



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 October 2022 to December 2023

Stakeholder group	Question	Baseline score	You said...	We did...	Review score	You said...	We did.....
Pupils	I know about the wellbeing award.	4.5	I met the worry people. They introduced more activities and workshops based on the award. If we had more work on wellbeing. We could have some kind of club and give	The Wellbeing Ambassadors continue to work hard to support their peers. Mental Health week will be held in February 23. The Ambassadors are looking at the	4.2	We need more Ambassadors in school. An assembly about the Wellbeing Award.	We are in the process of appointing additional Wellbeing Ambassadors in YR5. The Wellbeing Ambassadors are preparing an assembly for all children in school about the award, their role and the importance of wellbeing.

			it to the people that need it can be about worries, Wellbeing etc. This could be better if we all made friends and we told all the truth and did not panic about what you are.	possibility of a Wellbeing club.			
	We learn to talk about feelings and emotions	4.6	The wellbeing team always come.	The Ambassadors continue to be proactive and support their peers.	4.4	We need to do a lesson in PHSE so we know when someone is feeling down. If we could have a sign to show we need to talk. Can we do more weeks and activities about it.	Class teachers use the Jigsaw scheme throughout school. Children are encouraged to ask for advice if they would like to support their peers. This is something the Wellbeing Team will discuss. We have our Children's Mental Health Week coming up, we have had a lunchtime Mindfulness Club and also the Mindfulness Club after school. We will look at adding more Clubs.

	I can make a difference if someone feels worried or unhappy.	4.4	We had charts to see how we are feeling. People will make them happy instead of walking past. Tell teachers how they feel	Classes check in system in the mornings. Pupils are encouraged to share their worries, feelings and emotions. By doing this , we are getting the message across that some problems can be resolved when shared	4.3	Instead of just telling us to help children, they can teach us to help in more ways than just asking them if they want to play with us. There should be a club for anyone who is lonely or new, so they can get to know others. Someone in my class has been upset and even though I'm not a Wellbeing Ambassador, I made them happy.	The Playground Ambassador scheme will be implemented this term. This is an excellent suggestion. Our Wellbeing Team and Ambassadors will discuss this further. Wellbeing is part of the culture in our school. More children are finding the confidence to support their peers.
	My school cares about how I am feeling.	4.6	They could listen to us. I can hide my emotions. If people were more supportive	We encourage the children to share their feelings and emotions using the worry boxes and also to see the wellbeing champion. The worry boxes hopefully support the children who are shy and find it difficult to	4.4	Can teachers talk to us in private so others don't know. We could have lessons based on how to let your	Any concerns or suggestions highlighted in these responses are shared with staff in school. Staff will be asked to ensure that conversations are discreet. Jigsaw scheme is used throughout school. Pupils can ask for support through the worry box.

				approach adults in school.		feelings out and calm down.	
	My school cares about how all students are feeling.	4.5	The school pays attention to all the pupils. I don't like speaking to adults or parents.	Wellbeing Ambassadors are available to talk to pupils.	4.6	We have worry boxes, teachers, Wellbeing Ambassadors and Mrs Ash to help us. If someone is hurt or sad, the teachers help them. They treat every kid the same.	Staff and Ambassadors promote the use of worry boxes and also encourage pupils to discuss how they feel. If staff are approached with an issue and they are unable to address it at that time, they will speak to the Wellbeing Lead who has a more flexible timetable. All pupils are treated with kindness, respect and are listened to without judgement.
	I would feel comfortable talking about how I'm feeling.	3.8	I don't really feel comfortable talking to people I don't know.	Staff in school build relationships with the children based on trust and respect.	3.8	Sometimes it is kind of scary. There are lots of staff to support us.	Staff work hard to build relationships with pupils to ensure they feel comfortable to talk. Wellbeing Ambassadors are also available to listen.
	My teachers know when I am feeling	4.3	They can see me.	There is always someone available to speak to a pupil if needed.	4.1	I use the worry box. They take care of me.	Pupils can speak to the Wellbeing Lead or a Wellbeing Ambassador.

	worried or unhappy.		There are lots of people to ask and talk to.			When I am sad, some notice and some don't.	Continued CPD for staff.
	I am able to get help at school if I am worried or unhappy.	4.2			4.4	There is help everywhere. I can go to the Wellbeing room. Sometimes I can, sometimes I can't.	The Wellbeing Lead is available to talk to in the Wellbeing room every lunchtime and afternoon.
	My school cares about what I think and listens to what I have to say.	4.6	All of the teachers are caring.	We strive to create a nurturing, supportive environment for our pupils, their families and our staff.	4.1	They always listen to me. I don't like dinner time and if I said this, nothing would change.	St Mary's is committed to provide a nurturing environment for our pupils, families and staff. Since the survey, Mr Powell has made extensive changes to the dinner time schedule to support the improvement of noise levels and behaviour.
Parents/ Carers	I know about the wellbeing award for schools.	4.0	Just an idea... Children could maybe have an emotion checker chart in school so that each child could tick how he/she is feeling each day, This would give clear indication when	We will ensure that each class has something in place for their classes. Staff continue to monitor the wellbeing of the pupils in their classes and all	3.9	St Mary's have been awarded it in the past and they deserve to regain this award. I read about it.	We are so pleased that the work done in school as part of our daily routine ensures that families feel that their child is supported. Information continues to be sent out by text, X and the Newsletter.

			further emotional support is required	pupils around school.		First time I have been aware of this.	We are aware that we have a number of pupils new to school who may not be aware of our wellbeing provision. We will continue to improve how we share information regarding wellbeing. This is work in progress.
	I understand that my child needs to feel happy and secure at school to do well.	4.6	My child seems to be very well supported at St Mary's so far which is lovely to know. The school and staff are amazing as they are, and give 100% into making sure not only the children feel safe and happy but parents too.	Staff continue to monitor the wellbeing of the pupils in their classes and all pupils around school. We will continue to improve our wellbeing provision in school.	4.7	Being happy will encourage children to want to learn and thrive in their classrooms. School should provide a safe place for all kids. The happier, the more willingness/confidence to learn.	If a child is upset for any reason, they will not be able to focus on their learning. We will ensure that issues or problems are addressed. Our aim is for pupils to feel secure, confident and happy to be in school.
	I know who to talk to if someone at the school is worried or unhappy.	4.3	We as parents need to know where to go and who to ask about our children's mental wellbeing	We will continue to raise awareness of our wellbeing provision in school and how we can support pupils and their families.	4.3	Parents could perhaps be given an email address for the Wellbeing Lead Team to enable any concerns to be communicated directly.	There is an email for the Wellbeing Lead which is sent out on the newsletter and is on the school website.

						Parents are informed regularly through newsletters.	
	Everyone at the school supports each other if they are feeling worried or unhappy.	4.3	I know that I can speak to my child's teacher if any issues was to occur, I like that school provide a dairy for each child as it provides a good way of communication between parents and teachers, I have found it to be very useful.	Communication between parents/carers is encouraged. We work on building positive relationships with stakeholders.	4.3	Staff are willing to listen to parents and children if there are any worries or concerns.	The school continues to promote a positive, nurturing environment for our pupils and stakeholders.
	The school really cares that everyone has good emotional wellbeing and mental health.	4.3	Communication is very good with all staff members and parents. That I've experienced myself and seen with others.	Communication between parents/carers is encouraged. We work on building positive relationships with stakeholders.	4.5	My child feels satisfied. There are concerns around the effect of homework on pupil's wellbeing.	Concerns expressed by pupils and stakeholders are fed back to SLT.
	It is clear that good emotional wellbeing and mental health is important to the school.	4.4	There's lots of support posters, plus the staff are very good with communication and support.	The positive comments reinforce that we are providing the support needed. However, we are determined to	4.5	I spoke to a member of staff about an issue with my child and felt that it was just passed off.	Parents/ Carers are encouraged to approach school about any issues they may have. If it is felt that the problem has not been resolved we would ask that this be

			My child's teacher contacted me by phone to let me know how she is settling; I was really grateful for this. My kids know they can talk to teachers without feeling that they may be laughed at. They have already expressed that emotional well-being and mental health is very important and if any families need any support or have any concerns that they can speak to the school if needed. Staff were really understanding when I explained that I feel it is important that the right SEN support is given to prevent any problems with low self-esteem.	continue to improve our wellbeing provision in school. All problems are treated with respect. We continue to ensure that wellbeing and mental health is a focus in our school. Parents are encouraged to share concerns, ideas and help us to understand what support is needed.		communicated to us so that there can be a positive conclusion. We will continue to improve communication between stakeholders and our staff.
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	The school encourages parents to talk about how they and their children are feeling.	4.3	Although my child is a new starter I feel that if any problem was raised then her teacher would do her best to resolve the issue. Teachers are also parents, and know struggles parents can face. Staff have good communication, very friendly, happy and welcoming.	All new starters have a wellbeing check three weeks after admission.	4.3	School have an open door policy. It is nice that staff and the Head stand at the gate in the morning and at the end of the day.	Staff in school continue to look at ways we can develop our partnership with parents and stakeholders.
	I am happy to talk to the school about my feelings.	4.3	The school website, social media and newsletter shares information regarding the wellbeing provision in school. Our pupils are extremely aware of wellbeing in school.	The school has a strong vision and ethos which is shared by all staff. Staff have worked hard to build relationships with the children and families and care about their wellbeing.	4.2	They are welcoming and friendly which is really good because it makes it easy to speak to staff I'm about anything that's needed to be talked about.	Staff are approachable and build relationships with pupils and their families.

	I am happy to talk to the school about my child's feelings.	4.4	Happy so far with the school staff. Keep being welcoming and friendly and parents/families will continue to be at ease when able to speak about anything they need to. I believe that communication from myself about my child is really important to enable staff to offer the right support when needed.	Staff will continue to support children and pupils and families.	4.5	I have previously done so. I feel that communication about my child's feelings is really important so that the right support can be given.	We will continue to support pupils and their families to the best of our abilities.
	I feel involved with the school's plans for emotional wellbeing and mental health.	4.2	We need to know more about school plan for emotional and mental health and get parents to know their roles in that regard. My daughter has been enjoying completing some activities in her wellbeing booklet from school, Thank you.	The school website, Twitter and Facebook page and newsletter provide information regarding wellbeing in school. A parent workshop was held on 05/12/22 regarding PHSE and wellbeing in school.	4.0	Maybe feedback could be given after a few nurture sessions.	After a block of wellbeing sessions, parents, staff and children will be asked to complete a review form and comment on any progress they feel has been made.

			They've shown everything they do already to support the children that attend the school and they keep parents involved/ in the know with everything which is good.	Staff continue to communicate with parents and families.			
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Repeat wellbeing survey every term to review progress and monitor stakeholder opinions.