



WESTFIELD PRIMARY SCHOOL

2022 - 23

Well-Being Subject Report

Subject	Well-being	Date	September 2023
Report prepared by	Francesca McPhee		
Overview of the year: Sept 2022 - Sept 2023			
<p>2022 - 2023 was another very productive year for well-being and in June 2023 we were again awarded the National Well-being Award for Schools. Well-being and positive mental health continue to be a priority and focus for Westfield, it is one of the key objectives of our School Development Plan. As well as achieving the National Well-being Award for Schools, other highlights included, themed weeks and days were held specifically to raise awareness of well-being and mental health, for example, #Hello Yellow day (mental health awareness), World Kindness Day, World Smile Day, International Happiness Day, Children's Mental Health Awareness week (which included dress up day, Pizza Express trip for Year 3, whole school activities and freestyle football workshops) and our annual Well-Being week (which included whole school activities, a brush party and dress up day). Our weekly well-being time continues, and we have now moved the weekly sessions to the beginning of the week (May 2023), 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 (carried out with the Wellbeing Ambassadors) we can see children's understanding of the 5 ways to well-being and their potential positive impact increasing. Our 'worry bubbles' continued to be used very effectively, with children getting to meet with a 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. Our year ended with a Carnival Day, which included dance workshops, a dress up day and lots of fun activities. Through the year we enjoyed workshops/performances which specifically taught the children about well-being e.g 52 Lives of Kindness workshops and assemblies. 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. We re-introduced Parent Well-being events (first held prior to Covid) and these have proved very popular and of significant benefit to both parents/carers and children. They are held termly 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.</p> <p>This year, we created an intergenerational link with a local retirement village and our Year 2 pupils. This involves visits every 2 weeks to build relationships, get to know each other, combat loneliness and develop a better understanding across the generations.</p> <p>We introduced the Nurture Principles across the school, which Year 5 took the lead on. From September 2023 we will be introducing the Zones of Regulation across the school, which will fit well into our ongoing work on well-being and mental health and help the children to readily identify their feelings and also actions they can take to help them move into an appropriate zone for learning and wellbeing.</p> <p>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.</p> <p>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.</p> <p>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 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.</p>			

Our well-being ambassadors continued to play an active role in school, supporting our termly parent well-being events (Well-being Wednesdays), supporting their peers around school, contributing ideas and leading on these and carrying out quality assurance, which fed into our action plan. From September 2023, our ambassadors will be from Year 5 and 6, so that there are always pupils with experience of the role at the start of each academic year.

We have worked closely with the Woking Mental Health Support Team and have had a clinician and two trainees based at Westfield for half a day a week. They have received 32 referrals and have worked with individuals, small groups and classes, as well as parents/carers.

Staff CPD was provided across the year, to support staff to recognise and support well-being in the pupils, themselves and their colleagues. CPD also provided key tips, strategies and advice to support 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 be active, to learn, to take notice, to give). Year groups work from an overarching 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 and their well-being. 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 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 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), 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.

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

<p>OK).</p> <p>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.</p> <p>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.</p> <p>Next steps:</p> <ul style="list-style-type: none"> • Introduce the Zones of Regulation across the school, upskilling the children and giving them a common language for their well-being, which sits alongside the 5 ways to wellbeing and the other strategies we teach and encourage. There will be a Zones of Regulation display in every classroom, the children will use this to 'check in' each day, identifying how they are feeling and exploring activities/resources that will help them to regain a sense of well-being if needed. • 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, including through themed weeks and days • Continue to hold and promote termly parent/carer 'Well-being Wednesdays' 	
<p>5 Key messages of the year:</p>	<p>What Performance Information is monitored? What are the 3 questions you are considering for future developments?</p>
<ul style="list-style-type: none"> • Achievement of the National Well-being Award for Schools, for the second time, demonstrates the ongoing high priority we place on ensuring everyone's well-being and mental health is supported and promoted • Continued high focus placed on well-being and positive mental health, known by children, staff and parents • Increased knowledge and understanding of the 5 ways to well-being and how these ways support well-being • Successful themed days and weeks, which run alongside the every day focus on well-being (#Hello Yellow, World Kindness day, Children's Mental Health Awareness week, annual well-being week etc) • Varied and thoughtful well-being events and activities for staff to ensure morale stayed high and staff felt appreciated, e.g termly 'buddy' opportunities, introduction of 'term time treats' 	<p>Key Questions:</p> <ul style="list-style-type: none"> • How to monitor/quantify pupils' levels of well-being and engagement? • How to continue to build staff confidence in recognising and supporting their own, pupils' and colleagues' well-being and mental health? • How to further engage and support parents in recognising and developing their own and their children's well-being, and supporting this at home and school?
<p>What is progress like within this subject?</p>	<p>How much funding did you receive this year and what was it spent on?</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 and actions taken e.g new bubbles video made and distributed, freestyle football workshops provided.</p> <p>Surveys have shown us:</p> <p>Staff: 100% said that increasing staff's awareness, understanding and skills in relation to emotional wellbeing and mental health is a priority for the school; 100% said that the school offers good quality support for pupils with emotional wellbeing and mental health difficulties; 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; 98% said they felt the school really cared about the emotional well-being and mental health of everyone involved in the school; 97% agreed that the school really cared about the emotional wellbeing and mental health of everyone involved with the school; 90% said that they have the knowledge and skills needed to address emotional wellbeing and mental health; and 85% said that the school offers good quality support for staff's emotional wellbeing and mental health.</p> <p>Pupils: 199 responses (KS2): 85% said they knew they could use their 'worry bubble' if they had a worry or upset and wanted to talk to an adult about it; 83% said they knew they could get help at school when they were feeling worried or upset (12% didn't know); 79% said that the weekly well-being time and themed days helped them to improve their well-being and happiness (13% didn't know); 83% said the school really cared about all its pupils and how they are feeling (13% didn't know); 84% believe they can make a difference if someone else is feeling worried or unhappy (12% didn't know) and 89% knew that in school they learn how important it is to talk about feelings and emotions and they do this through weekly wellbeing time, assemblies, themed days and events etc.</p>	<p>Total: £1,500</p> <p>Children's well-being workshops Staff CPD Well-being Award costs/fee Budget for weekly well-being time Resources for well-being week, themed days and mental health awareness week Resources/consumables for parent socials, term time treats</p>
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<p>Surveys are analysed and appropriate action take, for example, worry bubble video made and shown regularly to every class to increase children's awareness.</p> <p>Parent: 100% said that the school really cares that everyone has good emotional wellbeing and mental health; 100% said that it is clear that good emotional wellbeing and mental health is important to the school (through Marvellous Me, newsletters, themed days and events etc); 100% said that, if needed, they would be happy to talk to the school about their child's feelings; 82% (remainder neither agreed or disagreed) said that Westfield supports their child's wider personal development (through weekly wellbeing time, themed days and events, wellbeing week etc) and 100% 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).</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, 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.</p>	
<p>How does your subject area help to further develop SMSC (Learning for Life) in and around the school?</p>	<p>How are Fundamental British Values promoted within your subject?</p>
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
<p>If you could change/ develop one thing in this area what would it be and why?</p>	<p>What will be the three key resources you will be bidding for this year and why?</p>

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.

1. Well-being workshops and performances for the children
2. Resources for weekly well-being time, themed weeks and days and parent well-being events
3. Ongoing staff CPD and well-being resources

Subject Web: Subject Web: Why do we teach what we teach?

6 key skills:

1. Resilience
2. Positivity/gratitude
3. Understanding of self and others
4. Kindness
5. 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.

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. This is conducted alongside the well-being ambassadors, 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 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 3).

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

Managing anxiety

BUPA - Wellbeing for staff

Art of Brilliance: Mojo a users' guide

Online courses:

Certificate in understanding anxiety and stress in children and young people for primary schools and academies

Keeping children safe in education 2022: your mental health responsibilities

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

At the end of last year, I submitted my portfolio for the DfE funded Mental Health Lead training, I was successful in passing this and achieved the accreditation certificate as a qualified National Educational Leader in Mental Health (May 2023).

Weekly well-being time overviews are visible 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.