



WESTFIELD PRIMARY SCHOOL

2025 - 26

Well-Being Subject Report

Subject	Well-being	Date	July 2026
Report prepared by	Francesca McPhee		
Overview of the year: Sept 2025 - Sept 2026			
This year we continued with our strong focus on the importance of wellbeing for all and the need to educate and develop everyone's skills and knowledge in recognising and managing their own wellbeing. Highlights of this year have included, themed weeks and days held specifically to raise awareness of well-being and mental health, for example, #Hello Yellow day (mental health awareness - theme: wear it loud wear it proud), World Kindness Day (which coincided with our Anti-bullying week and sat nicely with the theme: Power for Good), Children's Mental Health Awareness week (which had the theme of 'This is my Place' and included dress up day, whole school activities - collaborative art piece, buddy class activities and much more) and our annual Well-Being week, which this year we moved to the summer term, (which included whole school activities, class 'buddy' activities, a picnic lunch, poster competition and dress up day). Our two suggestion boxes for the children continue to be well used with well thought out suggestions. These are always taken to the school's wellbeing committee and the suggestions are carefully considered and those that are workable for the school are implemented where possible. We conducted our autumn term wellbeing survey, following up with individuals whenever their responses indicated they may benefit from a check-in or some support. Where appropriate, suggestions from the survey are fed into our ongoing action plan. Our weekly well-being time continues, these weekly sessions are timetabled for the beginning of the week, so that children can easily use and remember their well-being skills learnt that session for the rest of the week and beyond. Through quality assurance we can see children's understanding of the 5 ways to well-being and their potential positive impact increasing. We introduced the acronym CLANG as a helpful way for the children to remember the 5 ways to wellbeing more easily. Our 'worry bubbles' continued to be used very effectively, with children getting to meet with our well-being assistant and talk through any concerns on the same day. We regularly remind the children of the bubble system through class reminders, assemblies and Inclusion team videos, we also check children's knowledge of the bubbles through regular surveys and QA. Through the year we enjoyed workshops/performances which specifically taught the children about well-being e.g 52 Lives of Kindness workshops and assemblies and the Life Bus workshops. Well-being specific questions are included in all staff appraisal forms and meetings, ensuring consistency across the school; regular well-being surveys for children, staff and parents are carried out, the outcomes of which inform our actions; we have continued our termly Kindness trophies and also kindness certificates for the children and an annual Well-being trophy. The Wellbeing Wednesday events continue to prove very popular and of significant benefit to both parents/carers and children. They were held bi-annually and their aim is to promote well-being at home, while also highlighting local services and charities that are available to support and offer information and activities to families. We have continued, and built upon, our intergenerational link with our local retirement village and our Year 3 pupils visit every other Friday afternoon throughout the year. They enjoy building relationships, getting to know each other, undertaking activities together (for example arts and crafts and games) and these relationships can also help combat loneliness and develop a better understanding across the generations. Our Year 3s also made every resident a Christmas card and our Reception classes made every resident an Easter card, these were delivered to every home in the retirement village. Our choir also sang for the residents in the autumn and spring, further building our link and connection with our neighbours and friends at the retirement village.			

The Zones of Regulation are well-embedded across the school. The Zones are in every classroom, as well as the hall, and children are able to identify their feelings and also actions they can take to help them move into an appropriate zone for learning and wellbeing.

We continue our well-being and mental health page in our monthly newsletter, providing tips and information to encourage openness, increase skills and confidence and strive to continue to drive down any stigma associated with mental health.

Through assemblies, stories, activities, workshops, weekly well-being time and themed days and weeks, we continued to promote the importance of kindness and gratitude to our well-being and happiness and to the improvement of the wider society.

The well-being committee continued to be very active, overseeing staff social events (for example, tea & cake socials, term-time treats, termly staff buddy activities, random acts of kindness etc), reviewing and amending policies and procedures that impact on well-being, leading on continuing the good work of the well-being award process, leading on the annual well-being weeks and days, ensuring our well-being and positive mental health policy and strategy are up to date etc. Committee meetings are held monthly.

Following on from the success of having our pupil wellbeing ambassadors taken from both Year 5 and 6 last year, we have continued that practice. This means that there are always pupils with experience of the role at the start of each academic year to support the newer ambassadors in the role. Our ambassadors continued to play an active role in school across the year, they met regularly this year to discuss how to promote and support well-being across the school. It was great that they discussed well-being with their peers and fed back what they thought could be done in school. They have been very enthusiastic about raising the profile of the 5 Ways to Well-being. They have also discussed the use of the zones of regulation and which resources would be useful to support children in the school when experiencing different emotions. This year's Well-Being Ambassadors have also worked on providing the school 'Well-being Walrus tips', which are displayed in the classrooms and carried out a pupil voice which fed into our annual Wellbeing Week.

We have continued to work closely with the Woking Mental Health Support Team (Mindworks) and they have supported individuals, small groups and classes, as well as parents/carers. We have also had support from the charities Matthew Hackney and Barnardo's; who have worked with individuals or small groups across the year.

Staff CPD was provided across the year, to support staff to recognise and support well-being in the pupils, themselves and their colleagues. Key tips, strategies and advice was regularly shared to provide additional support to staff in this area.

The well-being and mental health of the school community continued to be a key priority.

Curriculum: Intent, implementation, Impact

Intent:

1. Promote positive mental health and well-being for every member of our staff and pupil Body, from the EYFS to Year 6. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable pupils (well-being and mental health strategy).
2. Promote positive mental health, while also aiming to recognise and respond to mental ill health. By developing and implementing practical, relevant and effective mental health policies and procedures we can promote a safe and stable environment for students affected both directly and indirectly by mental ill health.

3. Promote an openness of conversation and approach so that everyone is confident to talk about mental health and thereby reduce the stigma surrounding it.
4. Promote a culture of care and concern for our school community and expect everyone to take responsibility for their own and others' well-being.
5. Provide training and support aimed at providing people with the knowledge and tools for managing their own well-being and mental health.

Implementation

We promote well-being throughout the school and work to embed it into the culture of our school. There are weekly well-being sessions for the children, these follow the 5 ways to well-being (to connect, to learn, to be active, to take notice, to give - CLANG). Year groups work from an overarching timetable to ensure they cover all of the 5 ways over the year, so that children build their knowledge and understanding of which of the 5 ways works best for them and their well-being. Each session also includes some mindfulness/breathing activity and a gratitude/positive recognition aspect.

The Zones of Regulation are in every classroom and other areas around school. The children are really familiar with the Zones and carry out daily check ins and make use of the resources to help them manage and monitor their emotions, feelings and self-regulation.

The school's well-being and mental strategy outlines the tiered offer to our school community (pupils, staff and parents). The school has a clear Well-being and Mental Health policy.

The children also have access to 'worry bubbles', ensuring that they can always talk through a concern or worry.

Well-being and mental health is also addressed through our annual well-being weeks, themed days (e.g #Hello Yellow), assemblies, workshops, specific activities e.g circle times etc.

Impact

Our children are learning to support and manage their own well-being. They are being taught techniques to support themselves, for example grounding techniques, breathing exercises, mindfulness, meditation, an attitude for gratitude etc. They are learning about the 5 ways to well-being, finding out activities which they enjoy and could use to support and build well-being. They use the Zones of Regulation daily.

The school encourages talking about mental health and well-being so that the stigma can be reduced and children now, and in their future, will not be put off seeking help if they should need it (it's OK not to be OK).

Regular children's surveys inform the school how children are feeling and if they have the knowledge about accessing the support that is available to them. Survey results are analysed and inform future actions.

Well-being is about the long-term teaching and benefits that can be provided to the children so that they can manage their own well-being and emotions more effectively.

Next steps:

- Continue to increase the children's knowledge and understanding of the 5 ways to wellbeing through the acronym CLANG, alongside weekly wellbeing sessions and our annual wellbeing themed week. Display the new children's posters throughout the school (poster competition - July 2026)
- Continue to embed and monitor the Zones of Regulation, so that this tool is of real use in supporting children understand and manage their feelings and emotions.
- Continue to share information with and support our families so that they can better support their children with well-being and positive mental health
- Continue to monitor the well-being of the school through surveys and suggestion boxes, following up on any actions identified, as appropriate
- Continue to talk and teach about mental health in order to reduce stigma, including through themed weeks and days

5 Key messages of the year:	What Performance Information is monitored? What are the 3 questions you are considering for future developments?
- Continued successful embedding of the Zones of Regulation - Successful themed days and weeks, which run alongside the everyday focus on well-being (#Hello Yellow, World Kindness day, Children's Mental Health Awareness week, annual well-being week etc). Including successful events, such as class buddy activities and whole school collaborative events - Continued high focus placed on well-being and positive mental health, known by children, staff and parents - Increased knowledge and understanding of the Nurture Principles, taught through the weekly wellbeing sessions - Varied and thoughtful well-being events and activities for staff to ensure morale stayed high and staff felt appreciated, e.g termly 'buddy' opportunities, 'term time treats' and random acts of kindness	Key Questions: - How to monitor/quantify pupils' levels of well-being and engagement? Boxall Assessment tool being used. - Is the weekly wellbeing time being used consistently across the school to increase children's knowledge of the 5 ways to wellbeing and help them develop the tools that work best for them to support and manage their own emotional wellbeing? Is the acronym, CLANG, being consistently used to further develop the children's knowledge and understanding of the 5 ways to wellbeing? - How to continue to build staff confidence in recognising and supporting their own, pupils' and colleagues' well-being and mental health?
What is progress like within this subject?	How much funding did you receive this year and what was it spent on?
Progress is good. It is a difficult area to quantify; the evidence is more 'soft'. Evidence can come from various sources. For example, pupil, staff and parent surveys inform us of current levels of well-being and understanding/confidence in recognising and dealing with mental health issues, including people's own. Survey outcomes are followed up and actions taken e.g bubbles video redistributed, more cross-class & year group activities/links. Surveys have shown us: Staff (November 2025): 100% said that they enjoyed working at Westfield; 100% said that they have a good understanding of the importance of emotional wellbeing and mental health on children's performance in school and understand their contribution in promoting emotional wellbeing and mental health within the school; 100% (up 8% from last year) said they felt the school really cared about the emotional well-being and mental health of everyone involved in the school; 96% said that they have the	Total: £1,500 Budget for weekly well-being time Resources for well-being week, themed days and mental health awareness week Resources/consumables for children's events, term time treats Kindness trophies (awarded to a child in each class termly) Resources for annual staff quiz e.g certificates, resources and small snacks Items for staff toilets to aid well-being e.g deodorant and feminine hygiene products Replacement wellbeing ambassadors' badges and tabards, as needed Workshops

knowledge and skills needed to address emotional wellbeing and mental health; and 100% (up 8% from last year) said that the school offers good quality support for staff's emotional wellbeing and mental health. Pupils (KS2): (November 2025): 65% said they knew they were able to get help at school through using their 'worry bubble', the Zones of Regulation or by talking to an adult, if they had a worry or upset (25% said they didn't know, this was followed up through assemblies, worry bubble video and circle/class times); we asked the children about the 5 ways to wellbeing, we asked which they felt helped them the most, there was a spread across all 5 ways but 'being active' was the way most pupils (56%) identified as being the most useful to them in supporting their wellbeing. We asked the children what helped them have a good day in school, again the results were varied but many children identified: adults who help me, friends being kind, having a good breakfast, having a good night's sleep, not feeling tired, drinking water and feeling calm and happy. We asked the children what helped them learn about wellbeing at school, the answers were again varied, but many children identified: weekly wellbeing time, the Zones of Regulation, the 5 Ways to Wellbeing, themed weeks and days, wellbeing assemblies, workshops and tips from the Wellbeing Walrus. We also asked the children if they had any suggestions for what could be even better about the way the school looked after their wellbeing. Surveys are analysed and appropriate action take, for example, worry bubble video made and shared and support available in school reminders in class and through assemblies, so that children's awareness of available support is increased. Parent (October 2025): There were responses from parents/carers from every year group across the school. 97% said that the school really cares that everyone has good emotional wellbeing and mental health and that it is clear that good emotional wellbeing and mental health is important to the school; 100% said that, if needed, they would be happy to talk to the school about their child's feelings; 97% said that Westfield supports their child's wider personal development (through weekly wellbeing time, themed days and events, wellbeing week etc) and	
--	--

96% said that Westfield supports their knowledge of wellbeing and their ability to support their child's wellbeing (through newsletters, workshops, signposting, Wellbeing Wednesday events etc). Verbal feedback also informs us. In addition, the more everyone is able to talk openly about well-being and mental health the greater chance of reducing the stigma around mental health, we reinforce the message, 'It's OK not to be OK'. Increasing our school's community's skill, knowledge and confidence on well-being and positive mental health allows everyone to take more ownership of their own well-being and be proactive in supporting themselves and others. However, there will always be a need for this focus and support as everyone will experience varied times when they are less able to see the positives and may need increased support or signposting to expert help.	
How does your subject area help to further develop SMSC (Learning for Life) in and around the school?	How are Fundamental British Values promoted within your subject?
Well-being and mental health supports and develops Learning for Life, there are many cross overs. Well-being is a large part of Learning for Life, healthy eating, self-care, respect for others, positive relationships, kindness etc.	- Tolerance and respect for self and others, especially through collaborative work and greater understanding of self. - Democratic thinking and behaviours when working together to choose activities.
If you could change/ develop one thing in this area what would it be and why?	What will be the three key resources you will be bidding for this year and why?
To increase understanding how as individuals, we can impact others' feelings and well-being - both negatively and positively, and to take responsibility for that. Also, to continue to develop the understanding within the whole school community that well-being is not something that is 'done to you' by someone else, it is something you are responsible for and take an active part in.	- Well-being workshops and performances for the children - Resources for weekly well-being time, themed weeks and days and parent well-being events - Ongoing staff CPD and well-being resources
Subject Web: Subject Web: Why do we teach what we teach? 6 key skills: - Resilience - Positivity/gratitude - Understanding of self and others - Kindness - Empathy	

6. Knowledge of self/self-esteem

How do you ensure every skill is taught within your subject?

Topics taught across each year group:

Weekly well-being time follows the 5 Ways to Well-Being. The format for the sessions is that they incorporate some mindfulness or activity to start, for example meditation, grounding techniques, go noodle, breathing exercises etc. At the end of the session there should be a positive finish, for example positive post-its or a 'gratitude diary' - written or verbal. For the main part of the afternoon the children undertake activities which reflect one of the 5 ways to well-being, thereby increasing the children's understanding and knowledge about which ways of well-being/activities work particularly well for them in supporting their well-being.

Quality assurance and surveys inform what is being taught and the impact of this. The well-being ambassadors are involved in this quality assurance at least once in the year.

Describe what a good learner of this subject looks like when they leave Westfield Primary School?

What are the 7 key components of a good learner in your subject?

1. Knows various techniques to support themselves when feeling stressed or anxious, e.g breathing techniques, grounding, mindfulness etc
2. Understands and recognises their own emotions and what might cause their well-being to dip (triggers, situations etc)
3. Has the knowledge about the 5 ways to well-being and understands why they are effective in supporting wellbeing
4. Understands the importance of kindness and the impact it can have on others and themselves
5. Has an age appropriate knowledge about mental health and mental health illness and does not contribute to the stigma around mental ill health
6. Understands that gratitude and having a positive outlook impacts well-being beneficially
7. Takes responsibility for their own well-being and positive mental health, in that they actively work to support and develop it

Is your subject an SDP priority?

Has there been school training and / or development related to your subject / specific SDP objectives? Have you taken part in any individual research?

What has been the impact of this on the children and staff?

Wellbeing is part of priority 4 on our SDP:

Priority 4: Behaviour & Inclusion: **To continue to embed a culture of positive, regulated behaviour and a strong sense of belonging** across the school, so that **all children are supported to make positive behaviour choices that promote their mental health**, learning, and future life chances through achievement in line with national outcomes.

There has been CPD for staff through online courses and staff meetings run by external visitors and internal staff.

Online courses

QA is carried out regularly.

Subject folder and archived folders of evidence for the Well-being Award (June 2023) also hold pertinent information pertaining to QAs, CPD, themed weeks and days, survey outcomes and committee meeting minutes.