



Wellbeing Award for Schools (WAS)

Vision

The wellbeing of all members of St Mary's CEP School (including staff, pupils, parents and Governors) is fundamental to our Christian values and ethos of valuing everyone, caring for each other and providing a safe, nurturing environment. At St Mary's, we work together as a school community, with staff, pupils and parents, in a supportive, stimulating and challenging environment to maximise opportunities and achievements for all. We focus on changing the long-term culture of our school and embedding an ethos where wellbeing and mental health is the responsibility of all.

Strategy overview

Stakeholder group	Question	Baseline score	You said...	We did...	Review score	You said...
Pupils	I know about the wellbeing award for schools.	4.1	Not sure.	- Talked about it in assembly, PSHE and added information on to the website. - Wellbeing Assembly.	3.9	- We saw an online assembly. - Our Teachers have talked to us about it. - We have done special wellbeing activities

						On Mental Health Day. I know this because we have Wellbeing Ambassadors.
	In our school we learn about how important it is to talk our feelings and emotions	4.5	We need more lessons.	- Added lessons about feelings and emotions into PSHE curriculum. - Jigsaw - Worry boxes introduced in all Key Stages. - Wellbeing Ambassadors. - Access to wellbeing sessions.	4.2	- We learn about feelings and emotions in PSHE. - We talk about worries in a lesson on Mental Health day. - Because sometimes Teachers can help to solve problems. - Yes, since most trusted adults say it's okay to share your emotions and not hide them. - We have done work on the Huge Bag of Worries.
	I believe I can make a difference if someone feels worried or unhappy	4.3	Keyworkers on the playground	- Wellbeing Ambassadors in school. - Worry boxes - Playground Pals are appointed every year.	4.1	- I believe in myself that it is the best way to spread happiness. - The school helps me to help others and to help them feel confident. - Because when we learn someone is sad, we can help them.

						• I am a Wellbeing Ambassador for St Mary's. • I can talk to them and put myself in their shoes.
	My school really cares about me and how I am feeling	4.3	• I'm too shy. • If you look down, they ask how you are.	• Jigsaw and PHSE. • Playground Pals. • Keyworkers for Pupils. • Access to the Pastoral Team and wellbeing sessions. • Drawing and Talking Therapy sessions.	4.5	• In my school we talk to one another if we are upset. • The school community helps one another. • I smile every day. • The Teachers are the best and always know how you feel by the look on your face
	My school really cares about all its pupils and how they are feeling.	4.4	• No comments	• Jigsaw PHSE lessons • Whole school display and work on Huge Bag of Worries. • Pastoral Team always available to listen. • Staff always ready to listen.	4.4	• I don't know how they could do better. It's already at its highest state, so nothing. • We have Mental Health Day. • We have worry boxes. • If they see something bad they help. • I get lots of help.
	If needed I would feel comfortable talking	3.9	No comments.	• Jigsaw PHSE lessons	4.1	• I am comfortable talking about it.

	about how I'm feeling at school.			• Whole school display and work on Huge Bag of Worries. • Pastoral Team always available to listen. • Staff always ready to listen. • Friendship groups.		• You should always tell someone trusted or known. • Yes, because I know the Teachers will help me. • Teachers always know how to help me.
	My teachers know when I am feeling worried or unhappy	4.1	• No comments.	• Jigsaw PHSE lessons. • Worry boxes. • Wellbeing Ambassadors. • Open communication between staff and pupils.	4.4	• They always help. • If I feel sad I tell a Teacher. • I share my feelings in PSHE. • They know how we usually act, so they can tell. We might not be the same. • Parents write in my diary.
	I am able to get help at school when I am worried or unhappy	4.3	• Teachers to listen	• Jigsaw PHSE lessons. • Worry boxes. • Wellbeing Ambassadors. • Open communication between staff and pupils. • Keyworkers. • Staff training to improve awareness of emotional need.	4.3	• Teachers always talk to us. • I have friends and Teachers to talk to. • My Teacher really cares. • They are always there for me.

	My school cares about what I think and listens to what I have to say	4.3	Don't always listen.	- Jigsaw PHSE lessons. - Worry boxes. - Wellbeing Ambassadors. - Open communication between staff and pupils. - Keyworkers. - Pupil Voice - Pupil Questionnaires.	4.4	- Teachers do listen when you are trying to say something in class. - When I need help they listen. - Mrs Ash and all the Teachers listen to me. - The school cares about everything. - Yes, because they let us say what we have to say.
Parents	I know about the wellbeing award for schools.	4	- Don't recall being told. - Saw it on a newsletter. - A letter was sent out, outlining process and steps.	- Virtual Wellbeing Assembly. - Newsletter. - Website. - School Social Media. - Talking to Parents about wellbeing and the award. - Text messages.	4.2	- School has sent out as much information as possible under the circumstances. - I have seen text messages. - I know this because the school has been acknowledged and well recognised and highly rated the best in our community. - I know this, because the school talks about it.
	I have a good understanding of the importance of emotional wellbeing and mental health on	4.7	No Comments	Information on the school website regarding the impact wellbeing has on a child's time in school.	4.4	There is a lot of information on the school website explaining everything I need to know.

	my child's performance in school.			Discussions with parents to offer advice and support regarding housing, attendance, health, finances and where to access support.		- My child's wellbeing and mental health is well mentored and taken care of. - I understand that the happier and more content children are, the better they can do their work without worrying.
	I understand my contribution in promoting emotional wellbeing and mental health within the school.	4.5	More explanation given to Parents and carers.	- Promote wellbeing and mental health within the community. Pre covid, arrangements were being made to hold parent workshops and information sessions. - Information leaflet for parents has been created. - Wellbeing is discussed openly with parents and carers. - Building relationships with families.	4.3	- I want my child to be assisted by home and school with their wellbeing and help my child to understand what mental health is. - I keep in contact with school with any worries I have.
	Everyone involved with the school needs to support and look out for each other, when it comes to	4.7	Would like more events linked to mental health awareness.	PHSE lessons and discussions in class to encourage pupils to be more empathic and understanding.	4.5	- Staff and parents support the children through hard times. - This is the only way for us all to function

	wellbeing and mental health			- School promotes equality and respect for all in the school community. - Lockdown activities, for example, the Wellbeing Challenge, acts of kindness.		in our various day to day life. This is common sense.
	The school really cares that everyone has good emotional wellbeing and mental health.	4.5	No comments.	- Support is in place for pupils, parents and staff. - Worry boxes in all Key Stages for pupils. - Access to wellbeing lead for all stakeholders. - Pastoral Team accessible to all stakeholders. - Open door policy.	4	- The staff are amazing and have helped me immensely throughout the years with my children and myself. - The school help me through problems I was having at home as my child wasn't old enough to understand the stress and causes of mental health. The school was extremely helpful and supportive. - School have always helped when asked.
	It is clear that good emotional wellbeing and mental health is important to the school	4.6	No comments	School consistently promotes emotional wellbeing and mental health to all stakeholders and is genuine in their concern and offer of	4.0	Again, it is shown through how the staff deal with situations. It shines through. I feel very happy and confident that my child's emotional

				support for our school community		needs and my own are always met. I now it is important when I see how the Teachers behave around my daughter.
	The school actively encourages parents to talk about how they and their children are feeling	4.4	Feedback forms to be sent to parents.	- Parent questionnaires. - Pupil Voice. - PHSE lessons. - Discussions when completing home visits for attendance. - Discussions with parents at the school gate	4.0	- Yes, I was open with problems with my mental health. The school assisted and supported me throughout all this, which helped and my child was not aware of my struggles. - I have always felt confident in being able to talk to staff as they are friendly and approachable.
	If needed I would feel comfortable talking about my own emotional wellbeing and mental health with the school	4.0	No comments	- We work hard to build relationships with families. - We ensure parents/ carers know that we have a genuine concern around their wellbeing. - Signpost families to any other services they may need.	3.8	- Yes, I can speak about my past as I know a lot of people do struggle with mental health and bottle things up. - I have a good relationship with certain members of staff.
	If needed I would feel comfortable talking	4.5	I would like more opportunities to	- Parent's Evenings. - SEN meetings	4.3	- I have done already. - Definitely.

	about my child's emotional wellbeing and mental health with the school.		talk to my child's teacher.	• SLT meeting with Parents. • During lockdown, parents have been able to contact Teachers through email. • Pastoral Team can be contacted by phone or email. • Pastoral Team and the Wellbeing Team build relationships with parents to encourage communication.		• Yes, I have already done it.
	The school seeks out and listens to my views and needs about its approach to emotional wellbeing and mental health.	4.3	• School could ask a member of staff to be a wellbeing lead and they could coordinate events.	• Wellbeing Lead and wellbeing team appointed. • Pupil Wellbeing Ambassadors appointed. • Pupil surveys and questionnaires.	3.9	• Just a huge thank you for everything you have done for my daughter. • Teachers and staff listened.

Next steps...

1. Repeat wellbeing survey every term to review progress and monitor stakeholder opinions so that actions can be put into place appropriately in response
2. Embed 5 steps to wellbeing in PSHE curriculum and to use this as a common language for all stakeholders

3. Promote the wellbeing strategy/vision with all stakeholders
4. Communication strategies for all stakeholders
5. Share provision available for students with staff and parents.
6. Continue to source training for all stakeholders and disseminate information and resources.