



John Hellins Primary School



Wellbeing Strategy 2022-25



This document has been written by Jodie Matthews and Gill Wilcox in consultation with all staff, governors, parents and pupils.

Current and ongoing wellbeing provision

At John Hellins, wellbeing of staff, pupils and our families is important to us. We have prioritised this for at least the last 7 years, having a wellbeing team for the last 6. Key aspects of our current provision include:

- Wellbeing cabin is available to provide a comforting, safe space for children to talk and learn.
- Wellbeing provision is in place for those who need this support and it is led by skilled staff.
- A range of programmes are available for example drawing and talking, self-esteem growth and bereavement.
- Staff leading the wellbeing support have completed training
- Breakfast is provided for children who have missed this at home
- Children have the opportunity to spend time with the rabbits to feel calm and ready to talk
- SLT monitor pastoral care
- Parents are made aware of the staff point of contact to access wellbeing support
- The positive behaviour policy promotes high motivation.
- Meet and greet is available for children who require this.
- Subsidised lunches for staff
- Free tea and coffee
- Staff library
- Staff uniform appropriate for role
- PPA at home and/or quiet space provided at school
- Quality CPD
- Annual role reviews for all staff
- Staff wellbeing questionnaire
- Pupil wellbeing questionnaire
- Curriculum progression and planning



Wellbeing and Our Previous Inspection

“Leaders and governors have established the highest standards of well-being for pupils. They have introduced and sustained a highly effective well-being strategy, which supports the engagement of pupils in their learning and the high rates of progress they make.”

Outcome from Wellbeing Audit

Prior to creating the wellbeing strategy, an audit was completed to reflect on current practice using the NCB Wellbeing framework resources. The strengths included:

- The wellbeing environment, including space for one to one support.
- The ongoing review of wellbeing needs with roles allocated and outcomes agreed
- The promotion of school values and positive relationships.
- Parental awareness of access to staff support
- Curriculum planning

The areas highlighted for development include

- Develop links to training and ongoing opportunities in order to support parents and children fully.
- Foster relationships with outside agencies
- Access for all staff to basic mental health courses and for the lead pastoral practitioners to complete additional training.
- Review of policy and procedure including the senior mental health lead strategic role and plan



Outcomes from pupil survey

In our most recent pupil survey the children were asked about their wellbeing at school.

95% of children felt happy at school

98% of children feel safe

97% of children know who they can talk to if they feel sad or worried about something

92% of children think they are making good progress at school

91% of children know what they need to do to improve their work. On closer analysis, this was largely a result of foundation stage children and this action has been added to the strategy.

81% of children think the behaviour of the children is good in their class. The data on this question has led us to creating a further questionnaire to analyse the answers the children have given. This involved giving greater clarity in the questions for our youngest children. The results are as follows:

- 90% agree the class listen on the carpet
- 98% agree the class follows instructions
- 99% agree the class know how to use kind hands and feet
- 100% agree the class sit smartly for assembly
- 100% agree the class do the work when the teacher tells them
- 95% agree the class line up quietly



Outcomes from staff survey

Our most recent staff survey in March 2022 included some questions around mental health. The outcomes of these have helped to shape the wellbeing strategy.

Are you happy with the level of mental health and wellbeing support you are provided?

77% happy or very happy, 19% neutral.

Are you happy with the opportunities that you have for looking after your health and mental wellbeing at work?

72% happy or very happy, 23% neutral

Are you happy that any worries or concerns are suitably handled and appropriate action taken?

86% happy or very happy, 14% neutral

Are you happy that you could talk to an appropriate person if you had concerns or worries about your work?

100% happy or very happy

Are you happy that you are supported in your role?

96% happy or very happy



Key Aims

To ensure school leaders champion efforts to promote mental health and wellbeing for all, ensuring this is embedded within the whole school.

To ensure all staff to recognise they have a part to play in developing their own, their colleagues and our children's wellbeing and are skilled at identifying signs and triggers of concerns.

To provide a wellbeing offer, rooted in research, in school for staff, parents and children that positively impacts on individuals and the community.

Key Priorities for development

Using all of the information above and the research undertaken we have chosen several properties for improvement.

Leadership and Management to include policy and procedure.

Staff training and support.

Parents and community.

Services and outside agencies.

Promoting wellbeing, both physical and emotional inside and outside the curriculum.

Staff wellbeing.

School culture and environment.

Individualised support.

Key Objective: To further develop the leadership and management of wellbeing

Objective	Intended outcomes	Overall Cost
To develop a wellbeing policy	Policy written. Policy shared with staff and governors. Consult parents, pupils and staff on policy.	
To update the wellbeing section of the website	Wellbeing section updated to include resources and links for parents. Consider a contact me form.	
Wellbeing lead to undertake senior mental health lead training	Training completed. Wellbeing lead fully trained and confident. Training disseminated to staff.	Fully funded by DFE
To build capacity in the wellbeing team	Wellbeing hours increased.	£3000
SLT to undertake wellbeing research	SLT well briefed on wellbeing, mental health and physical health.	
Undertake pupil survey	Pupil survey undertaken, results analysed and actions updated as a result.	
Undertake staff survey	Staff survey undertaken, results organised and actions updates as a result.	
Monitor the wellbeing strategy and measure the impact of the actions	On an ongoing basis, monitor the impact of the actions in the plan, adapt and change the plan as required to maximise impact.	

Undertake audit and review current provision	Undertake audit using Anna Freud and National Children's Bureau. Incorporate findings into this action plan.	
Early intervention strategy in place	Staff referrals in place. Referrals acted on in a timely fashion. Monitoring wellbeing on an ongoing basis of pupils identified as being vulnerable. Impact of interventions monitored. Regular team discussions about interventions and their impact.	

Key Objective: To further develop staff training and support

Objective	Intended outcomes	Overall Cost
a. Wellbeing team access training on specific interventions eg drawing and talking, lego therapy	Effective individual support will be provided from skilled staff, enabling children to talk openly about concerns and difficulties. Children participating in specific interventions is seen as positive by staff, the child and their family	£299 1 day drawing and talking. Lego therapy.
b. Whole staff mental health and wellbeing training	Increased staff awareness. Some staff have completed the place2be mental health course for 5 weeks.	£500
c. Staff are all well briefed on the referral process	Referral process in place. Staff induction includes information about this. Whole staff training on referral process.	

	Individual child files set up.	
d. Staff training continues to be a priority in school with an annual 5k minimum budget for this	CPD opportunities for all staff. Central training log updated. CPD plan created and linked to Performance Management.	£5000
e. Staff wellbeing embedded in appraisal process	Appraisal paperwork modified to include a section on wellbeing and personal wellbeing target.	
f. Staff wellbeing promoted	Staff made aware of wellbeing initiatives in school and asked to contribute to ideas for improvement	£1000
g. Train a member of staff from WB team as a Mental Health first aider	Mental health first aid training undertaken	£250

Key Objective: To fully engage parents and the community

Objective	Intended outcomes	Overall Cost
a. To ensure all parents are fully aware of the referral process if they have wellbeing concerns about their child	Wellbeing team has written to all parents to reintroduce themselves and informed parents of how to get in touch. Parents use the referral system well and are accessing support. Consider an online form	
b. To put together an ongoing program of	Annual list of courses and events for parents to attend to include formal courses as well as informal drop in sessions. Parents and carers	£1000

wellbeing and parenting support for our parents to access	will contribute to a wellbeing programme calendar for the year, including pressure points such as SAT's / starting school. Parents will have been given the opportunity to learn about mental health and wellbeing. Parents can then support their children with initial difficulties.	
c. To facilitate opportunities for parents to engage with their children in activities that promote wellbeing	Open the library after school with tea and biscuits – a chance to read and chat.	£1000 TA time to run
d. To link with the community to promote wellbeing	Skill building opportunities promoted. Collaborations with the community maximised. Community links used to promote wellbeing opportunities, community events groups etc. New library space used to host community groups offering activities that promote wellbeing for families.	
e. To identify parents and carers to review and input into key policies	Policies, procedures and wellbeing projects compiled with parental contributions. Parent voice committee re-established.	
f. To make parents aware of support offered for children's wellbeing and their families.	Ongoing information gathered from Northampton Children's Trust, and forwarded to parents through newsletters and on an individual basis	

Key Objective: **To strengthen the links with outside agencies and services in order that signposting can be swift and effective**

Objective	Intended outcomes	Overall Cost
a. Wellbeing team make links with a wide range of early intervention services and fully understand their offer	Wellbeing team have linked with WNC and charitable services, have named contacts and understand the services available. Wellbeing team have signposted parents effectively Use of website and leaflets to promote external services in the community. Families are accessing external services	
b. Improved working methods and processes with improved quality and consistency of referrals	Wellbeing team complete EHA forms accurately following training from WNC. Wellbeing team complete accurate referrals to the West Northants Medical team following advice from school nurse.	£200 training
c. School specific referral protocols are well established	A referral form compiled for staff / parents to complete should issues arise. These forms have additional sections for the wellbeing team to signpost additional areas of need and then are collated in a system. Forms used effectively to access support.	
d. Improved understanding and the wellbeing team have improved awareness of referral routes		

Key Objective: To further promote wellbeing both physical and emotional inside and outside the curriculum

Objective	Intended outcomes	Overall Cost
a. To review the anti-bullying policy and set up an anti-bullying council	<p>Antibullying council or school council sub-committee to focus on antibullying and promoting wellbeing.</p> <p>Anti-bullying policy reviewed by anti-bullying/school council and shared with all children by them in assemblies.</p>	
b. To work with professionals to deliver nurture and yoga sessions to some KS2 classes	Sessions delivered in a block. Teacher observations noted. Feedback from children recorded.	£800
c. To work with professionals to deliver wellbeing sessions to Year 4 and 5	Sessions delivered in a block. Wellbeing team to observe and write their own package following this training opportunity with Pacesetters, to deliver their own in the following year.	£500
d. Develop a series of transition wellbeing sessions for Year 6.	<p>Year 6 will leave with strategies for managing anxiety and worries around starting a new school.</p> <p>Series of 3 sessions delivered by Wellbeing team.</p>	3 days planning time

e. Increase the amount of physical exercise opportunities available to the children at playtimes	Sports Coach and play leader planned and organised play activities that are physical and encourage engagement from all.	Play leader £3000
f. To encourage teachers to use our outside space to develop learning outdoors further	Revisited outdoor learning training. Wellbeing team delivered sessions outside to demonstrate. Classes regularly learning outdoors	
g. To reintroduce our whole school forest school trip day	Forest school whole school trip undertaken. Children and staff recognise the benefits of being outdoors in nature on our wellbeing.	£ 3000
h. Consider introducing a charity of the year	Children have learnt about the charity and raised money for them across the year.	
i. To raise awareness of mental health and wellbeing in assemblies	Wellbeing team have worked with the school council to lead whole school assemblies on mental health and wellbeing.	
j. Children have access to high quality physical education	Sports coach has worked with staff to ensure confidence and high skill level. Children access at least 2 hours of high quality PE curriculum time each week on a range of inclusive sports. All staff utilising the PE Pro APP effectively.	
k. Ensure the schools PSHE curriculum is taught effectively in order that	Jigsaw covers many aspects of wellbeing including mindfulness. It is taught effectively in all classes. Children speak positively about wellbeing sessions and feel they support their wellbeing.	

it effectively supports wellbeing	Monitoring of jigsaw undertaken. Model lessons offered. Staff positive about teaching Jigsaw and see the impact it has.	
l. Ensure lunchtime staff are able to effectively support children during the lunch period	Training sessions undertaken on: Managing behaviour Supporting pupils at lunch times Playing games and organising games	

Key Objective: **Staff wellbeing and support**

Objective	Intended outcomes	Overall Cost
a. Make staff aware of wellbeing benefits	Staff aware of all wellbeing benefits. This list is added to as benefits change or increase.	
b. Undertake staff wellbeing survey	Survey undertaken,	
c. Analyse wellbeing survey	results analysed and actions added to this action plan	
d. Plot out and list all wellbeing initiatives offered to staff in a calendar	Staff can see calendar of events in advance	
e. Include a staff mental health section within the wellbeing policy	policy includes staff mental health section	
f. Create a wellbeing map of support to signpost people to individuals who can help	SLT know how and where to signpost staff for support	

g. SLT continue to monitor workload at regular intervals and model time management for work life balance	Staff report their work life balance is manageable.	
h. To provide opportunities for staff to participate in activities that are not linked to work	<ul style="list-style-type: none"> ● Wellbeing box ● Summer BBQ ● Visits and cultural trips ● Book club ● Seasonal events such as lights switch on / pancake breakfast 	
i. Consider purchasing online virtual GP and medical support for all staff to include online GP appointments and mental health and wellbeing support.	Staff accessing GP online and mental health and wellbeing support. staff see this service as valuable.	£2000
j. Offer staff flu vaccinations at school, free for those who cannot access them through the NHS	Staff accessing flu vaccinations for free through NHS or school.	£500

Key Objective: To further develop support for individual pupils and their families

Objective	Intended outcomes	Overall Cost
Wellbeing team to complete training on mental health lead	School has a fully trained mental health lead. Training has impacted on provision in school and this strategy.	£1200 (reimbursed by DFE)
Wellbeing team to complete training on mental health first aid	School has a fully trained mental health first aider. New knowledge is used to support children and has impacted on our wellbeing provision in school.	£300
Wellbeing team to undertake training on a wider variety of therapies and interventions, including lego therapy, drawing and talking ect.	Additional therapy and wellbeing provisions up and running in school. Support and intervention carefully matched to pupil need.	£500
Increase the amount of time the wellbeing team have for interventions	Sarah has an additional regular morning session plus the 4 x afternoon sessions.	£5000
Restart morning family breakfast	Daily family style breakfast session for disadvantaged families or those requiring wellbeing support at 8.40am - 9am daily used by families for free breakfast. Sarah uses the session for early intervention. Sessions are well attended and effective in pre-management.	£1000
Begin to use the cabin for drop ins at lunchtime - have a system whereby children can just drop in or they can book a slot if needed.	Cabin open some lunchtimes for drops ins or children booking appointments. Children able to access mental health first aider to talk if needed.	£3000

Develop a range of sessions for parents to support them with accessing professional help with parenting.	Annual timetable of sessions both in person and virtual set up. Sessions well attended. Sessions led by wellbeing team and external professionals.	
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Key Objective: To further develop whole school culture to ensure wellbeing for all is a high priority

Objective	Intended outcomes	Overall Cost
To develop a whole school wellbeing strategy	Wellbeing strategy developed and shared with all stakeholders. Strategy is reviewed regularly with staff to ensure it is high on the agenda.	
To initiate whole school training on wellbeing	Staff and pupils participated in whole school wellbeing training which raised the profile across the whole community.	£500