal meetings, which are held twice a year.

What are we working on?

- Ensure surveys continue to be carried out at regular intervals, to check in on the EWMH of pupils and staff, and results are acted upon.

Objective 7: The school actively seeks the ongoing participation of the whole-school community in its approach to emotional wellbeing and mental health.

What have we done so far?

- School Council are consulted on changes to relevant policies and practices
- Parents, staff and pupils' views were sought through the survey at the start of the award process
- A Wellbeing page has been added to the school website. <https://www.valleyprimary.co.uk/parents/emotional-wellbeing-mental-health>
- Place2Be is now able to offer support for parents, via a Parent Counsellor. <https://www.valleyprimary.co.uk/parents/place2be>

What are we working on?

- Finding ways to ensure that all parents can access surveys and support

Objective 8: The school works in partnerships with other schools, agencies and available specialist services to support emotional wellbeing and mental health.

What have we done so far?

- **We work directly with Place2Be and Bromley Community Wellbeing Service (via the School Wellbeing Project)**
- **We have established links with Bromley Children Project and Bromley Mentoring Initiative**
- **We work with Behaviour Matters, who provide training for staff, workshops for parents and train our Peer Mediators; covering topics such as using a Restorative Approach and supporting children with Emotional Regulation.**
- **Contacted Ravensbourne School and other schools within CSAT who are working on the Wellbeing Award to establish links**

What are we working on?

- **Liaise with other schools, as above, to share good practice and support each other.**

Wellbeing Committee

A Change Team to coordinates the process of achieving the award. A whole-school approach to emotional wellbeing and mental health is a collaborative one and your Change Team will drive engagement and provide ongoing communication to the whole school community. The shared wisdom of this group will be a key source of insight into the best ways forward.

To ensure the achievement of the WAS, within the school's planned timescale, the Change Team's key responsibilities are:

- producing and disseminating information to all key partners (parents, staff, pupils, governors) and supporting agencies about the award.
- completing the School Self-Evaluation Form, in consultation with appropriate colleagues.
- developing an Action Plan.
- monitoring progress against the Action Plan.
- planning the implementation, monitoring and evaluation of successive stages of delivery.
- ensuring regular communication with all key partners about WAS development and progress.
- managing the building of the portfolio of evidence.
- coordinating the preparation for, and management of, the interim assessment process (Adviser-led approach only).
- coordinating the preparation for, and management of, the final verification processes.

Valley Wellbeing Committee

Mrs Coulson – Assistant Headteacher

Mrs Bradley – Assistant Headteacher and SENCO

Helen Randall – Previous Governor

Mrs Hewitt – Parent and Governor

Ms Fenton – Parent

Ms Shenton – HLTA

Mrs Ayres – TA

Miss Mednick – Teacher and Creative Arts lead

Miss Berry – Teacher and PSHE lead

Vacancy – Admin office



WELLBEING AT VALLEY

Circle Time



Bromley Community
wellbeing
Service for Children and Young People



Promoting Positive Relationships in School and at Home

peer mediation



A VISION FOR VALLEY WELLBEING



As a community, wellbeing is at the core of everything we do at Valley Primary School. Our approach to learning encourages and enables everyone to be open-minded, integrated, and independent individuals able to meet the world with positivity, curiosity, adaptability and ambition.

CONNECT

KEEP
LEARNING

BE
ACTIVE

GIVE

TAKE
NOTICE