

The school has engaged pupils, staff and families in their approach to wellbeing through annual questionnaires and other means. One example is the extensive involvement of stakeholders in the The school analyses stakeholder feedback carefully as is evidenced, for example, by their considered responses to the evaluative elements of the Award.

The school has capitalised on the fact that it takes students from 3 to 18 years of age to share effective practice across different phases—for example by expanding the time spent on personal development issues in primary staff meetings to better match the provision at secondary and developing a range of strategies to support pupils through transition to secondary and 6th form. Following a successful trial, the school is embedding Affective Social Tracking to further support social and emotional development (currently in years 6, 7, 9 and 10).

A range of wellbeing related curriculum provision includes PSHE lessons, P4C, themed weeks, wellbeing days, assemblies etc. Pupils can all site examples of opportunities they have had to learn about wellbeing as well as talking about strategies they have learned to support their own wellbeing including mindfulness.

Students enjoy a range of leadership opportunities with regard to EWMH. They are currently looking at how to make th accessible to the youngest pupils and the school council is surveying pupils around safety at school. Year 12 students run peer education sessions with year 7s around wellbeing and rewrote the whole programme in order to deliver it online during lockdown. Year 6 students run celebration assemblies and provide support on the playground as well as leading on wellbeing advocate awards for students who contribute to their

There is a clear accountability framework for wellbeing and recording and reporting mechanisms are well developed. Staff have a good understanding of the links between, for example, behaviour and communication and between achievement and self-esteem. They are aware of a significant increase in the number of wellbeing concerns since the beginning of the pandemic and have a broad range of strategies in place to address these. Pupils are confident about reporting concerns and where they can go for help. They identified a range of strategies from talking to tutors, Heads of Year and other staff to worry boxes which are checked daily. There are check-ins in primary classrooms which, for example, link colours with feelings to help younger children to recognise and manage emotions.

Pressure on staff has been intense during the pandemic but the school has succeeded in maintaining

acknowledging that these could always be improved. Individual staff report a very positive and supportive culture and the school has plans to do further staff check-ins based on Anna Freud surveys during the summer term. A range of optional wellbeing activities and support are available to staff including regular webinars. The appraisal system includes a focus on staff wellbeing and the school is creating guidance for line managers to ensure that this process is as effective as possible.

Relevant OPD includes both whole school training and personalised training p4/F2 11.0e 595.32 841.92 reol0194(sed)

