

//

We wanted to ensure that our children and our communities, were physically well and emotionally well and we held that as just as important as academic outcomes."

•Key tags

Primary school; South East England; ▲ above average number of students eligible for FSM; ▲ above average number of students speaking EAL; ▼ below average number of students registered with SEND.

Intent

Kensington Primary school was excited about being part of the Well Schools movement as part of their passion for driving change in the education system and moving away from the traditional focus prioritising academic outcomes. Well Schools was "totally in line with what we are doing". They were drawn to the importance placed on creating a supportive culture for staff and students. Supporting mental and physical health should be the foundation for all other school activities and staff believe strongly in developing a culture that actively promotes health and wellbeing.

Implementation

Well Led:

The school emphasises the importance of the shared vision driven by the senior leadership team. The school actively promotes a whole school approach in which staff and pupils contribute to decisions. There is active monitoring of what is happening in the school and changes are made as necessary. They value health and wellbeing support and recognise the importance of developing a culture in which staff feel their wellbeing is prioritised and supported. Workload support is offered by working to minimise unnecessary burden on staff, "our staff are supported, we take away so much of the unnecessary bureaucracy that you can, so that our staff can just focus on what they love which is working with kids." They value staff every day and promote a culture where staff feel respected. They achieve this through continuous professional development, encouragement to pursue their interests.

//

Their [school staff] wellbeing needed to be prioritised if we were going to get the best for the children."

//

...once you've got that culture then everything else can fall into place so all of the stuff around workload and wellbeing for your team, and, putting physical and mental health for children at the heart of your curriculum can be absolutely central to what we do."

Examples of leadership and management practice:

- Staff and pupil surveys - their voice is important to the school and they undertake regular surveys to gain feedback from staff and pupils.
- Weekly meetings for teachers and bi-weekly meetings for support staff are held to discuss what is going on in school and any support needs for both staff and pupils that need action.
- School leaders also have specific roles with responsibility for promoting health and wellbeing.

Examples of staff wellbeing work:

- One wellbeing day off work every year.
- Bringing staff together socially for quiz nights and organised staff sports sessions.
- Gestures of thanks e.g., paid breakfast.
- Rich and valuable continuous professional development.
- Ongoing monitoring of staff wellbeing.

Well Prepared students:

Physical health: There is a focus on promoting healthy lifestyles through positive physical and mental health as a foundation for all other school activities, and healthy lifestyles are delivered through a rich curriculum. The school encourages physical activity by embedding it into daily and weekly routines. Fitness sessions are used for breakout sessions and throughout the day to energise the children, helping with restlessness and support emotional regulation.

Mental health: The school curriculum includes developing strategies to support emotional wellbeing and encourages children to consider their feelings and achieving self-regulation. They have moved away from traditional behaviour approaches in favour of promoting an ethos of **kindness, respect, and flexibility**. Systems and resources are in place to support children who may be struggling with poor mental health too, for example: Place2Be helps children to explore their emotions and work through them. There is a room in school where children can go to express themselves in several ways e.g., talking, playing or being creative; and a counselling service is offered.

Well Equipped students:

The school have re-designed the curriculum to ensure all children thrive and combine learning activities with the development of communication skills. They promote physical and mental wellbeing as a foundation for life in the 21st century. The school's curriculum is based around four strands: academic; health; communication; and culture. Children learn about emotional health and physical health activities are built into the daily routine. They focus on developing emotional literacy and support children in discussing their feelings e.g., using colour monsters, soft toys, displays and teacher support.

Impact

There has been an overall noted improvement in health and wellbeing. Skills for life and behaviour at the school is reported as being good and staff report that the skills and strategies children learn as part of the Well Schools approach have contributed to improved behaviour and the children are better able to regulate themselves. Sickness and absence records are lower than comparable schools within the Trust and nationally. There has been an overwhelmingly positive reaction from the school community - parents report that their children are fitter, healthier and happier, and the number of parents choosing the school as the preferred school has increased.

As a result of the approaches that have been taken at Kensington, the school was judged as outstanding at it's last Ofsted in December 2021.

“ I feel it, everybody knows this school is an amazing place to work, the children in comparison to where we were when I first started five years ago, we're just a complete different school.”



“

We see Well Schools as an umbrella under which we can run our organisation in the best possible way for all of the human beings within it.”

•Key tags

Secondary school; South East England; ▶ average number of students eligible for FSM; ▼ below average number of students speaking EAL; ▼ below average number of students registered with SEND.

Intent

The school was judged as “requires improvement” in their May 2017 OFSTED report. To support the school to improve, new approaches were considered. Well Schools was one of these. The Well Schools framework was “a good direction for us to go in, a natural extension of some of the things we are doing anyway, this is a really good fit...health wise”. It “compliments other initiatives within the school” and aligns with the school ethos of preparing and equipping students by building confidence and ensuring opportunities to provide staff and students with a safe and supportive environment in which to thrive.

Implementation

Well Led:

Throughout the school staff, wellbeing is actively supported and championed and this approach has led to a thriving and successful environment for both staff and students. Senior leadership team each take roles and responsibilities and communicate regularly, and a specific Head of Health and Wellbeing role was created. The school are focused on staffing and, reducing pressures such as considering timetabling and resources and supporting staff workload.

How do the School put this into practice:

- A personal cheerleader programme.
- Employee assistance programme.
- 7 inset days not 5, and 2 are specifically for wellbeing and staff can do whatever they want on that day for their wellbeing (approved at Trust level).
- Deep culture surveys amongst the staff to which the leadership team respond.
- Staff clubs e.g., yoga club, running club, after school walks.
- ‘Cuppa with Colleagues’ on a regular basis.

“

Well Schools is about showing people that you genuinely care about them that their wellbeing is important that they have a place, they have a value, and I wouldn't subscribe to any leadership culture that didn't think that was an important.”



Well Prepared students:

Underlying their ethos is an appreciation that mental health underpins success. There is an understanding of the causal chain of mental health-based skills and how these build to opportunity and later life success, and that *"students need a wide range of experiences that will enrich..."*. The school therefore offer provision that fuels wellbeing, rather than being driven by results, and provision emphasises the building of 'non-academic' skills in and out of the classroom e.g. a wellbeing club was set up by the new Head of Health and Wellbeing, and the PE department run a host of sports and extra-curricular activities which contribute to positive physical and mental health outcomes.

How do schools put this into practice:

- Student leadership and ambassador roles, such as literacy coordinators, sports captains, anti-bullying ambassadors, transition mentors and the school council.
- Wellbeing club.
- Manifesto of respectful behaviours.
- A curriculum for personal development including: relationships and sex education; living in the wider world; and health and wellbeing.
- Wide range of sport clubs.
- Wide range of extra-curricular clubs, e.g., philosophy club, a humanist society, coding club, drama, gardening, ultimate Frisby, dungeons and dragons, comic book club, film club, Duke of Edinburgh.
- School trips e.g., Ski trips, bush craft trips.
- Alumni visits.
- Arts enrichment e.g. 3D sculpture course.

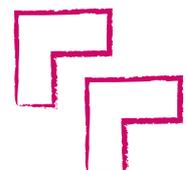
“
I think the staff are happier on the whole this year.”

Impact

The School went from special measures to being awarded Good, *"our Ofsted report's been published so amazing stuff... .. and wellbeing gets a good mention"*. The staff reaction was positive and *"there's good staff buy in"* and it has been *"really good"* to have wellbeing for all taking a central place. Interactions between students has improved, as has staff-student relationships. This is attributed to the school culture and ethos of looking after everyone's wellbeing. The school are very keen to build on the work and successes of their first 2 years of Well Schools, and prioritising wellbeing is at the forefront of future planning.

“

It's opened our eyes as well about the importance of wellness and wellbeing.”





“

We wanted to ensure that our children and our communities, were physically well and emotionally well and we held that as just as important as academic outcomes.”

• **Key tags** Special school; North East England; founding school; diverse range of children with SEND.

Intent

Durham Trinity Sports College joined Well Schools in 2020 as one of the 33 founding schools, motivated by the opportunity for collaboration with like-minded schools and to share good practice especially in relation to special needs at a national level. They want to be a pioneer in the field and promote mental wellbeing as central to school life. The school is also a sports college and so using physical activity to promote wellbeing and the ethos of Well Schools “was a no brainer really.”

Implementation

Well Led:

The school has undergone a cultural shift in the last five years to recognise the importance of wellbeing along with academic achievement. The senior leadership support each other and the importance of nurturing staff health and wellbeing. Staff wellbeing is an integral aspect of Well Schools, so this is recognised as essential for good teaching and underpins the leadership practice at the school. The senior leadership apply the PACE approach - being **playful, accepting, curious and empathetic** - with pupils as well as the staff to improve engagement and ensure the school is a pleasant place to work and there is a feeling of community.

“

We have a good SLT, where there’s four of us in particular who are of a similar mind set and are very supportive of each other.”

“

It opens up a network for collaboration and sharing of ideas, people who have, unofficial research, that have just tried things on the ground and things that have worked and things that haven’t worked so it’s time saving and that helps massively.”



Leaders are sensitive to the amount of work that staff do. Staff feel that leaders listen to them and they feel valued by the school leaders. They appreciate the importance that leaders give to their wellbeing."

OFSTED 2020

Well Prepared students:

The school focuses on providing each pupil with positive physical and mental health. They have an outdoor learning programme and provide high quality physical education for the pupils to enable them to support their emotional regulation. They have also adopted Outdoor Play and Learning (OPAL) to take learning outside of the classroom.

A specialist Yoga programme has seen positive impact on the physical development on the children and *"seen first-hand the impact it has had... some of the children focussing on their breathing which helps them calm down."* A triage system has been put in place so that if there is a concern about a pupil's wellbeing they can provide the necessary support, as well as a three-tier curriculum supporting pre-formal, semi-formal and formal provisions based on the cognitive abilities of the pupils. They are focused preparing the pupils for life after school, so the curriculum is designed to be *"purposeful and attainable and allowing the children to progress around independence and life skills and preparation for work"* to improve their outcomes.

Well Equipped students:

The school are committed to ensuring that their pupils can develop into *"regulated learners"* and have necessary life skills to thrive at school and beyond, *"it's personal development and it's life skills through an exciting curriculum that is creative and hands on and practical"*. They offer transition support, so pupils can come and visit the school, share stories with pictures of staff and the school, and offer a platform where families pupils can be signposted for emotional support.



The skills that young people learn when they're outdoors supports with their regulation, supports with their wellbeing, using the green space and for a lot of our young people, we need to be teaching the curriculum that's relevant."

Impact

Similarly for staff, a focus on workload support and wellbeing surveys has shed light on ways to improve staff wellbeing and led to the formation of a working party to achieve this. This impact is reflected in the Ofsted (2020) report wherein staff said they felt that the leadership cared about their wellbeing.

Well Schools has presented the opportunity for collaboration with other like-minded schools and sharing hands on learning through case studies and practice which they find easier to implement than academic research.



Everybody likes PE one way or another so it's nice if we've got a young person who's presenting as quite challenging and not wanting to be in the classroom to give them the responsibility of working with smaller young people in a PE lesson."



//

It was like the jigsaw puzzle coming together, and it is about a school having wellbeing that's at the core and the heart of what we do. It's the golden thread that permeates through the school."

Key tags

Primary school; multi academy trust; West Midlands; ▲ above average number of students eligible for FSM; ▲ above average number of students speaking EAL; ▲ above average number of students registered with SEND.

Intent

The school had been rated as 'requires improvement' by Ofsted, but now has achieved 'good' overall. The changes at the school have been led by a new focus on the wellbeing of both pupils and staff. Joining Well Schools "was like the jigsaw puzzle coming together" - they were already well into their own wellbeing journey when it was introduced and it fitted the school ethos of 'Healthy bodies, healthy minds, promising futures'.

Implementation

Well Led:

Leading by example was important so that teachers believed that the school's "leaders were going to be here for the long haul, stick out the journey, and really believe in it". They created a "shared ownership" between senior leaders and staff on the vision of the school, and recognised "staff coming together and creating that vision as well, meant that everybody played a part, and everybody felt that they had invested in this journey and this process."

Valuing staff's physical wellbeing - an overall focus on physical wellbeing which permeates the curriculum:

- Onsite gym for staff.
- Opportunities within the school day for staff to focus on physical health.
- All staff involved in team teaching PE lessons with support from sports coaches.
- Able to support and lead on different aspects for Well Prepared and Well Equipped pillars, for example by undertaking mental health first aid training, or training as Thrive practitioners.

//

The traditional route of just doing English and Maths all day every day hadn't worked, so obviously our research around why it hadn't worked meant that we needed to find another option, and another way was through wellbeing."

//

We were on our own journey anyway, this gave me the validation that what I was doing was right."



It was really taking the time to strip it all back and say this is going to be a long process and not a quick fix, because that's not sustainable, we're just going to be papering the cracks [...] It was absolutely pointless to keep having a diet on the timetable of English and Maths in the morning, and then English and Maths again, and interventions in the afternoon."

Well Prepared students:

They realised that many pupils were coming to school hungry and unable to focus on schoolwork: *"having a bit of breakfast, then hitting something like fitness and circuit training [...] really changed the attitudes of the students as the day went on"*. They wanted to lay the foundations for a healthy life. In early years the children have around eight hours of physical activity built into their week to encourage them to keep physically active, including access to an outdoor classroom, and making sure pupils have the opportunity to choose the equipment they want to use.

Well Equipped students:

The school run a weekly enrichment programme for pupils to learn other skills outside of the curriculum. This includes activities such as health and beauty, photography, DJ-ing, mountain biking, paddle boarding, darts, gardening and cookery. Pupils choose their top three preferences and are enrolled in one of these programmes for a half term. At the end, pupils must demonstrate an outcome, for example by putting on a performance or an art exhibition. In their most recent Ofsted report they were praised for the strength of its curriculum enrichment programme.

Impact

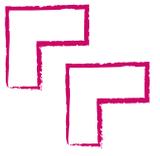
The decision to focus on wellbeing as the *"golden thread that permeates the school"* received validation - academically results went from the bottom five percent nationally, to top 1%. The school have gone from a *"failing school"* to a school where pupils achieve above the national average. Now rated 'good' by Ofsted, they have won awards for their sports provision, and individuals staff members have also received awards. They have been invited to speak about their approach at conferences, both within the MAT and nationally. The school are keen to build relationships with secondary schools to ensure pupils in Year 6 are able to continue their wellbeing journeys when they move on.



Pupils grow and develop, and leave at the end of Year 6, completely resilient and confident, and ready for Year 7. [Before] they would have been running out of the door, ready to leave because they hated it so much, that's quite hard to quantify, but you can see it and feel it."



Biddenham International School and Sports College



//

We do a lot for student wellbeing and I think obviously that does end up taking the priority doesn't it? I was quite conscious that I don't do enough for staff wellbeing so I was really keen that's the area that we really could grow and really support."

•Key tags

Secondary school; East of England; founding school; ▲ above average number of students eligible for FSM; ▲ above average number of students speaking EAL; ▼ below average number of students registered with SEND.

Intent

The school joined the Well Schools community with an initial focus on pupils' access to sport and physical exercise but Well Schools also filled a gap in terms of developing an approach supporting staff.

Implementation

Well Led:

The main aim was enabling staff to have "positive feelings" about their workplace. They wanted to value the importance of recognising that staff include support staff as well as teachers, and that they should be "doing more to staff praise". For example, they have changed "teacher praise sheets" to "staff praise sheets" so all students could recognise all staff and each half term pupils are encouraged to write what they appreciate about staff on these praise sheets. A specific Wellbeing lead role has been created, and they use the Well Schools framework to influence their work.

//

Opening minds, transforming lives...
'success for all' is not just a mantra, but
infuses all we do."

//

When you deliver them [staff praise sheets] to the canteen staff and they read one and have never had one before, you know how good they feel, so I think these have a wider impact on staff rather than teaching staff, acknowledging everyone."

“

We start very simple, we do a wellbeing tip of the week for example, every week, as part of tutor time the whole school, and this, last week was mental health week and focused on loneliness. It was just listen to this podcast or here's some films that we recommend or, little things that they can do daily.”

Well Prepared and Well Equipped students:

The school focus on embedding mental health support and making it part of a weekly routine for all pupils. They consider what aspects of wellbeing might be most relevant for their pupils, for example exam stress support. They offer directed mental health support for those young people who may be experiencing greater challenges e.g., counselling, small groups focusing on developing skills such as self-esteem building. The school is also establishing healthy habits, they look for opportunities to combine pupils having time to engage with nature and look for ways in which physical activity can be integrated into their daily lives, for example *“we do a mindfulness club on a Tuesday but always focus on outside mindfulness like mindful walks, writing chalk things on the floor that record information.”*

Impact

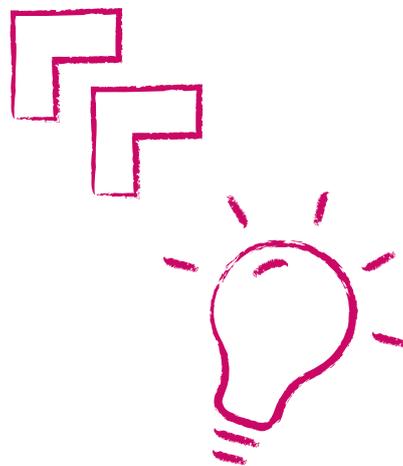
The school have really raised the profile of Well Schools and it is recognised as part of their future wellbeing policy. One of the key aspects of being involved in Well Schools was the opportunity to reflect on current practice. Well Schools has been informative in providing a more structured framework to use when thinking about what they are already doing to promote wellbeing and what they can do more.

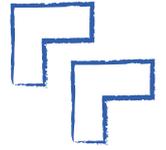
The Well Schools framework helped identify areas to improve and where to introduce targeted wellbeing initiatives. By finding out *“how do staff actually feel”* and using this knowledge to expand the ideas such as *“staff praise sheets”* as a way of showing appreciation of the whole staff, not just teachers.

The school are looking forward to using the Well Schools community to make positive connections with other schools and have a space for sharing ideas, highlighting good practice, and what has worked well in similar schools.

“

I think sharing that good practice, knowing that we're all probably in in a similar situation, and, what's worked in other schools and what I can use in my school as well will be good.”





The children are at the heart of everything we do"

•Key tags

Special school; ages 2-19; West Midlands of England; ▲ above average number of students eligible for FSM; ▼ below average number of students speaking EAL.

Intent

The school joined the Well Schools community during the first lockdown of the COVID-19 pandemic. They joined to inform their work in supporting young people's wellbeing during this uncertain period. Pupil wellbeing was to be at the core of what they do, and with a particular focus on building community and developing pupils' communication skills. The staff recognised the importance of supporting wellbeing, both as a way of facilitating academic development and for pupil's personal development.

Implementation

Well Led:

The school ensure staff have high-quality training, and provide specialised training sessions which focus on supporting their overall wellbeing. There are also additional support staff, such as "care assistants", and other specialists that teachers can call on for advice when supporting students, including a "behaviour specialist". The school aim to offer flexibility and compassion, and create a positive culture around asking for help, "we do go and ask for advice".

Well Prepared students:

They recognise the importance of physical activity for young people's wellbeing and have a number of strategies to support this including:

- Make this accessible for the pupils they support.
- Have a positive space for developing social skills and emotional knowledge.
- Invest in equipment and resources on the playground and training staff to help facilitate those activities.
- Establish a habit of "active breaks and active lunch times".
- Get coaches to come in to lead extra-curricular activities and ensure all pupils experience high quality physical education.

Mental health is seen as being a firm foundation for young people's ability to participate successfully in their education. The school have counsellors to refer their pupils to if they are worried, and offer both "talking therapy" and "music therapy" so that there is a range of approaches depending on the needs of the individual.

“

It's giving them some responsibility, through shared ownership of activities, rather than just being told what to do all the time... they're part of the process.”

Well Equipped students:

The school offer pupils leadership opportunities and see this as being central to their personal development. They do this through a number of approaches e.g., allow pupils to adopt positions of responsibility in their classrooms, have older pupils lead school events and use these skills in the wider community. They see this as a way of developing important “communication skills” as well as “resilience”. The school also offer a wide range of opportunities for young people to go on external trips, such as “forest walks” and “sailing”, and they have an enrichment day at an outdoors centre with “zip wiring”. The school have “made sure there was timetable for pupils to access being outside”. There are also curriculum days which allow the whole school community to come together.

The school's mission statement to support students sets out:

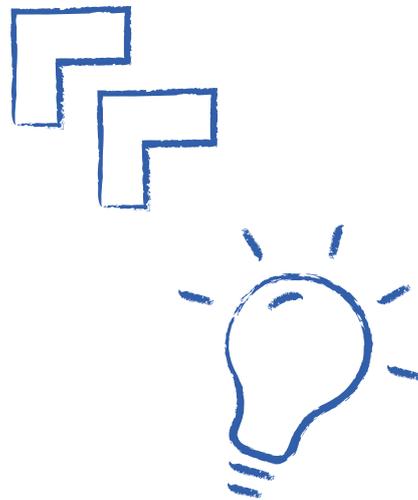
- We develop each pupil's independence and celebrate their successes.
- There is a balance of academic, artistic and physical education, as well as that of social and emotional well-being which prepares our pupils for future citizenship.
- We offer a wide and exciting range of extra-curricular opportunities such as clubs, educational visits, themed days, sporting events, plays, musical performances and assemblies.

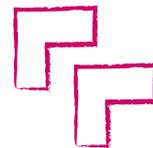
Impact

Due to their flexibility as a special school, they are able to adapt their expectations of pupils and celebrate their achievements as well as dedicating time specifically to wellbeing. As the core focus going forwards was rebuilding activities and opportunities that were offered pre-pandemic, and supporting young people to become more resilient, Well Schools has provided a meaningful structure to guide this process. Going forwards they suggested that seeking out “a similar school to us” in the Well Schools community could be useful “so that we could be sharing ideas”.

“

They won't learn or won't want to come to school if they don't feel welcomed and secure.”





There's a real alignment between what Well Schools is saying and what we're doing... why wouldn't we want to be a part of it?"

•Key tags

Primary school; London; most students speak EAL; ▲ above average number of students eligible for FSM; ▲ above average number of students registered with SEND.

Intent

The school is a founding member of the Well Schools community. The values and ways of working promoted by Well Schools are firmly aligned with the values and principles of the school. Practice at the school embodied many of the qualities of Well Culture, including ethical leadership, actively listening to the pupil and staff voice, creating a culture of inclusion and diversity, a focus on wellbeing and a positive physical environment, and pastoral and safeguarding support. This is all underpinned by a whole school approach which considers wellbeing as integral to academic success, and which puts wellbeing at the heart of everything they do, rather than something you can "tack on".



Having a solid, robust mental health, and an understanding of how to keep yourself mentally healthy [...] is something that will benefit [the pupils and staff] for their whole lives."

Implementation

Well Led:

Staff wellbeing is a priority and "wellbeing is embedded into what we do." The School constantly reviews policies and procedures to assess their effectiveness - asking "is this worth it?", "...we're pushing one another forward, developing the practice right the way across the school, but it's from the grass roots [...] the benefits of it to the school as well as to individuals are massive".

They keep up to date with the latest research and trial new things in their classrooms. All staff are involved in setting the school's development objectives and each teacher has a "growth partner" who is a member of the senior team who acts as their coach, and provides support and mentoring.

How does the School put this into practice:

- An emphasis on ongoing learning and personal development, driven by individuals, enabling them to focus on areas they are interested in.
- Staff set own goals and objectives, providing autonomy and independence, and are supported to achieve these by senior members of staff.
- Staff also pursue a passion project which is intended to benefit the whole school, and often collaborate with each other on complementary projects.
- 6 wellbeing days for staff every year (1 paid and 5 unpaid) - staff can use these days in whatever way they like.

“

I think the next steps is to bring in more people for it to become school wide everyone understanding what it is, how it differs to some of the other things that we're involved with and then to connect with other schools. Our Head Teacher is very connected with other Well Schools Head Teachers and, I think our PE leader's very connected with other Well Schools PE leaders, will help it become permeated across the school and to have more of us involved.”

Well Prepared and Well Equipped students:

Physical health, social emotional wellbeing, and mental health, are all prominent parts of the school day for all year groups. Physical health and education is delivered and inclusive. They have made use of Well School's online resources and collaboration with other schools and this has informed the school's sports offer. Social emotional wellbeing and an understanding of the brain and mind is viewed as central to academic success.

How does the School put this into practice:

- The whole school takes part in daily physical activity, with pupils, staff and families all encouraged to join in.
- Year 6 PE ambassadors lead different whole school physical activities.
- The sports lead makes use of Well Schools online resources and has used these to inform the school's sports curriculum which includes a wide range of sports to ensure there is something for everyone, from football tournaments to boccia.
- Pupils regularly take part in Forest School, and canoeing and kayaking lessons.
- Starting in the nursery, pupils follow an age-appropriate course which teaches them about key areas of the brain and their functions, enabling students to better understand their emotions and reactions.
- Access to a play therapist for pupils that require extra support.

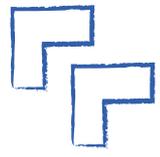
Impact

The Well Schools values and philosophy underpins everyday school life. The biggest impact of Well Schools has been the school's re-developed approach to physical activity and inclusion, for example there has been a push for every child to be involved in competitive sport, while also ensuring inclusivity. The Well Schools resources have helped to ensure that new programmes and ways of teaching come from a place of knowledge, which fits with the school's beliefs in the importance of research and evidence-informed practice. The school is keen to use the Well Schools resources more and to learn from like-minded schools.

“

It's wonderful to see some children who do struggle with the rigidity of the classroom or the enclosed space of the classroom, get over this, and they're solving problems with their hands, and they're climbing, they're building, and they're making things, [...] it's built into our provision that every child in every year group has not only outdoor PE [...] but every child has an element of outdoor learning.”

Manchester Communications Academy



//

The world is our oyster to give our students that offer and I think that helps them to be those well prepared students and with looking after their physical their mental their social aspects of their life and giving them a future."

Key tags

Secondary school; North West England; ▲ above average number of students speaking EAL; ▲ above average number of students eligible for FSM; ▼ below average number of students registered with SEND.

Intent

The school undertakes research to continuously improve their practices and share them with other schools. They were especially motivated by the opportunity to share their ideas and learn from others via the Well Schools community and forum.

Implementation

Well Led:

- **Planning Time:** The current curriculum change considers staff wellbeing by changing current assessments and marking to ensure staff have time to plan before the summer break and are able to have a restful summer.
- **Flexi Day:** All staff members get one 'flexi day' in the year to use at their discretion - birthday, child's school production, etc.
- **Health Assured:** A programme to support staff during difficulty such as financial hardship, bereavement and other health assessments such as eyecare, dental and physiotherapy etc.

Well Prepared students

Several members of the senior leadership team have been PE teachers so physical activity to promote mental wellbeing has always been an ethos followed by the school. Staff have a responsibility to recognise pupils who may be struggling with mental health and identify suitable interventions for them.

How do the School put this into practice:

- Facilities for activities such as orienteering, swimming, cycling.
- Trips for climbing, bouldering, sailing.
- Nearly 40-50 extended school activities every day after school and pupils are expected to attend at least 2 a week.
- Interventions for pupils struggling with mental health.

//

I think one of the things that sticks with me is the ideas of how staff can look after each other."

The school designed a bespoke PSHE curriculum called 'Aspire' which focuses on giving the pupils a sense of belonging and instils values in the pupils, encourages problem solving, and ties in with the careers aspect of education to succeed in life beyond school, so "it's giving them the opportunity to be a human and learn about resilience and co-operation and team work".

How do the School put this into practice:

- Bespoke PSHE curriculum to build resilience and sense of belonging - Aspire.
- Large multidisciplinary Special Educational Needs team.
- Transition support for new starters and leavers.

//

They [pupils] are never disconnected from this school so we have a set up with them where we have leaver emails so they can always keep in contact with us from a social and emotional point of view so they've never left they've never left this school, if they're at college and they're struggling they can come back to us and we will put an arm round them and their families and still support them."

Impact

Pupil wellbeing has at the forefront in the school, and Well Schools have helped to re-focus their mindset on staff wellbeing which has resulted in greater staff satisfaction, and "when we're looking at being a Well School it's something we keep at the forefront all the time". To maintain and build on this they want to encourage greater parental engagement through better communication with them.

The school have found it rewarding to share their practices with other schools while also learning from other schools through the Well Schools online forum.

This has in turn enhanced pupil learning and outcomes as is evident from the improvement in the OFSTED report.

OFSTED report (2019) recognised impact across all leadership and pupil's personal development provision.

- Dynamic Senior Leadership Team keen for improvement.
- Personalised professional development is used well to support staff at all stages of their careers.
- Leaders are sensitive to the staff workload.
- The school's work to promote pupils' personal development and welfare is outstanding.
- Leaders promote the need to eat healthily and keep safe through the health and wellbeing curriculum.
- Leaders provide a comprehensive PSHE curriculum to help pupils understand these dangers and how to keep themselves safe.
- The school is a vibrant multicultural community, and pupils learn to value diversity as a result. Leaders ensure that pupils are being prepared to be well-rounded citizens.
- Leaders have built strong relationships with pupils and their families.

//

If we want the best out of our kids we need to look after our staff."



//

I think sometimes in schools we can be quite insular, and we come up with the new sparkly idea or initiative, schools are very reluctant to share [...] so I think it's just that willingness to share and to learn from others [...] so Well Schools for me was an opportunity to see what was going on further afield."

•Key tags

Secondary school; Wales; ▶ average number of students eligible for FSM; ▶ average number of students registered with SEND; ▼ below average number of students speak EAL.

Intent

Wellbeing of staff and pupils is a key priority. The school's wellbeing motto, "We work well when we are well for work" underpins the school's preventative approach to wellbeing which aims to equip pupils and staff with the tools and skills they need for success. The school has been involved in providing feedback on the wellbeing strand of the new Welsh national curriculum which came into force into September 2022. The health and wellbeing lead at the school is part of a health and wellbeing group run by the Local Authority, and regularly presents on the school's approach to wellbeing at both regional and national conferences. Joining Well Schools was a logical step for the School as the ethos "tied in well with all the work that we had been doing" and was an opportunity "to share and to learn from others".

Implementation

Well Led:

There is a dedicated health and wellbeing lead to ensure that the school has the "freedom to really focus [...] on developing health and wellbeing" as a focal part of the school's development plan and a priority within the senior leadership team. A staff wellbeing group runs as a professional development community, and this group meets half-termly to discuss student and staff wellbeing, survey results and suggestions. The school has strong external relationships with the Local Authority and a School Health Research Network which aims to promote health and wellbeing in Welsh schools and being part of a larger network of school wellbeing leads facilitates the sharing of ideas and feedback.

//

We used Well Schools to actually improve what we already had [...] I felt that Well Schools would fit really well embedded within our social, mental and physical health model."

//

This model recognises that wellbeing comprises physical health, social and mental health - all "need to be in place for a person to be regarded as healthy".

How do the School put this into practice:

- Staff can make suggestions via a 24/7 electronic suggestion box.
- Staff have dedicated wellbeing time as part of their PPA time every week. Staff are free to use this time as they see fit.
- Regular wellbeing weeks for staff when there are no meetings, but other activities such as yoga and art are on offer.

Well Prepared students:

There is a preventative approach to looking after pupil wellbeing, which includes physical wellbeing, social and mental wellbeing. Physical activity and the importance of outdoor learning is recognised, and pupils engage in 120 minutes a week of physical education. The school offers a wide range of outdoor learning opportunities and owns canoes and mountain bikes for pupils to use, and runs a forest school where pupils learn different skills such as lighting fires, cooking and food health.

Well Equipped students:

Ensuring a positive start at the secondary school is key and the school run a comprehensive transition programme centred on the theme of "happiness" for children joining the school from primary feeder schools.

Pupils are encouraged to learn leadership skills through activities such as the Forest School, and have opportunities to become sports ambassadors and earn leadership qualifications.

How does the School put this into practice:

- A transition programme is focused on the theme of happiness and starts with children in Year 4 and 5 who are invited into School.
- Year 6 pupils benefit from a transition week where they go to into School and take different lessons and can get used to the school environment.
- A wide range of sports and physical activities are offered, including canoeing and mountain biking.
- Forest School provides an opportunity for outdoor learning.
- Pupils in Year 9 have the option to study an outdoor education course which involves activities such as kayaking, gorge walking and climbing.
- The school regularly surveys pupils to gather insights into how students feel and how this compares to other schools.



We have staff that go out to primaries, and then we have transition week [...] where they will come in and they will do a series of normal lessons with us so they get that taster. And we actually start that transition with Year 4s [...] so they come in and they do a happy theme day, using our facilities and obviously coming to the secondary school getting familiar with the site and what we can offer them."

Impact

Wellbeing is firmly embedded across the curriculum, and the senior leadership team value both staff and pupil wellbeing. The result is that the school is "a positive place to come into every day". Staff feel trusted to do their jobs and the opportunity for flexible wellbeing sessions "make such a difference". The school has a good track record in retaining staff and offering career progression. Pupils are happier and this is supported by survey feedback. The school regularly presents on its approach to wellbeing and is keen to share the benefits of being a Well School with other local and national schools to increase the number of member schools based in Wales.



Students seem happier and the data we're getting back from them supports that, and just speaking to colleagues, colleagues stay at this school, it's not somewhere where they're constantly looking to move on."

"

If we don't have health and wellbeing, if we don't have good mental health, if we don't have good physical health, everything else is such a greater challenge."

Key tags

2-18 campus; Scotland; ▲ above average number of students eligible for FSM; ▼ below average number of students speaking EAL; ▲ above average number of students with additionally supported needs.

Intent

The school is situated in an area affected by social deprivation and social challenges outside of the school environment. It was therefore important to adopt a whole school culture that supports the health and wellbeing of its pupils and staff, but also seeks to extend its reach by offering support to parents and the community. This motivation aligned with the Well School philosophy, encompassing a "well culture" where home engagement and wider pastoral support beyond the school domain is an integral part of a positive school environment and successful teaching and learning.

Implementation

Well Led:

Prioritising and supporting staff wellbeing was key to embedding Well Schools into school ethos and culture. The school used a number of approaches to promote staff wellbeing, including regular monitoring of staff wellbeing and continuously consulting with staff on how the school can support them better; giving the staff a voice and allowing them to have a say in the culture and ethos of the school; and employing an external Wellbeing Co-ordinator who focuses on staff wellbeing.

Well Prepared students:

Pupil wellbeing is a long-term approach - targeting needs on an individual level and supporting the learner in understanding themselves and who they are as individuals. The school recognises the link between physical health and wellbeing:

- There is a strong focus on outdoor learning and two dedicated and different outdoor learning spaces.
- Staff are comfortable taking learning outdoors and there is a planned timetable boasting various outdoor activities across the 2-18 campus.
- A physical activity element of outdoor learning promotes positive physical health and provides "high quality sport enrichment".
- They encourage pupils to get involved in team sports and provide equipment for individual exercise.
- They support pupils to get active by getting them outside to take part in the "daily mile" running activity.
- The timetable incorporates two "movement breaks" per day, which aim to get pupils active.
- Staff and leadership team all receive regular training and attend CPD programmes for mental health and wellbeing support.

"

Staff and head teacher wellbeing is actively supported and championed".



Well Equipped students:

The school offers extra-curricular opportunities and qualifications that develop pupils' wider personal development. One of the challenges that the school has faced is younger pupils *"not being able to regulate their emotions and understand their emotions"*. The school therefore puts a lot of emphasis on teaching their early years and primary cohort about emotional understanding, what are the physical feelings, what triggers these, how are they linked to behaviour and how to regulate and communicate emotional responses appropriately. This involves giving *"youngsters the language of their emotions so that they can articulate that in situations where they may be feeling stressed"*.

Impact

After the COVID-19 pandemic, it was identified that pupil and staff physical health and wellbeing was something that the school needed to prioritise. The school used the Well School approach and the three pillars as a framework to work towards. The Well Schools framework has provided a guide and reference point for staff and pupils that has supported cohesion and consistency across the whole school campus with regards to positive wellbeing and physical health.

Multiple new initiatives have been recently introduced to Scottish Schools. As a result, the school used these approaches alongside the Well Schools approach which has led the school into using Well Schools as a framework that absorbs and incorporates the other approaches.

The future plans for the school:

- To continue holding physical health and wellbeing at the centre of the school ethos with the view that it becomes embedded into the everyday life of pupils and infiltrates into the wider community.
- To continue to support and monitor staff wellbeing. The school has recognised that positive staff wellbeing reinforces whole school wellbeing and has also helped to reduce staff absence.
- To continue supporting pupil wellbeing by targeting wellbeing needs on an individual level and supporting the learner in understanding themselves and who they are as individuals.
- To further the schools use of outdoor learning with the potential employment of a full-time outdoor educator and to expand the activities and resources available to pupils in the outdoor areas.
- To continue to use the Well Schools framework as a way of monitoring wellbeing across the whole school and ensuring consistent approaches are being used amongst staff and that the concept of wellbeing is held and practiced with high value across the whole school.



We are a Well School and we know we're a Well School by looking at the three pillars, and our evidence. So, for me that's the potential of the self-evaluation framework."

