

# Wellbeing Award for Schools (WAS)

## Verification Report

<b>School name:</b>	Huyton with Roby Church of England Primary School
<b>School address and postcode:</b>	8 Rupert Rd, Liverpool, L36 9TF
<b>School telephone:</b>	0151 477 8460
<b>School website:</b>	<a href="http://huytonwithrobyce.co.uk">http://huytonwithrobyce.co.uk</a>
<b>Head teacher:</b>	Mrs Stratford
<b>Head teacher's email:</b>	Jill.Stratford@ldst.org.uk
<b>WAS coordinator:</b>	Miss Georgina Carr
<b>WAS coordinator's email:</b>	Georgina.Carr@ldst.org.uk
<b>Award verifier:</b>	Dr Helen Mills
<b>Award adviser (if applicable):</b>	Dr Helen Mills
<b>Date of verification:</b>	13 <sup>th</sup> January 2021

### Commentary on the evidence provided:

The award evidence collected and presented by Georgina Carr (Wellbeing Coordinator) was excellent, clear and concise. All staff, pupils, parents and the governor spoke with great passion, pride, openness and honesty during the interviews. A real sense of belonging was evident, demonstrating the schools ability to work effectively as a team. This provided detailed information and allowed the adviser to better understand the context and background to the schools excellent developments and achievements.

### Strengths identified during verification:

Outstanding leadership, led by Georgina Carr, is a critical factor in understanding the success of the school in promoting emotional wellbeing and mental health as core to the whole school community. Georgina's passion and drive has been pivotal in gaining momentum across the whole school ensuring mental health and wellbeing is a priority for everyone and this is reflected in the outstanding whole school community change team including pupil wellbeing warriors, ambassadors, parents and chair of governors. The skills, commitment and approach of the Head Teacher, Senior Leadership Team, Change Team, Staff, Governors, and the whole school community has created innovative ways of working and a seamless and consistent, welcoming, happy, caring, supportive, safe, engaging, and creative culture.

A clear Christian vision statement, wellbeing vision and strategy, which are all reflected in the positive culture and ethos of the school, are central to the success of the school, and has created a sense of belonging and shared responsibility. Throughout the award process and during lockdown, the school has demonstrated continued and innovative progress to support and improve the wellbeing and mental health of the whole school community. The result offers a powerful template for how emotional wellbeing of pupils, families and staff supports whole school progress.

Children feel safe and happy in school, have many friends, and articulated well how the school supports them with their emotional wellbeing and mental health and how they are confident to express their feelings, to ask for support and actively help each other. Pupils commented on the enjoyment and satisfaction they get from learning inside the classroom and outdoors, how they try their best, can identify and talk openly about their feelings, are proud of their celebrated achievements, and described numerous tools that they can use, activities they can do and trusted adults they can work with to promote their wellbeing. This has enabled the day-to-day and longer-term emotional wellbeing and mental health activities to flourish and was evident throughout the verification with the promotion of wellbeing, positivity, aspirations, achievements, coupled with a sense of calm and nurturing relationships, with children demonstrating exemplary behaviour and manners, confidence, engagement and enjoyment in learning.

Pupils commented, "We have change team meetings and talked about what we can change, we came up with the worry box to put our feelings in, we help children understand about wellbeing with the 5 ways wellbeing flower, it's fun. I can talk to my teacher if I'm worried or write it in the worry box. The best thing about school is I have loads of friends and teachers are friendly, if I don't understand, she'll show me what to do and help you. I like doing work, the more I do it, the easier it gets, keep going. We have extra lessons on wellbeing like dodge ball, cosmic kids, daily mile and dance, I like it, and it gets our brains going and keeps our bodies and heads healthy. We have two wellbeing warriors in class who speak up and help children. I love school. Bullying doesn't happen, if it did, I'd tell the child to stop it. If we be good, we get prizes. We get dojo points".

Significant investment in the facilities, environment, wide range of activities, staffing, with formal and informal support systems, was apparent during the school verification, and in provision and monitoring of interventions. The award process also highlighted the multiple examples of outstanding 'wellbeing' practice. Many of these have a major impact on the whole school community. For example, practicing talking more openly through role play, SEAL, PSHCE with a clear focus on mental health and wellbeing, circle time, circle of friends, restorative practice, Let's talk and 5 ways to wellbeing displays, 5 ways to wellbeing video, wellbeing warriors who are influential in making positive changes, worry box, class character and rules, rewards, weekly celebration assembly, golden time, positive quotes, images of children, bible heroes, wellbeing and feelings displays, prayer area, daily mile, Cosmic kids, Early Years wellbeing box and daily feelings check in, outdoor prayer garden, varied curricular and extra curricular activities including Progressive Sports Partnership and school staff delivering afterschool wellbeing clubs for pupils and parents, assemblies, mental health awareness week, odd sock day, funky hair day, children in need, world kindness day, anti bullying, experienced SENCO, pastoral care manager and learning mentor who deliver and monitor rigorously numerous targeted interventions in the dedicated Oasis and learning mentor room, including 1-1 and small group work, nurture group, sensory programmes, speech and language provision, trauma and grief therapy, individual support and communication plans and EHCP, staff trained in PECS/Makaton, Boxall profiling, excellent working relationships with outside agencies and the local community, including the Liverpool Diocesan Schools Trust and Knowsley Central Collaborative, open door to speak to SLT, lockdown weekly group video calls for the children and family wellbeing activities. Furthermore, the excellent pupil stakeholder questionnaire results, demonstrated how well staff in school support pupils.

During the award process, the school has worked proactively to develop stakeholder voice, parental engagement, effective communication, community links and partnerships, which has led to trusting relationships, and a desire to be a part of the school community and change team, which are central to the success of the school. Excellent methods of communication and sharing mental health and wellbeing information, wellbeing activities and theme days, resources and signposting sent to parents, up to date information and signposting on the excellent wellbeing section on the school website that includes pictures of the school wellbeing ambassadors and whole school staff pictures drawn by children, weekly newsletters and class Dojo, afterschool family wellbeing clubs, lockdown wellbeing phone calls, an open door policy, staff available to speak to parents at the end of the day, regularly collecting feedback, food parcels for those in need, parent stay and play. Furthermore, identifying and listening to the needs of others, breaking down barriers, seeking out and providing additional financial and welfare support are very much part of how the school has achieved a shared sense of community where pupils, parents and staff are confident to ask for or seek support, and staff are confident and proactive in identifying those who require support and signposting and/or providing support. The award evidence and interviews demonstrated how extensive, innovative and open this feature is, with staff going above and beyond what is expected to ensure that the whole school community is supported.

Parents commented, "Miss Carr is an amazing teacher, she asked for parents support with the wellbeing award and I wanted to help her as she helped my children so much. We've had zoom meetings to keep us updated and we add our ideas. The wellbeing work is amazing at helping children, my son is a wellbeing warrior and it's helped him grow in confidence; it's amazing. The school has a welcoming environment, my child runs in to school, the children look so happy, it's an amazing place. Concerns are dealt with straight away. My Grandchild is so proud to be a wellbeing warrior, she feels valuable and the children know they can go to them. Miss Carr posted questionnaires and information on wellbeing on dojo. I like being part of the school community, I was part of the PTA. School have introduced worry boxes and children talk about what they've been doing. School have been fantastic at supporting my family, especially in lockdown, I've had daily contact. All staff are approachable. I'm impressed how much my children have come on since lockdown; they are coping. Children absolutely love school and feel completely safe. It's a lovely, kind and caring school. The school has improved a lot, I've been really well supported, and I've dealt with the pastoral manager and go to her straight away. All classes have wellbeing warriors and children can speak to them and they've got a worry box; it's brilliant for children who are struggling. Brilliant support in lockdown with the teacher available all day on zoom and checking how you are doing. Mrs Carr has focused on mental health and wellbeing for everyone. Message through dojo and they get straight back to you. Staff are helpful, supportive, dedicated and amazing".

Attention must be drawn to the value and priority given to whole school staff wellbeing. This has created a positive and caring culture. Staff feel that the strategies in place alongside the support from all the staff contribute to their emotional wellbeing, enabling them to provide the most effective support to the children. The wellbeing coordinator and ambassadors keep staff updated with regular communication, advise and resources to support wellbeing including helpline information and have introduced a staff shout out board, weekly raffle, 'mugged' treats, suggestion jars, staff wellbeing ambassadors to talk to, all of which have led to more open discussions. SLT have addressed staff stress and workload through implementing wellbeing, flexible working, dignity at work and stress management policies, introducing wellbeing as an agenda item at meetings including providing time for staff to look after themselves, emails that focus on wellbeing, HT open door policy and mental health and wellbeing, safeguarding and SEND training. The staff stakeholder questionnaire results were excellent and staff at school feel valued, connected, supported, have a sense of purpose, are passionate about making a positive difference to the lives of the children and families at their school, enjoy their jobs and are proud to work at the school.

Staff commented, “Staff have come on board delivering gifts and positive messages to each other. SLT delivered thank you gifts to all staff at Christmas. Staff donate to children’s charities. We have strong R.E. links. We’ve held parent and children wellbeing sessions. We’re really good at noticing if children are sad or happy, the big thing is they trust us, we explain that it’s OK to make mistakes, and encourage them to take ownership. We encourage children in class; it’s their safe place. We have a staff WhatsApp group, everyone asks how we are; it’s the personal touch. Staff are very flexible and help each other, we notice how others are feeling and a confident to say if we’re having a bad day, we’ve coped well. The change team are helping people feel appreciated and SLT have an open door policy and we’re confident to share. It’s a very caring school with a strong church ethos. Children are enjoying the wellbeing activities and they send videos doing them at home. I’m proud of how the change team are leading the wellbeing work, everyone’s involved, we’ve added it to the school website, staff can come to us. We’re more listened to now, the HT is always approachable and SLT send emails to take some time for yourself; it’s given us the freedom to do it. Georgina’s leadership, it’s so organised, staff now go to her if they have a problem as you know she’s looking out for you, it makes a difference. Been mugged is lovely, its for cleaners and the caretaker too; it makes you feel valued. The gratitude and positivity is spreading throughout school, it’s improved the staff culture; we’re more open and know we’re appreciated; it’s lifted everyone’s spirit. Mental health and wellbeing is normal language now, there’s no stigma. Now time is set aside to talk about feelings, children open up and we’re more aware of what to say and what to do. Parents now know clearly how and who to contact for support. We started a staff walking group to get to know more about people, it’s a lovely opportunity to further develop relationships. The mental health agenda has given us permission to be open and to do less work if something is good enough. Georgina has devolved it to the whole school and children are coming up with ideas, they have their own badges and are so excited to be involved and there are strong links with parents. Children recognise feelings and can go to spaces to regulate. We supported vulnerable families over Christmas and linked with the church and Salvation Army, they’re more open about their difficulties and are more willing to trust us. I’m most proud of our staff, when the chips are down we work as a team and help each other. It’s an amazing, caring community and we ensure the children’s needs are met. Schools my other family, it feels like home. There’s a lovely atmosphere. Staff and children feel valued”.

Governor commented, “Georgina informed and reports to the governors about the wellbeing award and I’ve met the wellbeing warriors and parent as part of the change team. Georgina is passionate and influential in getting everyone involved. Staff are so committed and want the best for the children. The Christian ethos is very strong and links to wellbeing; it’s impressive. The post COVID mental health and wellbeing work ensured the children settled in to learning and they have been very resilient. It’s a very caring school that works hard with the community”.

The school has drawn together the threads that connect all the different work done and aspirations, and is able to demonstrate positive change in children, parents and staff. The school understands the importance of looking after the whole schools mental health and wellbeing, and how this supports children to feel happy and secure, enabling them to thrive and achieve.

**Impact:**

Investment in staff wellbeing has resulted in a reduction in staff workload, stress and an increase in staff managing their own wellbeing, which has further strengthened staff’s sense of belonging, pride, motivation and job satisfaction.

Whole school promotion, activities, programmes and training in wellbeing and mental health has increased whole school community awareness. This has resulted in people having open

conversations, recognising their feelings, confident in asking for support or supporting themselves and others, using a range of techniques, contributing to improved wellbeing and resilience. This has led to a shared responsibility and ownership that promotes and empowers everyone to take responsibility of their own and others wellbeing and mental health.

Staff have increased awareness and understanding of mental health and are confident to talk about their own mental health. Staff are confident in recognising the factors that affect their children and families mental health and know how to refer for support to ensure that children and their families receive support quickly, preventing escalation of mental health issues.

An embedded welcoming, caring, happy, positive school culture and ethos, investment in passionate and nurturing staff, a creative and varied curriculum, informal and formal support, monitoring systems and targeted interventions has resulted in all pupils, including those with additional wellbeing and mental health needs, being provided with a safe space and for interventions to be delivered, enabling their needs to be met. This has promoted confidence in children's ability to talk openly about their feelings, to manage their own mental health, and to support each other, demonstrating developments in their social and emotional skills and resilience, enabling young people to thrive and achieve.

#### Areas for development:

As already highlighted by the school, continue the role of the change team, staff training, adult ambassadors and pupil wellbeing warriors training and introduce a staff wellbeing reward day.

Consider introducing staff wellbeing buddies, a solution focused suggestion box and agree dedicated times for the wellbeing coordinator, ambassadors and future adult mental health first aiders to listen/signpost/respond to needs.

To further improve parental engagement, utilise the parent wellbeing ambassadors to communicate support and activities, perhaps via meet and greet in a morning and attendance at future parental sessions. Share the WAS stakeholder feedback and actions completed using the effective communication methods already in place.

Having become more aware of the multiple examples of outstanding practice, continue to share the experiences and approaches with other schools.

#### Verifier recommendation:

Huyton with Roby Church of England Primary School has achieved the Wellbeing Award for Schools. This award covers the following 3 years. I look forward to the work the school will undertake over this time.

#### Head teacher comments:

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