



**WESTFIELD PRIMARY SCHOOL**

**2020**

**Well-Being Subject Report**

<b>Subject</b>	<b>Well-being</b>	<b>Date</b>	<b>December 2020</b>
<b>Report prepared by</b>	Francesca McPhee		
<b>Overview of the year: Sept 2019 - Dec 2020</b>			
<p>This year has been impacted by COVID 19, with the school going into Lockdown in March, although being open up for 50% of the school, in all year groups by July 2020.</p> <p>Prior to Lockdown, in February 2020, we had our verification day for the National Well-Being Award, which we had been working towards for around 15 months. This was successful and we achieved the Well-being Award. This award demonstrates our commitment to well-being and positive mental health across our school community.</p> <p>Despite the impact of lockdown, 2019 to 2020 was a very productive time for well-being. We introduced our weekly well-being time; our 'worry bubbles' were fully embedded; our well-being ambassadors took on more roles (well-being learning walks, assisting with well-being events); we held our first well-being event for parents which was well received; well-being specific questions were included in staff appraisal forms and meetings, ensuring consistency across the school.</p> <p>We renamed our well-being page in the monthly newsletter and on our web page to include 'mental health' to demonstrate the link, the importance and to encourage openness and thereby drive down any stigma associated with mental health.</p> <p>We continued with our annual well-being week and marked mental health days and themes. The well-being committee continued to be very active, overseeing staff social events, reviewing and amending policies and procedures that impact on well-being, leading on the achievement of the well-being award process, leading on the annual well-being weeks and days, running the well-being event for parents etc. Committee meetings are held monthly.</p> <p>The school installed a sensory room to support the children's well-being.</p> <p>During lockdown the well-being and mental health of the school community was a key priority. Staff contributed to fun, engaging videos which were shared with the school community as a way of 'seeing' each other and lifting spirits. Teachers and staff kept in touch with families through class emails, Marvellous Me and telephone calls. Staff read stories to the children which were shared via YouTube. Families were able to contact the school with any concerns, our 'drop off, drop in' hub was continued but this time by telephone or email. Weekly learning newsletters were shared with all our families, these contained photos and articles and were another way of keeping in touch. Whether children were at home or in school home learning always contained aspects of well-being for the children to undertake to support them, as well as physical activities.</p> <p>Once children were back in school in larger numbers well-being activities were again given a priority, including circle times, mindfulness, breathing techniques and activities based around the 5 ways to well-being.</p>			
<b>Curriculum: Intent, implementation, Impact</b>			
<b><u>Intent</u></b>			
<p>Our intent is to promote positive mental health and well-being for every member of our staff and pupil body. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable pupils (well-being and mental health strategy).</p> <p>In addition to promoting positive mental health, we aim 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. We promote an openness of conversation and approach so that everyone is confident to talk about mental health and thereby reduce the stigma surrounding it.</p> <p>We promote a culture of care and concern for our school community and expect everyone to take responsibility for their own and others' well-being.</p> <p>We provide training and support aimed at providing people with the knowledge and tools for managing their own well-being and mental health.</p>			

### **Implementation**

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

The school's well-being and mental strategy outlines the tiered offer to our school community (pupils, staff and parents).

The children also have access to 'worry bubbles', ensuring that they can always talk through a concern or worry. Well-being barometers are in every classroom.

Well-being and mental health is also addressed through our annual well-being weeks, themed days (e.g #Hello Yellow) 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, kids' yoga, 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.

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.

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:**

- To continue to build on the achievement of the National Well-being for Schools Award, continue to embed the good practise into the culture of the school
- Continue to collect evidence to support the maintaining of the award when it runs out in 3 years time
- 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, following up on any actions identified
- Continue to talk and teach about mental health in order to reduce stigma

<b>5 Key messages of the year:</b>	<b>What Performance Information is monitored? What are the 3 questions are you considering for future developments?</b>
<ul style="list-style-type: none"><li>• Successful achievement of the national Well-being Award for Schools (February 2020, lasts 3 years)</li><li>• Successful introduction of weekly well-being time, based around the 5 ways to well-being</li><li>• Well-being really embedded across the school - demonstrated in achieving the well-being award</li></ul>	Key Questions: <ul style="list-style-type: none"><li>• How to continue to build staff confidence in recognising and supporting pupil and colleagues' well-being and mental health?</li><li>• How to further embed well-being into the culture of the school?</li><li>• How to further engage and support parents in recognising and developing their own and their children's well-being?</li></ul>

<ul style="list-style-type: none"> <li>• Successful first well-being event for parents delivered</li> <li>• Due to the hard work of staff across the school our pupils' and families' well-being was really supported throughout lockdown and beyond</li> </ul>	
<p><b>What is progress like within this subject?</b></p>	<p><b>How much funding did you receive this year and what was it spent on?</b></p>
<p>Progress is good. It is a difficult area to quantify; the evidence is more 'soft'.</p> <p>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 e.g a video was made for our 'worry bubbles' so that we could be sure all children felt confident in knowing how they worked and how they could use them.</p> <p><b>Recent surveys showed us:</b></p> <p><b>Staff</b> (July 2020): 100% said they felt confident supporting pupils' well-being and positive mental health and understood this within the CPD they had received. 98% said the school offered staff good quality support for well-being and mental health, and also that they felt that had someone to share concerns or worries with in school (2% didn't know, 1 person). 98% said they felt well supported by colleagues, and in turn supported their colleagues. 98% said they felt the school really cared about the emotional well-being and mental health of everyone involved in the school.</p> <p><b>Pupil</b> (September 2020, after national lockdown): 92% said they were looking forward to this year at school; 93% said they knew which adults they could talk to if they felt worried or sad and 91% said they knew they could use their bubble if they felt worried and wanted to talk to an adult.</p> <p><b>Parent</b> (November 2020): 100% said they felt the school worked hard to ensure their child felt happy and secure when at school. 93% said that if their child ever felt worried or unhappy, they (the parent) could speak to a member of school staff who could help and support them. 93% said that it was clear that emotional well-being and positive mental health were important to the school (7% neither agreed nor disagreed, 1</p>	<p>Total: £1370</p> <p>Children's well-being workshops Staff CPD Budget for weekly well-being time Hospitality and resources for parent well-being event and Pen Pals (community link) project Resources for well-being week</p> <p>Due to lockdown not all of these events happened or were reduced, therefore not all the budget was spent.</p>

<p>person). Word cloud from parents' additional comments:</p> <p>mental health <small>think</small> encourage <small>also</small> children <small>one</small> think fantastic school <small>well</small> parents <small>support</small> pick keep us informed</p> <p>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. 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.</p>	
<p><b>How does your subject area help to further develop SMSC (Learning for Life) in and around the school?</b></p>	<p><b>How are Fundamental British Values promoted within your subject?</b></p>
<ul style="list-style-type: none"> <li>Well-being and mental health supports and develop 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 etc.</li> </ul>	<ul style="list-style-type: none"> <li>Tolerance and respect for self and others, especially through collaborative work and great understanding of self.</li> <li>Democratic thinking and behaviours when working together to choose activities.</li> </ul>
<p><b>If you could change/ develop one thing in this area what would it be and why?</b></p>	<p><b>What will be the three key resources you will be bidding for this year and why?</b></p>
<p>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. To work to reduce 'learned helplessness'.</p>	<ol style="list-style-type: none"> <li>Well-being workshops for the children</li> <li>Resources for weekly well-being time and themed weeks (Children's mental health week, annual well-being week etc)</li> <li>Staff CPD</li> </ol>
<p><b>Subject Web: Subject Web: Why do we teach what we teach?</b></p> <p><b>6 key skills:</b></p> <ol style="list-style-type: none"> <li>Resilience</li> <li>Positivity/gratitude</li> <li>Understanding of self and others</li> <li>Kindness</li> <li>Empathy</li> <li>Knowledge of self/self-esteem</li> </ol> <p><b>How do you ensure every skill is taught within your subject?</b></p> <p><b>Topics taught across each year group:</b></p>	

Weekly well-being time follows the 5 Ways to Well-Being. The format for the afternoons is that they incorporate some mindfulness or activity to start, for example yoga, meditation, grounding techniques, go noodle. At the end of the afternoon 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.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R					To take notice	To be active
1	To keep learning	To give	Free choice	To connect	To take notice	To be active
2	To be active	To keep learning	To give	Free choice	To connect	To take notice
3	To take notice	To be active	To keep learning	To give	Free choice	To connect
4	To connect	To take notice	To be active	To keep learning	To give	Free choice
5	Free choice	To connect	To take notice	To be active	To keep learning	To give
6	To give	Free choice	To connect	To take notice	To be active	To keep learning

Quality assurance and surveys inform what is being taught and the impact of this.

**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
3. Has the knowledge about the 5 ways to well-being and understands why they are effective in supporting well-being
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?**

Well-being and positive mental health is an SDP priority (SDP priority 4).

There has been extensive training for staff through online courses and staff meetings run by external visitors and internal staff. For example:

Mental Health Training - supporting mental health in schools - in-house

Attachment Training - CAMHS

Emotional Well-being - TAMHS

Stress Management - O. Welsby (Brightcore Wellbeing & Safeguarding Consultancy)

**Online courses:**

Mental Wellbeing in Children

Dealing with Bereavement & Loss

Preventing Bullying

The Inclusion Team members have also undertaken extensive training to support them in their roles.

Breathing techniques have been taught to every class, and visual cards to support provided, by our Well-being Assistant, so that they can be used during weekly well-being time - to refresh the children's memories.

I have undertaken the online training, Mental Health for Learning, run by Dragonfly. December 2020 completed the online training in Mental Health First Aid (for adults).

Weekly well-being time overviews are submitted half-termly and QA is carried out regularly.

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