

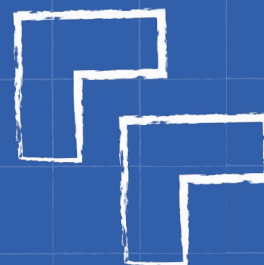


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Well Schools Steps to Success

By schools, for schools



POWERED BY YST AND BUPA FOUNDATION

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I was in school Physically,
but not Mentally

Introduction

Well Schools aims to help improve education outcomes by placing wellbeing at its very heart. It is for schools designed and delivered by like-minded schools and Trusts. It's all of us coming together to drive change, share challenges and solutions and help find support. This guide has been produced by schools to bring to life what a Well School looks like and will help you take your next steps to becoming a Well School.

What is a Well School?

A Well School builds everything from the foundations of staff and pupil wellbeing. It understands that children and young people are more effective learners when they are happy and well and that they must take care of their staff and their pupils' wellbeing to create a culture that allows everyone to reach their potential.

Why Well Schools?

The evidence shows that there is a clear link between higher levels of wellbeing, academic attainment and other educational outcomes particularly with those pupils facing the greatest disadvantage.

This can result in the following over time:

- Increases in progress and attainment
- Improvements in physical and mental health
- Increased attendance
- Higher self-efficacy
- Increased motivation and engagement
- Improved behaviour
- Reduced exclusions
- Improved job satisfaction
- Increased staff retention

Evidence¹²¹ shows that happier teachers and happier children make for better learning environments.

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Wellbeing = Success

BEN LEVINSON

HEADTEACHER AT KENSINGTON PRIMARY SCHOOL IN LONDON



Steps to Success

The Well Schools Steps to Success are informed by what schools have done to improve the health and wellbeing of their whole school community. It signposts to the very best support and guidance from our Advisory Panel Members, and from statutory guidance. It provides real life case studies from schools that have been putting wellbeing at the heart of their school for many years and can demonstrate the impact on health, wellbeing, achievement and outcomes.

The Steps To Success are not a prescriptive, linear set of rules for schools to follow. Instead, they are the things a school can do well to make consistent and sustainable changes and becoming a healthier and happier place to teach and learn over time.



WELL CULTURE

Wellbeing is put at the heart of school life and enables everyone to thrive and achieve their potential.

Leadership & management, staff & pupil voice, inclusion & diversity, community engagement, wellbeing measurement, physical environment, pastoral/safeguarding support

WELL LED

Staff and head teacher wellbeing is actively supported and championed e.g.

- Staff wellbeing charter
- Wellbeing governor(s)
- Workload support
- Recognition programme
- Mental health support
- Psycho-social programmes
- Healthy lifestyle support

WELL PREPARED

Every child has positive physical and mental health as a foundation for life e.g.

- High quality Physical Education
- Sport/arts/music enrichment
- Mental health support
- Health literacy
- Whole school physical activity
- Good food environment
- Outdoor education/learning

WELL EQUIPPED

Every child has the human skills and social capital to thrive on the modern world e.g.

- Pupil leadership programmes
- Off-site experiences/visits
- Team building experiences
- School exchanges
- Dedicated PSHE/RSE time
- Volunteering projects
- Emotional literacy programmes

GETTING STARTED

Every school's journey to becoming a Well School will be different and there isn't a single approach to follow. You will find some 'quick-wins' on the next page but it is important to note that a whole-school approach to wellbeing takes time to embed. This guide aims to help break down some of the important steps to becoming a Well School and to signpost you to useful resources and real-world case studies. The steps suggested here are a good starting point and this guide is not intended to be exhaustive. Each Well School will have a different journey but what they all share is the unrelenting commitment to putting wellbeing at the centre of everything they do.



Wellbeing has to be the work itself

DR JEREMY HANNAY
HEADTEACHER AT THREE BRIDGES PRIMARY SCHOOL

TOP TEN TIPS TO GET STARTED

1. Remember it's a work-in-progress

- Well Schools constantly evolve and respond to the needs of their communities. Repeat the stages above as you need to ensure that wellbeing stays at the heart of your school.

2. Make a commitment

- let your staff, pupils and parents/carers know that your school has pledged to put wellbeing at the heart of school life through newsletters, website and comms.

3. Form a Well School Team

- made up of a cross section of staff (and should include students and governors) that will be responsible for driving the changes needed to become a Well School.

4. Self-assess against the Well School Pillars

- reflect on where your school is right now. This will help you understand what it is your school is doing well and what areas do you need to develop.

5. Measure Wellbeing

- have a baseline measure of wellbeing of staff and pupils and then track wellbeing to see changes over time. Give your community a voice and embed in your school improvement plan.

6. Prioritise and plan

- identify three to five key areas where you want to focus. Ask yourself: does it feel important? Is it easily achievable? Do we have the people to tackle this? Does it require support or resources that are not available in our school?

7. Network

- make use of the Well School network and reach out to schools nearby and further afield. Ask for help, ideas and support as you begin to implement your plan. Don't forget to share your best-practice too!

8. Take action

- start to take small, manageable steps to improving wellbeing based on your plan and areas of priority.

9. Monitor and evaluate

- regularly monitor how the changes are going and if they're having the desired impact. Give things time to embed but don't be afraid to make changes if they're needed.

10. Put it in your Improvement Strategy

- all of your plans and actions should be aligned to your whole school priorities and embedded in your plans for improvement.

A WELL CULTURE

WELL CULTURE

Wellbeing is put at the heart of school life and enables everyone to thrive and achieve their potential.

Leadership & management, staff & pupil voice, inclusion & diversity, community engagement, wellbeing measurement, physical environment, pastoral/safeguarding support

Establishing a Well Culture requires you to look at the entire school context. A Well Culture is where positive health and wellbeing is supported and promoted through the school's ethos, policies, and curriculum, and it flows out into the wider school community too. A Well Culture is one where there is a strong sense of engagement - all members of the school community work cohesively, guided by a strong sense of purpose, shared values, and common goals.

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A place where everyone loves to be

BEN LEVINSON

HEADTEACHER AT KENSINGTON PRIMARY SCHOOL IN LONDON

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You can find more great examples of creating a **well culture** here

Senior leadership and management – Senior leaders in schools must be authentic in modelling what good wellbeing looks like as well as leading their schools by example. Well Schools are run by emotionally intelligent senior leaders who develop positive relationships with staff, children and their families.

Statement	Embedded	Established	Emerging
Our senior leaders can recognise, understand and manage emotions in themselves and others, in positive ways.			
Our senior leaders have a high level of self-awareness and can be positive role models			
Our senior leaders are compassionate and respond sensitively to staff experiencing professional and personal difficulties.			
Our senior leaders place as much emphasis and support on staff wellbeing as they do children's wellbeing.			
The Ethical Leadership Framework is reflected in our leadership and management.			
We actively promote wellbeing across your school/MAT and referenced in all policies			
A team of people have strategic responsibility for wellbeing across our school/MAT.			

Key resources:

- **An holistic Well School Approach** – The senior leadership team at Theale Green School have taken an holistic approach to ensuring every child and staff member benefits from a Well School
- **Wellbeing is the Work** - This Well Schools podcast spotlights Jeremy Hannay at Three Bridges Primary School and how a Well School culture hinges on courageous senior leadership
- **Ethical Leadership Framework** - ASCL have outlined the principles by which all schools should be led and governed as a foundation for positive culture and wellbeing
- **Promoting children and young people's mental health and wellbeing** - A whole school or college approach by Public Health England with a range of school-based case studies.

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Leading People with
Genuine & Authentic Love

REBECCA LEEK

CEO, SOUTH ESSEX ALLIANCE MULTI ACADEMY TRUST

Staff and pupil voice – Involving staff and students in decisions that impact on them can benefit their mental health and wellbeing by helping them to feel part of the school and wider community and to have ownership. Staff and students benefit through having opportunities to influence decisions, to express their views and to develop stronger social networks.

Statement	Embedded	Established	Emerging
We engage staff and pupil voice in the wellbeing issues that matter to them.			
We ensure staff and pupils are empowered to take create the change they want.			
We measure and track the impact of improved wellbeing of pupils and staff.			
We know which wider wellbeing services are needed in your school/MAT.			

Key resources:

- **Well Schools – A Practical Guide To Measuring Wellbeing in Schools** – a comprehensive guide to get you started with measuring wellbeing in your school/MAT.
- **Youth Voice Toolkit** – an inclusive youth voice toolkit designed by the Youth Sport Trust to support practitioners in a range of ways to engage student voice in their school, representative of a diverse community of pupils.
- **Demonstrating commitment to wellbeing** – Carter Community School measure the wellbeing of their staff and demonstrate their commitment to taking action through staff-led working groups and publishing their wellbeing data on their DfE Data Dashboard

Physical environment – Well Schools are safe, inviting and inspiring spaces to learn and work in. Lots of thought and care is given to the physical environments that staff and pupils work in. Well Schools take responsibility for their sustainability and impact on the environment.

Statement	Embedded	Established	Emerging
The communal areas of the school are inspiring and celebrate pupils' work and promote the schools' ethos and values.			
Classroom layouts make efficient use of space, are light, uncluttered and celebrate pupils' work.			
Playground and recreation areas are inviting and have a variety of spaces for pupils to be active and relax in.			
Everyone has access to relaxing, spacious places to comfortably eat and drink including staff rooms.			
We actively work to becoming more sustainable, reducing our carbon footprint and encouraging our children and families to do the same.			

Key resources:

- **The Impact of physical environments on employee wellbeing** – Guidance and a suite of case studies from Public Health England for schools to consider
- **Top Tips for Sustainability in Schools** – DfE guidance on how schools can become more sustainable in terms of energy usage, waste, travel, purchasing, catering and promoting biodiversity.

Community engagement – Well Schools recognise that they are an integral part of the local community. They highlight the importance of wellbeing to parents, carers and governors and ensure that the health and wellbeing support they offer is clearly communicated. Well Schools utilise local services to improve outcomes for young people and their families.

Statement	Embedded	Established	Emerging
Parents/carers and governors are engaged in the importance of wellbeing.			
Our website and communication emphasise the importance of wellbeing.			
We contribute to the wellbeing/civic value of our local community			
We signpost and provides links for pupils to cultural, sport, youth and uniform groups that extends the school day.			

Key resources:

- **Well Schools podcast Episode 5** – Executive Principal Claire Hoods Truman shares here secrets around parent engagement, ethos and engaging young people's voice.
- **Supporting Wellbeing in Schools: Engaging All Parents and Carers** – an Anna Freud Centre booklet with practical guidance for schools.

Inclusion and diversity – the ethos and culture of the school promotes inclusion, respect and values diversity.

Statement	Embedded	Established	Emerging
Positive relationships between staff and pupils, and between pupils, and engender a sense of belonging for all.			
The SEND Code of Practice is followed, and reasonable adjustments are made to allow all children to learn and flourish.			
Equality and diversity is promoted and celebrated in our staff recruitment, curriculum and physical spaces.			

Key resources:

- **Anti-Racism and Mental Health in Schools** – a suite of anti-racism resources for schools, including podcasts, guidance booklets and a free e-learning.
- **SEND Gateway** – NASEN have produced some free resources and sharing practice around SEND and wellbeing
- **Stonewall Schools and Colleges** – guidance on how to make your school more LGBTQ+ inclusive.

WELL LED

Staff and head teacher wellbeing is actively supported and championed e.g.

- Staff wellbeing charter
- Wellbeing governor(s)
- Workload support
- Healthy lifestyle support
- Recognition programme
- Mental health support
- Psycho-social programmes



A school or MAT that is Well Led ensures it takes care of the health and wellbeing of every member of staff, individually and collectively. The role of senior leadership teams is paramount in this - they must model and champion efforts to support health and wellbeing and ensure whole-school approaches to wellbeing are implemented effectively. Governing bodies will also have a good knowledge and understanding of health and wellbeing issues and will support the senior leadership team and wider school community.

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You can find more great examples of supporting **staff wellbeing** here

Staff Wellbeing Charter - Well Schools sign up to the Staff Wellbeing Charter to show their commitment to prioritising staff wellbeing, reducing workload, championing flexible working, creating a supportive culture and regularly measuring staff wellbeing.

Statement	Embedded	Established	Emerging
We have a Staff Wellbeing Charter that commits to placing wellbeing at the heart of decision making.			
We tackle mental health stigma by promoting an open and understanding culture.			
Work-related stress is addressed and reduced wherever possible.			
Work to promote staff wellbeing is well resourced and given adequate funding.			

Key resources:

- **Department for Education Staff Wellbeing Charter** - download and sign the staff wellbeing charter.
- **How To Support Staff Wellbeing** - One step in a 5-Step framework to promoting wellbeing across a whole school developed by the Anna Freud Centre.
- **Staff Wellbeing Charter at Crown Hills Community College** - Crown Hills Community College has introduced a staff wellbeing charter that they use to recruit and induct new staff and to communicate with parents and the community how they value wellbeing in their school.

Wellbeing Governors - Boards of Governors keep health and wellbeing on the agenda at their school. It's their role to support a whole school approach to wellbeing and to provide the link between the school and families.

Statement	Embedded	Established	Emerging
The Board of Governors have appointed a lead for health and wellbeing			
The wellbeing governor is involved in reviewing the staff and pupil wellbeing survey results.			
The Board of Governors have received training in what school leaders and governors can do to promote wellbeing and improve health in schools.			
Our wellbeing governor(s) are given a voice on matters relating to health and wellbeing challenges in the school and supported in taking action.			

Key resources:

- **Wellbeing Governors** - Governors for Schools have provided information, resources and e-learning courses for wellbeing governors.
- **Pupil Success and Wellbeing** - The National Governance Association provides resources to help governors support pupil wellbeing.

Workload Support – Well Schools ensure that unnecessary work is eliminated wherever possible. Staff are given the right support, time and resources to manage their workload effectively.

Statement	Embedded	Established	Emerging
Our school/MAT creates a supportive culture around flexible working.			
We review working practices regularly to help identify and reduce unnecessary workload.			
Staff only spend time on work that has a direct, tangible and positive impact on pupil outcomes.			
Staff are encouraged to challenge inefficient working practices and to propose more productive alternatives.			

Key resources:

- **School Workload Reduction Toolkit** – School-based case studies for school leaders and teachers to help reduce workload, produced by school leaders, teachers, together with DfE.

Mental Health Support – Well Schools regularly assess the mental health needs of their staff formally and informally, and they create a culture that means all staff can be open about their mental health needs.

Statement	Embedded	Established	Emerging
We have several members of staff trained as Mental Health First Aiders.			
Our induction programme has a focus on mental health and wellbeing for new staff.			
Workforce mental health is supported through internal support and working with statutory services and partners.			
Staff are supported through difficult life experiences such as bereavement, menopause, medical diagnoses and relationship and family issues.			

Key resources:

- **Mental Health First Aid England** – staff can train to be mental health first aiders online or face-to-face.
- **Promoting School Leaders' Wellbeing** – an evaluation tool and strategy to enhance school leader wellbeing developed by Anna Freud.
- **Education Support Helpline** – staff in UK schools can talk to a qualified counsellor 24/7, 365 days a year. Staff can access immediate, confidential emotional support.

Staff Personal Wellbeing - Well Schools provide support to enable staff to reflect on and to take actions to enhance their own wellbeing.

Statement	Embedded	Established	Emerging
Staff receive regular training on how to support their own, and other people's, wellbeing.			
Staff are supported to develop behaviour change in healthy active lifestyles.			
Staff know where to access support, tools and resources to take good care of themselves			

Key resources:

- **Wellbeing For Educators** - The Bupa Foundation have created a free programme offering everyday tools to help staff manage their energy levels, and practical ways to support personal wellbeing.
- **Staff Wellbeing Cards** - St Ives School in Cornwall have introduced staff wellbeing cards based on the 5 Ways to Wellbeing. This feeds into their staff reward and recognition programme and creates opportunity for positive conversations.
- **Teacher Hub** - practical tools and guidance from Education Support for staff to help look after themselves and improve their mental health.



WELL PREPARED

Every child has positive physical and mental health as a foundation for life e.g.

- High quality PE
- Sport/arts/music enrichment
- Mental health support
- Health literacy
- Whole school physical activity
- Good food plan
- Outdoor education/learning



Well Schools prepare their students for learning by supporting their physical and mental health. Movement, sport and physical activity are woven through the curriculum and school day and high quality physical education is a high priority. Healthy lifestyles is promoted through a diverse rich curriculum and by teaching them about good food, positive mindsets and sleep. Students are given multiple opportunities to learn outdoors and in environments outside of the classroom. There is strong support in place for students struggling with their mental health.

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You can find more great examples of supporting physical and mental health here

Sport, play and physical activity – Well Schools understand the link between good physical and mental health and their curriculum ensures students get to move regularly, play competitive sports and have access to high quality PE.

Statement	Embedded	Established	Emerging
Our pupils receive high quality physical education for at least two hours a week with relevant accredited pathways			
We have a diverse range of clubs for students before, during and after school that encourage all young people to engage in physical activity			
All pupils regularly participate in competitive sport that is relevant to their motivations and needs			
All pupils are encouraged to play and explore the knowledge, skills and qualities they are developing through their education			
We have a movement culture throughout the school day from active travel to being active learning opportunities			
We value and utilise targeted interventions for groups of students (e.g. SEND, faith, girls) to personalise their physical activity experience ensuring it is inclusive, accessible and meaningful			
We work with families to encourage a physically active lifestyle at home			

Key resources:

- **YST PE Curriculum Blueprint** – this blueprint offers schools a framework which can be applied to any key stage, keeping physical activity and competencies at the heart of the subject, but explicitly including social and emotional wellbeing, as well as meta-cognition. These **primary and secondary webinars** show how to bring the Blueprint to life in your school.
- **Transforming Physical Education** – Plymstock School have transformed their PE curriculum by putting the teaching of life skills and supporting wellbeing at it's heart
- **Whole School Movement** – Clavering Primary School have created a model for whole school physical activity so every child moves for at least 60 minutes every day.
- **Moving is preparing to learn** – this Well Schools podcast explores the science of moving in children, in relation to their brain function, concentration and ability to retain information with neuro-physiotherapist, Rachael Mackenzie
- **Inclusive Health Check** – The Inclusive Health Check is a self-review tool to improve best practice, access key resources, and develop an action plan
- **Outdoor Play and Learning** – OPAL have a number of useful case studies where schools have put play at the heart of their break and lunchtimes, to improve learning and development.



Moving is preparing to learn

RACHAEL MACKENZIE

WORLD THAI BOXING CHAMPION & NEURO-PHYSIOTHERAPIST

Promotion of healthy lifestyles – Well Schools promote the health and wellbeing of their students by providing a rich curriculum that helps them develop healthy habits. Students have opportunities to learn outdoors which encourages them to be active and connect with the natural world. Good nutrition is taught as a way to maintain a healthy body as well as a healthy mind and health literacy is a key part of the curriculum.

Statement	Embedded	Established	Emerging
Our curriculum is infused with the arts, allowing students to develop their emotional literacy through sport, art, music, drama and dance.			
Outdoor learning is encouraged in our school so students learn whilst being active and connect with the natural world			
Our canteen provides a range of healthy food options and unhealthy snacks, and drinks are not sold on site with drinking water freely available throughout the school.			
Students are taught about the importance of physical activity, good sleep hygiene and maintaining a balanced diet			

Key resources:

- **School Food Plan** - practical steps every school can take to transform what children eat at school and how they learn about food
- **School food environments** - Food for Life have produced a series of case studies that help support schools deliver positive food education and places for children to eat.
- **Sleep and learning** - The Sleep Foundation have a neat toolkit for supporting good sleep and the links to positive learning outcomes, as well as improved wellbeing.

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“Move from accountability, to responsibility. Be responsible and put wellbeing front and centre

FARHAN ADAM
PRINCIPAL, CROWN HILLS COMMUNITY COLLEGE

Mental health support - Well Schools have strong systems and resources in place to support students in school who may be struggling with poor mental health. They can act quickly to support the student and their family, sometimes by referring for specialist intervention so they can get back to their studies and to enjoying better mental health.

Statement	Embedded	Established	Emerging
We have a connected curriculum for physical and mental health that underpins learning			
School-based counselling services are available for students where required			
We employ a multidisciplinary team comprising of services such as speech and language therapy, occupational therapy, play and art therapy and mental health support workers.			
We train and enable students to support each other with their mental health and wellbeing			
We provide training and support for a Senior Mental Health Lead as part of a school-wide pastoral system			

Key resources:

- **Young Minds** - offer mental health support and resources for young people and their parents and carers, as well as training and support for schools.
- **Mentally Healthy Schools** - Mentally Healthy Schools brings together quality-assured mental health resources, information & advice for schools and further education settings.
- **Curriculum K** - Kensington Primary School have developed Curriculum K, which is a bespoke curriculum through which they deliver everything a child needs to learn, as well as cater for their physical and mental health needs.

What is a Peer Mentor?

Watch this video on Peer Mentors, featuring Well School, Broughton Junior School





WELL EQUIPPED

Every child has the human skills and social capital to thrive on the modern world e.g.

- Pupil leadership programmes
- Off-site experiences/visits
- Team building experiences
- School exchanges
- Dedicated pshe/rse time
- Volunteering projects
- Emotional literacy



Well Schools equip their students with the life skills that make us uniquely human and able to thrive in the modern world. They provide a rich environment that enables pupils to develop their leadership skills, learn in a variety of settings, enhance their team-building capacities and contribute positively to the wider community. Well Schools prioritise human connections and equip children for taking their place in a technology-rich world.



You can find more great examples of supporting **life skills** and **human connection** here

High-quality PSHE and RSE - Well Schools prioritise the teaching of personal, social, health and economic education, as well as relationships and sex education. These can broadly be defined as the teaching of life skills that enable pupils to know how to navigate life skilfully and all it entails.

Statement	Embedded	Established	Emerging
PSHE is taught as a discrete subject each term with high-quality materials			
Relationships and sex education is taught as a discrete subject each term with high-quality materials			
PSHE and RSE are woven through the wider curriculum to help develop pupils' life skills at every opportunity			
Students are taught about resilience and mindset strategies to promote positive mental health			

Key resources:

- **Local Council Integrated Services** - there are a number of case studies produced by the Local Government Association on how schools have delivered PSHE and RSE projects with their local councils.
- **Relationships, sex and health education guidance** - guidance from the DfE for primary and secondary schools.
- **Mindfulness through PSHE** - Swindon Academy have introduced mindfulness techniques in their PSHE lessons to help children emotionally regulate.

Leadership and team-building programmes - Children and young people need to develop the human skills of working well within teams and being able to lead, and be led by others. Well Schools give their pupils ample opportunities to practise and develop these skills.

Statement	Embedded	Established	Emerging
There are regular opportunities in and out of school for our students to create new friendships and human connections			
We have dedicated programmes to develop leadership skills in our pupils			
We foster a sense of belonging among all pupils through explicit team-building activities			
We consciously work with students on the skills and attributes needed for further education and employment			

Key resources:

- **Pupil Experience Charter** - Swindon Academy have created a pathway for their young people to follow that provides them with the life skills and experiences they need to thrive.
- **Positive Behaviour Framework** - Clare Mount School have created a positive framework that rewards behaviour based on character traits taken from the world of work e.g. resilience, decision making and problem solving
- **Improving friendships** - The Children's Society have produced a neat guide to helping schools support the improvement of friendships as students look to rebuild human connection.
- **Inclusive Leadership** - The schools in the Inclusion 2020 project, funded by DfE, have produced a range of case studies demonstrating how they have delivered leadership opportunities for young people with SEND.

Off-site experiences – Well Schools recognise that learning takes place everywhere, not just inside a classroom. They prioritise giving their pupils rich experiences outside of school that enhance their academic knowledge, cultural and social capital.

Statement	Embedded	Established	Emerging
Our pupils regularly learn in contexts outside of the school grounds			
We provide lots of rich experiences and school trips off the school site			
We provide the cultural experiences our pupils may lack and attempts to provide as many of these as possible			

Key resources:

- **We Are Crew** – a mini documentary about XP School's unique programme of sending their new Y7 cohort of students on residential trips in their first week of school.
- **Learning outside the classroom** – there are a suite of case studies provided by the Council for Learning Outside the Classroom bringing personal development to life.
- **Personal Development Pathway** – Manchester Communications Academy have developed an achievement and personal development pathway from Year 7 to Year 11. It sets academic, personal and whole school challenges for pupils on their journey through school.

Volunteering projects – Well Schools understand that to empower their pupils to face an uncertain and constantly changing future with confidence, they need to be provided with opportunities to positively impact the world and contribute to the community they live in.

Statement	Embedded	Established	Emerging
Students are provided opportunities to volunteer in and around the community they live in			
We provide a range of opportunities for children to fundraise and contribute to wider society			
Children understand the right to protest and making their voice heard on matters of community, national or global importance e.g. climate crisis, racism, equality			

Key resources:

- **Youth Social Action** – a toolkit to help schools understand what youth social action is and how it can work in practice with supporting case studies.
- **Community volunteering** – these schools ran an Active Across Ages project in their local community with young people volunteering in local care homes for the elderly.

TAKING YOUR FIRST STEPS

Your journey to becoming a Well School has begun. By now you will have identified the areas in which your school or MAT are strong, the areas that are developing and some areas that will be a brand new venture. Remember that all Well Schools are a continuous work-in-progress - responding to the ever changing educational landscape and ever evolving community that your school is part of. The most important aspect of becoming a Well School is taking those continuous steps towards improvement.

The Well School Community

Your school is also now part of a large, growing and supportive community of Well Schools. The Well School network exists to provide examples, resources and peer-to-peer support to one another. Be sure to utilise the community and be inspired and learn from other schools and, in turn, share your best-practice too.

You can join our free community here -

www.well-school.org

You can follow us here -

[@well_schools](https://www.instagram.com/well_schools)

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The journey is more important
than the destination

FARHAN ADAM
PRINCIPAL, CROWN HILLS COMMUNITY COLLEGE





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