

[Well Being award](#)

Kew Woods was revalidated for the Well Being award from Optimus Education in March 2022. Please read our report below:

Staff CPD has continued to be a priority. Lots of training was completed throughout the pandemic. Safeguarding and SEND updates have been completed – managing anxiety of children and there are opportunities to reflect, plan and cascade to staff new initiatives and training.

Commentary on the tour of the school:

Leadership place great emphasis on the importance of having staff around the school in the mornings, with individuals being approachable and parents being actively encouraged to speak and engage with members of staff. There are staff on every door to welcome children into school.

Further school measures include:

Staff are well placed within school to have continuous informal conversations with parents in order to build relationships.

Early Years and KS1 have their own separate entrances which are clearly signposted.

KS2 have different entrances, however adults all are on these doors where key messages are passed on between staff.

At the end of the school day all staff bring their children onto the yard to be able to have face to face contact with parents and families. The school have an open-door policy and various 'Meet The Teacher Meetings' support that the school are keen for continued parental engagement. Various Communication methods for parents to get in contact.

A new school unit is being built for Early Years, with a move scheduled for April 2022. A new school build is an exciting opportunity for the school to develop new Sensory and Wellbeing experiences and opportunities – such as a multimedia room. This new space will also free up space where designated interventions and support can take place more consistently.

Commentary on discussions with stakeholders:

Governors

The governors made clear that they have been made aware of the Wellbeing Award and keeping check of the Wellbeing of the Headteacher and staff members. It is always a priority to ensure that Wellbeing is on the school governor agenda.

During Covid-19 the governors were supportive of staff, children and parents. The governing body are actively involved in gathering feedback and have sent out their own surveys to ensure that all stakeholders are involved in ensuring the school move forward.

Parents

Parents shared that their children are very well supported, and the school goes above and beyond to ensure children are given personalised support when necessary.

A parent shared a very personal perspective about how the school helped her son who had anxiety support after she contacted the Head Teacher, who ensured her son had access to personalised counsellor support. She said 'The school have changed our lives.'

Feedback from google meets and google classrooms – all children feeling still part of the school team and being part of the whole school community.

Staff

Working together as a team, especially throughout Covid-19. People adapting and relationships being maintained and developed in different bubbles.

Staff shared that the training and Wellbeing CPD, particularly with their connections to The National College, have been really useful and made a big impact on their skills, confidence, and ability to ensure children received high quality, appropriate support.

Staff shared that they have maintained what happened previously and also built upon this to ensure consistency.

Staff work and support one another for the benefit of the children, and this is a well-established team who know each other very well and share the same ethos and values around child and staff wellbeing. Strong system and strong network and community to cope with ever changing situations. Workload has been reassessed and this has had a big impact on staff wellbeing.

A further statement from a staff member includes the following:

Staff are well trained in supporting pupils with their wellbeing at a whole school level including providing schemes of work and resources to support whole class teaching such as 1decision. In addition to this staff aware that some pupils may have more difficulties than others with their mental health and wellbeing and additional supports are provided for these children which may include:

- A visit to the school funded animal therapy councillor weekly
- A visit to the school therapeutic councillor weekly
- Individual planned timetables to include sensory support or breaks as required

- Early Help programmes set up with regular meetings and targeted supports involving multi agencies – increasing numbers of early help families in school
- SEND Support Plans as required
- Referral to other services such as CAMHS, Relax Kids etc
- Planned intervention such as lego therapy, it's good to be me programmes
- Referral to PRUs as required for short term intense support

Pupils regularly take part in surveys to assess their wellbeing. Surveys show that pupils know avenues they can take if they have worries or concerns and feel supported by staff as a consequence of this.

Children –

The children of the school talked openly about the different things that they love that are unique to the school. They mentioned the talent show that they really enjoy, where children can share their talents and share new skills that they have learned. There is a lot of physical sporting opportunities that the children love doing and they shared that overall health and wellbeing is important to them.

The school environment facilitates lots of things that children can take part in, such as certain clubs available and lessons in school. Year 6 have buddies in Reception who they support and teach how the school works. They feel more confident to make more friends and feel happy.

“When you are feeling down and sad you can go to the teachers and see if you are okay, have a conversation outside the classroom with you.”

“Anti-bullying ambassadors check that the other children are okay and try to sort it out. The play leaders help you and will go and get an adult if you need them, like for first aid.”

Kids who need a timeout – animals come in and support with this – animal therapy and toy therapy. In each classroom a worry monster supports children to share how they feel if they aren't able to have a conversation verbally. The children shared that they enjoy the weekly routines and special days that facilitate children to feel included and have a sense of belonging as part of the school community, such as colour days and Friendship Friday.

Strengths identified during reassessment:

Kew Woods has a clear vision ensuring that key relationships play an integral part in the schools Wellbeing success. On the school website there are many shared values including Code of Conduct and Values of *Connect – Kindness – Believe*. It is clear that these values are strongly placed and engrained throughout the school and that these messages are reinforced throughout school life.

Kew Woods has a warm, friendly and welcoming team and children clearly continue to thrive within this school alongside adults who know exactly how to support them. The Reassessment has given the school chance to continue to celebrate their journey of The Wellbeing Award. The

team within school clearly know how to move forward to continue to develop the health and wellbeing strategy and have their own ideas for how to develop further.

Kew Woods places important emphasis on mental health and promoting positive wellbeing. It is a consistent, engrained thread throughout all the school strive to do.

The school have continued to embed Wellbeing within their school improvement aims and key objectives within the school improvement plan. These have been adapted and changed to ensure that they are appropriate for children and families throughout the last three years.

Kew Woods have also gained the Inclusion Award, and as a result of this, it has ensured that there was a review of School Relationship Policy, which was originally linked to the pandemic. Making this high profile has ensured that behaviour processes and protocols in the school have become more clarified.

Senior Leadership have ensured that personal self-care and staff wellbeing has been especially considered with regards to workload, planning ahead, and listening to feedback.

There is a designated Wellbeing section on the website for parents to remind them that the school are always there to support them and designated adults support parents and continue to develop key relationships that are maintained throughout the child's school journey.

Opportunities for children to learn about Wellbeing are embedded within the curriculum, including 1 Decision Lessons, PSHE Lessons and Assemblies. 'Worry Monsters' have particularly had a positive impact on children identifying with feelings.

Regular evaluative feedback is gathered from staff on various ways and formats, analysed and acted upon. Staff feel listened to and their roles well supported.

Speaking to stakeholders was an absolute pleasure, and a parent in particular, shared highly personal, individual experiences about how positive and supportive the school are towards not only their child, but them as parents too. Continued efforts of the school have not gone unnoticed and parents feel very fortunate to be a part of such a kind, caring school community.

Curriculum - PSHE is covered in Early Years all the way up to Year 6. The school are very aware of their local area and ensure that workshops are provided for children that are bespoke to current issues in the local community, such as gang related activity or using appropriate language/being a positive member of the community. Pupil voice is very strong and also share their own views regularly alongside the curriculum in lots of different groups.

Impact:

Over the last three years, Kew Woods have seen a huge impact on various aspects of school life since achieving the Award. There are lots of things in place which continue to benefit the whole community. This provision has been built on throughout the last three years and ensured that Kew Woods have also been adaptable to the Covid-19 pandemic, going above and beyond to support the Wellbeing of their families.

There is a Wellbeing focus in staff appraisals, which has made staff feel much more confident and comfortable. This has been valued by members of staff so that they feel they can gain support where necessary.

Kew Woods are a tight knit community who come together in order to support each other – fundraising and support for those in need are scheduled as key events. Reactive support has also had an important impact, namely most recently, Ukraine fundraising. Other events such as Easter bingo and Halloween events have ensured the school is a hub of the community. Foodbank collections have been key to ensure vital support to families who might need it.

Parents feel listened to and well supported. Comments are acted upon and followed up ensuring that the parental impact of the school is maximised.

The school have a commitment to working in partnership with other schools and communities to share good practice and have a vast array of resources to draw upon externally.

External organisations are accessed for children and families such as Thrive, SLP, specialist nurses, educational psychologist, Achieve 360 and an inclusion consultant.

This has a huge impact on the capacity of the school to continually offer increasing support and advice which benefits staff, children and parents.

Staff have accessed services and occupational health to support staff Wellbeing. Some members of staff have had weekly counselling sessions to support their Wellbeing.

Areas for development:

Links to Early Help – Training is due to be passed down to staff to support with Early help protocols and processes

To carefully manage the wellbeing of the school community during the transition over to a new EYFS based building and review the opportunities available for Kew to develop and deliver further Wellbeing support for the school community

Continue to support ever changing circumstances of children and families, incorporating appropriate training opportunities for staff to build on skills

Verifier recommendation:

It is my recommendation that Kew Woods receive the Reassessment accreditation for The Wellbeing Award.