



# Raising Attainment with Wellbeing: Impact Report

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Microlink PC UK Ltd

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## Executive Summary

In the fall of 2022, the children's education charity Achievement for All went into administration, the victim of cashflow issues caused by the Covid pandemic. A wealth of outstanding school improvement material was in danger of being lost forever.

Microlink, in partnership with Teaching Times, rescued some of this material, significantly updated and extended this content, and relaunched it in 2022 as **Raising Attainment with Wellbeing (RAW)**.

RAW is a unique school improvement programme, gifting school communities immediate access to **over 25 days' worth of INSET material**, that can be accessed 24/7 to support whole school, team or individual professional development. Every teacher, TA (Teaching Assistant) and Governor can open individual learning accounts. Every professional can navigate their own professional development pathway through the extensive array of material.

The philosophy is a simple one:

### **Putting wellbeing at the heart of learning, teaching and leadership**

RAW supports a school's ambition to create a culture and climate that enables every learner and every teacher to **thrive**. But social and emotional change is not easy. There is no simple recipe. Every school is different and distinctive, every team and individual at different stages of awareness, knowledge and experience. RAW acknowledges this. Schools, teams or individuals begin the learning journey with a detailed **Needs Analysis** (Audit of current practice).

Through the Needs Analysis process, key areas of development are illuminated, leading to specific modules or chapters with RAW that are designed to drive reflective practice, instil insights, motivate goal-orientated behaviours, develop techniques and embed new practice. **The Needs Analysis acknowledges the context of the school from the outset**, supports focussed intervention design and, through coaching, enables the support systems to make whole school change a reality.

**Over 400 primary and secondary schools across** England and the Isle of Man have chosen RAW as their vehicle for whole school change. Some of the results have been remarkable.

This short report highlights outcomes from **53 schools that have so far earned a National Gold Wellbeing Award**, supported and verified by a team of Wellbeing Coaches who have worked with the school communities over the course of a year, guiding leadership teams through the Needs Analysis process, leading training and professional development sessions where requested, and validating the progress made.

We are in awe of these school communities who have chosen to put wellbeing at the heart of learning, teaching and leadership. Welcome to RAW!

“

“The Raising Attainment With Wellbeing project has changed our school culture completely. The recent children, staff and parental surveys all reflect the happy ethos that work towards this project has created.

”



**Miss Jo Strachan**, Headteacher  
All Saints C of E Primary School, Chatham, Kent

“

“Thank you for your email and the extensive wealth of research and work you have made available to us through the RAW project. We are confident we have a clear vision on how we are going to make giant leaps in effective wellbeing provision as we venture forward.”

”



**Mr Ashley Fernon**, Assistant Head and Wellbeing Lead  
Belmont Castle Academy, Essex



IQRA Bradford

Before the project	After the project
In a parental survey <b>79%</b> of parents stated that they believe the school supports their child's well-being and personal development effectively	In a parental survey <b>100%</b> of parents stated that they believe the school supports their child's well-being and personal development effectively
In a pupil survey <b>72%</b> of pupils stated that this school looks after their mental and emotional well-being	In a pupil survey <b>99%</b> of pupils stated that this school looks after their mental and emotional well-being
In a staff survey <b>65%</b> of staff stated that this school looks after their mental and emotional well-being	In a staff survey <b>98%</b> of staff stated that this school looks after their mental and emotional well-being

Moorlands

“

“We are a Trauma Informed Accredited school and have embedded PACE (Playfulness, Acceptance, Curiosity and Empathy) and the PRRRs (Protect, Relate, Regulate, Reflect) in our ethos effectively, but we are not resting on our 'laurels' and are very aware that the wellbeing of our young people and our staff is of the highest importance - RAW is facilitating the further development of this journey.”

”



**Mrs Kirsty Taylor**  
Emotional Mental Health and Wellbeing Lead



Trewirge Cornwall



**Progress data from Autumn 1 22/23-Autumn 2 2023/24 (based on 39 children)**

Reading – 93% expected 32% better than expected progress

Writing – 95% expected progress and 18% better than expected progress

Maths – 79% expected progress and 11% better than expected progress

Cathedral



**Amanda Heathcote Assistant Head** – ‘Evident that behaviour logs have decreased this academic year, due to better relationships between staff and students, A range of alternative therapies and staff CPD around learner wellbeing. This is a huge positive’.

Before	After
<b>22/23</b> – Exclusions due to behaviour this academic year 49.	<b>23/24</b> – Through a change in leadership and a different model of working, school suspensions and exclusions have significantly declined. This academic year there have been none.
Parental contact was often minimal.	Coffee mornings and parent drop-in sessions for parents. Positive praise and weekly phone calls to strengthen the relationships

Springboard



“What I have particularly liked about this programme is that it is much more in-depth than many other pieces of training and there is so much relevant background reading that supports the core units.”

**Matthew Watson**, Headteacher,  
Westgate Primary School

#ListenToTheRAW




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## What is RAW?

Raising Attainment with Wellbeing<sup>1</sup> helps schools to create an inclusive learning environment that supports and nurtures the highest possible levels of emotional wellbeing, accelerating progress and securing better personal outcomes.

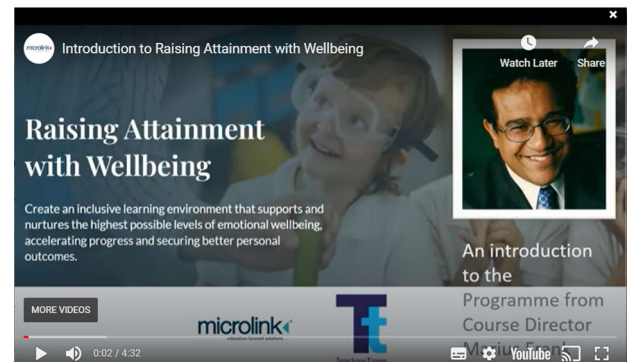
**This high impact programme offers a comprehensive set of complementary strategies and approaches to unlock academic achievement and accelerate progress by:**

- Re-examining a whole school community's relationship with "behaviour" and "behaviour management", creating culture and practice that is trauma-informed and relationships-driven
- Reviewing the school culture and classroom environment to find deep level barriers that adversely affect a proportion of children
- Helping staff understand the cognitive and behavioural impact of poverty and adverse social circumstances
- Applying the latest knowledge in the neuroscience of learning to create classrooms that support neurodiverse learners through grounded cognitive and metacognitive practice
- Removing individual barriers to learning, caused by physical or cognitive conditions, through the advanced deployment of, for example, Emotion Coaching, Assistive Technologies, Positive Behaviour Management techniques and strategies, and excellence in the leadership and management of emotional wellbeing and mental health across the school community.

## Why do we need this?

**Simply put, an anxious, frightened or angry mind simply will not learn, however outstanding the teaching might be.**

RAW helps teaching professionals to understand what they can do to create an inclusive learning environment that supports and nurtures children at the highest possible levels of emotional wellbeing. It builds social and emotional resilience, by meeting the needs of



Watch this short introductory video from Marius Frank, RAW lead author at Microlink Education 4:30mins

<sup>1</sup> <https://courses.teachingtimes.com/bundles/raising-attainment-with-wellbeing>








neurodiverse learners, thereby accelerating progress and securing better personal outcomes.

**RAW is designed to have a positive and sustained impact on critical cohorts of children and young people** that may have lost significant ground because of Covid-19 disruption, supporting improvements in culture, climate and ethos that will enable achievement to thrive:

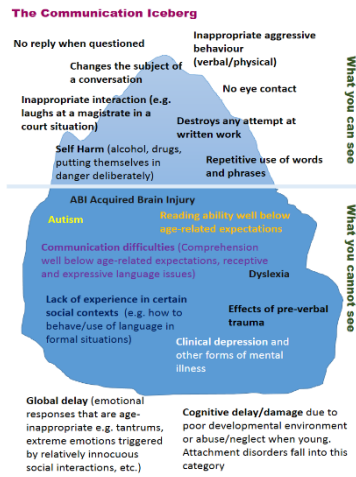
- Children who are underperforming because of anxiety, stress or distress.
- Children and Young People receiving SEN Support (as well as those with EHCPs)
- Children in Care or on the edge of care
- Children and Young People with specific vulnerabilities (self-esteem and confidence, emotional self-regulation skills, etc.)
- Pupil Premium Cohort
- New migrants or Travellers
- Neurodivergent learners below the threshold for statutory SEN support

## RAW Design Principles

<p><b>1 Every school is different</b></p>		<p><b>One size does not fit all.</b> Every school serves a unique community. Every team of teachers has different levels of skills and experience. Every leadership team has a range of talents at its disposal. And this situation is in a constant state of flux.</p> <p>The Raising Attainment with Wellbeing <b>Needs Analysis</b> process helps a setting to identify its strengths, pinpoint areas for development and then choose its own pathway through the available materials. Very few school improvement programmes offer this level of flexibility.</p>
<p><b>2 Every teacher is different</b></p>		<p>ITTs, ECTs, new middle leaders, experienced staff: it is sometimes hard to pitch INSET so that everyone gets something worthwhile out of the experience.</p> <p><b>Raising Attainment with Wellbeing supports a differentiated approach to CPD</b> so that the training focus can be different for different groups of staff. We are confident that levels of staff well-being will improve through</p>

<p><b>3 Every child and family is unique</b></p>		<p>engagement with this programme.</p> <p><b>We passionately believe we should invest in all children and young people, find what is great inside them, dig it out and share it with the world:</b> especially the most vulnerable and most disadvantaged.</p> <p>Whatever the barriers, be they hard-to-reach parents and carers, children in care, new migrants, etc., RAW supports education settings to open effective and productive channels of communication, with the child at the heart of the process.</p> <p>And when processes work for the most vulnerable and disadvantaged, all learners will begin to benefit.</p>
<p><b>4 The journey begins with nurturing a sense of belonging, and a spirit of true inclusion</b></p>		<p>A warm welcoming smile; a look of acknowledgement; mutual respect and a celebration of difference.</p> <p><b>Nurturing and fostering a true sense of belonging, where everyone is valued, respected and listened to, is probably the most important step to take towards achieving well-being.</b></p> <p>Get this right, and everything else will follow.</p>
<p><b>5 An anxious, angry and/or frightened mind will not learn in the academic sense of the word</b></p>		<p>Our understanding of brain growth and developmental functionality has given us new insight into the effectiveness of different teaching and learning strategies.</p> <p><b>One thing is clear, however: anxiety, anger and fear block formal learning: when the brain is in "fight" or "flight" mode, that is all that matters.</b></p> <p>It is so important for every person in the school community to understand this, and work out plans to reduce stress and anxiety within the whole school community, including of course the professionals who work within it as well as children and families.</p>

6 We need to understand where "poor behaviour is coming from" in order to do something about it



More and more schools are becoming attachment- and trauma-aware and with good reason. Simple and effective techniques can be deployed to support children in day-to-day engagement, building a positive learning environment that helps to build a sense of security, safety and belonging.

This level of awareness and collective understanding leads to the consideration of therapeutic interventions, such as emotional coaching, that could have a profound impact on positive life chances, as the child or young person journeys into adulthood.

7 We need to understand the true impact of cognitive disadvantage, and the critical necessity to build core strength

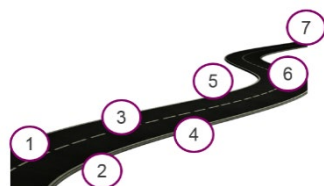


This feature puts clear water between this programme and other well-being programmes. **It is all about learning.**

**The impact of social disadvantage on the development of communication and cognitive skills can be significant and profoundly damaging to academic progress, leading to stress and anxiety in the classroom.**

Children and young people can be left behind as the demands made by the curriculum move on, year after year. That is why we reinforce the importance of developing **Core Strength** alongside emotional wellbeing and mental health and promote effective strategies and approaches for our partner schools to deploy and use.

8 We do not believe in quick fix- we support a sustained journey of improvement over a year or longer



Finally, we are in it for the long haul.

We acknowledge that so much INSET time and resource is wasted, especially if concentrated around a single professional development experience.

**The online learning environment** is designed to be used throughout the school year so that learning is consolidated, and embedded and leads to effective evidence-based outcomes.

The online materials support **coaching**

		<p><b>conversations</b> and reflective practice, influenced by the G.R.O.W. principles*, but evolved into a framework of social and emotional coaching... <b>coaching for wellbeing</b>.</p> <p>Whether whole staff, small group or to support individual study, the training resources can be adapted to any chosen method of professional development practice.</p> <p>We also offer a Coaching option (see price plan) where a national subject matter expert can deliver a bespoke training and coaching package to your school community.</p>
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### Supporting the move to Positive Education

There are two different approaches to supporting children or young people's mental health and wellbeing.

Firstly, and probably the most prevalent is the development of **programmes that assist with the removal or reduction of issues or problems**. For example by reducing depression, reducing anxiety, and removing negative factors that cause mental health problems, such as anti-bullying strategies and stress reduction.

This can also include mental health problem awareness raising such as mental health first aid and anti-stigma work. Essentially taking the problem 'away'.

However, research from the field of positive psychology tells us that taking away or reducing the problem does not increase health and well-being. **Improving positive mental health requires a different set of tools and strategies to those that reduce the risk factors.**

The second approach (which is a fundamental design strategy within RAW) is the **development and promotion of embedded and sustainable capacities for well-being. A focus on well-being and a move towards flourishing protects mental health and prevents the onset of mental health problems.**

Strategies include supporting children and young people to cultivate positive feelings, develop positive behaviours for learning, and build positive ways of thinking, understanding and expressing emotions, recognising strengths and learning ways to be resilient and cope with challenges. This is known as Positive Education, applying the wellbeing science of positive psychology in school or educational settings.

## RAW Content Guide

Raising Attainment with Wellbeing resources are curated into five extensive modules (click on an image to learn more):



### 1 RAISING ATTAINMENT WITH WELLBEING | FOR SCHOOL LEADERS

Supports leadership teams to forensically analyse the social and emotional “health” of their setting, through policy review and a detailed Needs Analysis. It contains a comprehensive guide to supporting the wellbeing of your staff (**May '23 Update:** It now contains a complete suite of materials to support **Senior Mental Health Lead** development- RAW is listed as a validated training pathway for SMHL development, and funding can be used to access RAW for this purpose<sup>2</sup>)



### 2 WELLBEING AND CORE STRENGTH

Explores the critical relationship between emotional wellbeing and mental health, and the impact these two factors can have on learning and personal development. Specific resources on understanding metacognition, neurodiversity and building confidence and resilience

<sup>2</sup> <https://www.microlinkpc.com/education-smhl-training/>





### 3 MAKING SENSE OF BEHAVIOUR

Gives education professionals a deeper insight into childhood trauma, neglect, attachment issues and the impact these have on the observed behaviours of children and young people.



### 4 CHANGING CULTURE AND CLIMATE

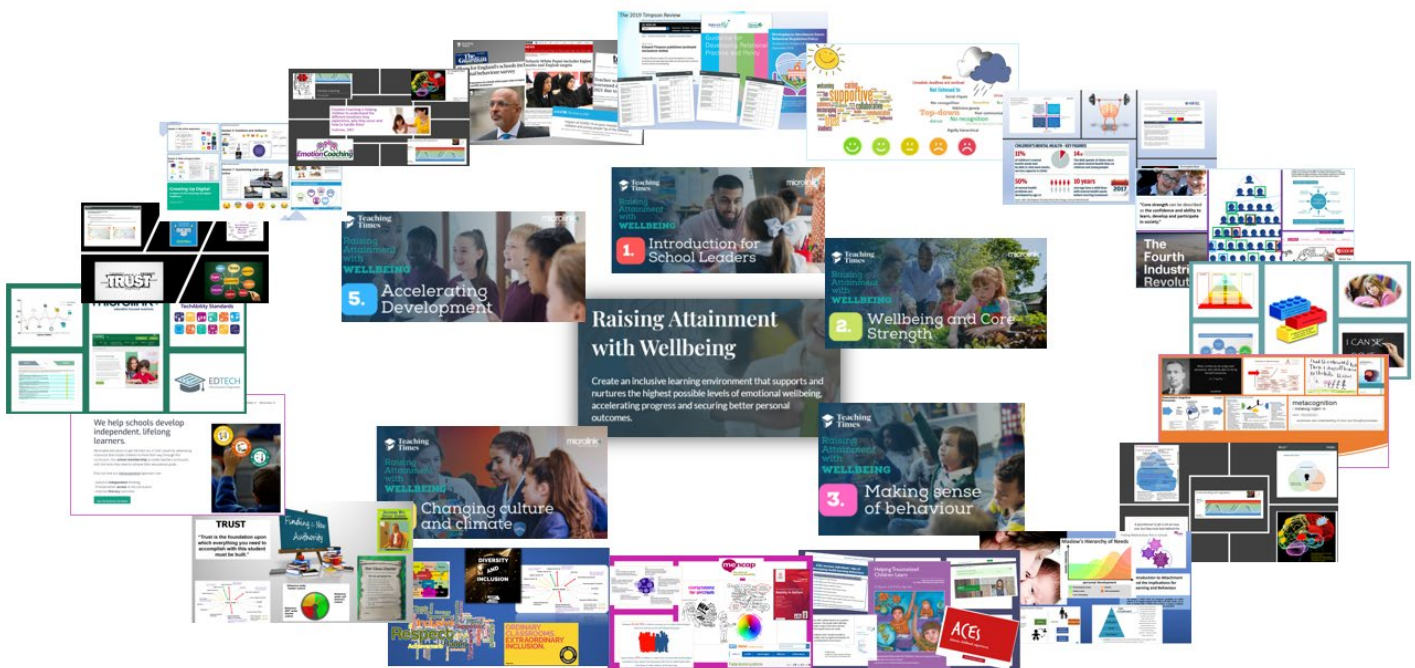
Offers a rich seam of developmental tools, strategies and approaches aimed at transforming the culture and climate of the whole education setting. This is relevant to experienced staff as well as those who are newly qualified.



### 5 ACCELERATING DEVELOPMENT

Assembled for your consideration, including tools to build cognition, the introduction of Assistive Technologies to support neurodiversity, Coaching Conversation training resources and other emotional wellbeing and mental health strategies.

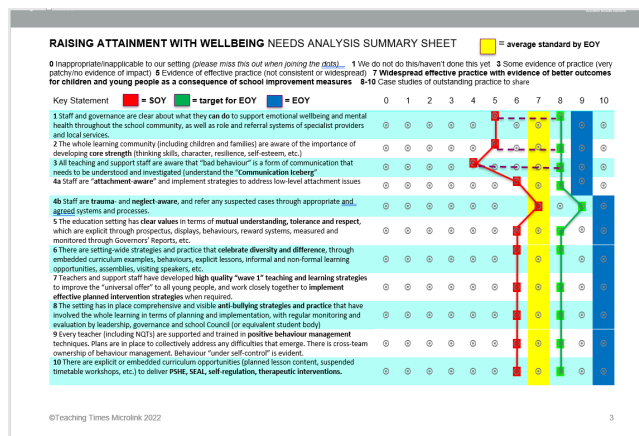
Each module in turn lead to an array of chapters and lessons, covering different aspects of school improvement, curated in a way that can be used for whole-staff training, some group targeted interventions, or individual study, staff training and leadership development.



## Delivery Model

Schools can “buy into” RAW in three different ways: many confident schools choose to access the materials directly, but just under half the community has commissioned support from a pool of Wellbeing Coaches, SMEs (Subject Matter Experts skilled in coaching training and evaluation) who will work with the school over the course of a year.

Every participating school is encouraged to complete the **Needs Analysis Framework**, which is designed to acknowledge strengths, identify areas of development, then steer participating teams to the appropriate professional development resources within RAW.



After a year of activity, schools are invited to revisit the Needs Analysis Framework, and evaluate the impact of the programme using qualitative and quantitative data, moderated and validated where possible and appropriate by the assigned Wellbeing Coach.

## PROGRAMME PACKAGES

- Options with in-person coach will incur additional travel expenses.
- Schools completing Options 1 or 2 are eligible for the Silver National Whole School Wellbeing Award.
- Those completing Option 3 are eligible for the Gold Award.



### FUNDING

The programme is considered effective use of the following:

- ✓ Pupil Premium Funding
- ✓ Catch-up Funding
- ✓ Sports Premium Funding

**Material is carefully curated to chart the difficult pathway from shallow to profound learning,** leading to changes in adult behaviours, an utterly crucial element of Raising Attainment with Wellbeing.

We embrace the EEF guidance on the Effective Characteristics of Effective Teacher Professional Development<sup>3</sup>, and chapters are created to encourage progressive cycles of reflective learning, with identifiable material that:

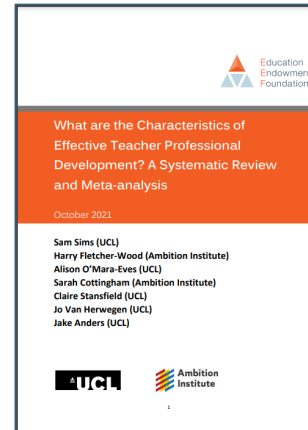
I – Instils insights

G- Motivate goal-orientated behaviour

T - Develops techniques

P – Helps to embed new practice.

The Needs Analysis framework captures the school’s context. Schools can commission coach support if required. And RAW is carefully designed so that a jigsaw puzzle of effective practice can be pieced together to create a school-centric intervention, with different teams and individuals perhaps on different learning pathways, but all aligned to raising attainment through wellbeing.



2.3 Core Strength- Confidence, resilience and growth mindset

- 2.3 Core Strength - Confidence, Resilience and Growth Mindset
- What is Self-Esteem?
- What schools can do to unlock learning, from the perspective of the Maslow Hierarchy of Needs
- Creating a climate to grow self-belief and self-esteem
- Is this an example of a "can-do" culture shifter... or not?
- Final thoughts on Self-Esteem
- Building Resilience
- Building Resilience- External and Internal Factors
- Fostering Academic Resilience - A Focused Approach
- Introduction to Carol Dweck's 'Fixed' and 'Growth' Mindsets
- How Metacognition relates to Growth Mindset



- I - instil insights
- G - motivate goal-orientated behaviour
- T – develop techniques
- P – embed practice**

<sup>3</sup> <https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development-characteristics>

# Impact Reporting



## IMPACT- Initial Impressions

We asked early adopters what they thought of the programme, the delivery model and coach support. Here are just some of the comments:

"At Teynham we have always valued wellbeing and mental health for our pupils and staff. The 'Raising Attainment through Wellbeing' materials have allowed us to focus on certain areas.

"The assessment tool provided, enabled us to identify our weaknesses and celebrate our strengths. From this, we used the exceptional set of materials to provide staff with training, which subsequently led to a more nurturing environment for pupils to flourish in...

"...Furthermore, working with a coach has been invaluable. The support, advice and encouragement we have received as a wellbeing team and as a school has been incredible. Thank you."

Corinne Murray  
Deputy Headteacher  
Teynham CE Primary School

"...We have already been able to strategically assess and evaluate the wellbeing provisions we have currently in place and with the help from the expert guidance and resources made available to us, such as the Audit Tool, we are confident we have a clear vision on how we are going to make giant leaps in effective wellbeing provision as we venture forward..."

Mr Ashley Fernon  
Assistant Head and Wellbeing Lead  
Belmont Castle Academy, Essex

"...Involvement has had a positive impact particularly on staff team knowledge of how childhood experiences impact on wellbeing and how this is intrinsically linked to achievement.

"From middays to senior leadership everyone now approaches behaviours, personal development and wellbeing with more understanding of how our children are trying to communicate and, as a result we have a much more holistic approach to our curriculum, pedagogy and pastoral support. It has made us stop and think about what we are doing and why?"

"The professional development resources are accessible and high quality: really important when you are working with a whole school staff."

Andea Ives  
Principal  
IQRA Primary Academy, Bradford

"The Raising Attainment through wellbeing project has been a transformative initiative, providing invaluable tools and resources for us to support the mental health and wellbeing of their students.

"The excellent training materials provided for leaders were then used to inform and educate our staff, resulting in a more supportive and nurturing environment for our students to thrive in.

"This project is making a truly positive impact."

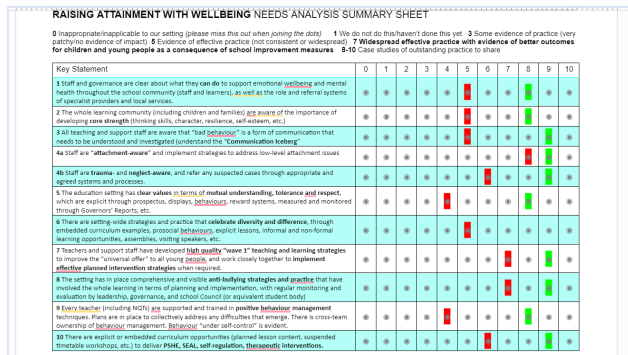
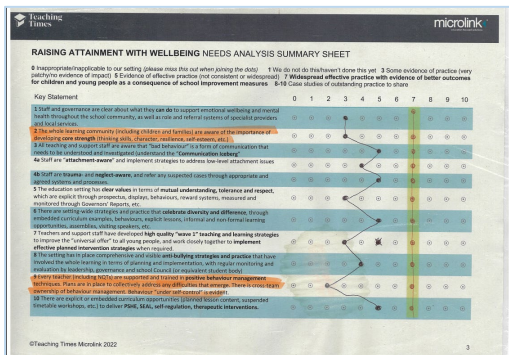
Alison Lowe  
Headteacher  
Even Swindon Primary School

# IMPACT- Using the Needs Analysis Tool

The RAW Needs Analysis framework was used as an essential benchmarking and progress checking tool by all GOLD and SILVER Wellbeing schools. All GOLD Schools completed the process with their assigned Wellbeing Coach.

Although the NA framework also contained a detailed improvement planning framework as well, all schools were encouraged to use existing in-house frameworks for simplicity and in-house commonality.

Schools chose to record their summaries in a variety of ways:

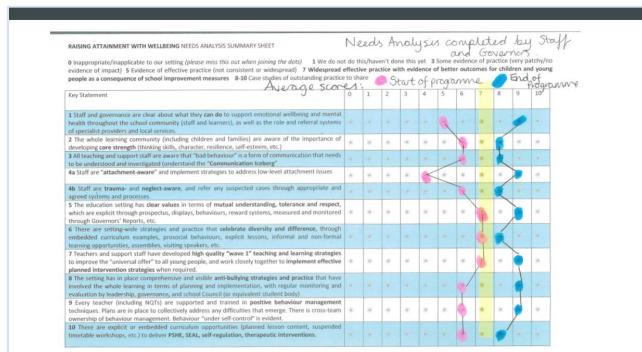
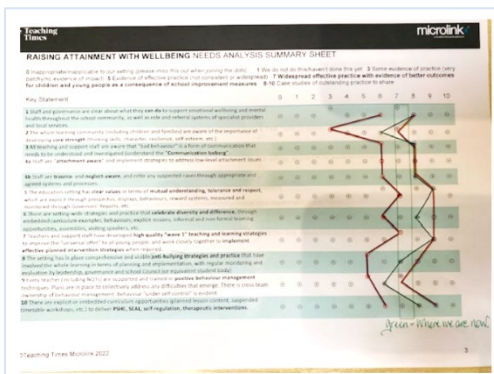


Springboard

Carlton

Key Statement	Initial Score	Where do you want to be in 1 year?	Potential Focus (Autogenerated)	End Score	Improvement (autogenerated)
Statement 1	4	7	3	7	3
Statement 2	2	5	3	4	2
Statement 3	3	6	3	5	2
Statement 4a	1	4	3	4	3
Statement 4b	2	5	3	3	1
Statement 5	1	5	4	7	6
Statement 6	2	5	3	5	3
Statement 7	5	7	2	6	1
Statement 8	3	5	3	5	2
Statement 9	3	6	2	7	4
Statement 10	5	7	2	7	2

Ysgol T Gwynn Jones



St Peters Primary

Middleham and Spennymoor

The NA framework adhered to the key design principle: **Every school is different, every learning community unique.**

No two NAs were identical. No two “before” and “after” data sets were the same.

The following graphics present the averages from 43 of the 53 schools where a complete data set could be easily processed.

One should not read too much into the absolute scores, as coaches were not asked to moderate: instead, a “Likert Scale” relative progress check was at the heart of the process.

In terms of averaged start and end scores, we were delighted to see the wide spread of progress against the statements.

The greatest progress appeared to be made against:

**Statement 2:** The whole learning community (including children and families) are aware of the importance of developing core strength (thinking skills, character, resilience, self-esteem, etc.)

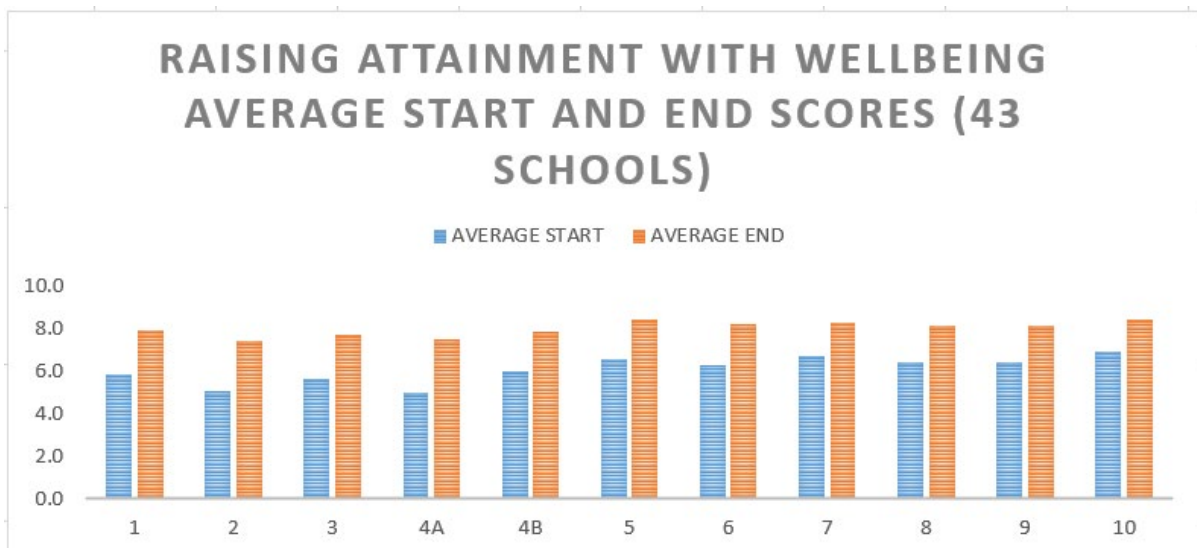
**Statement 4a:** Staff are “attachment-aware” and implement strategies to address low-level attachment issues

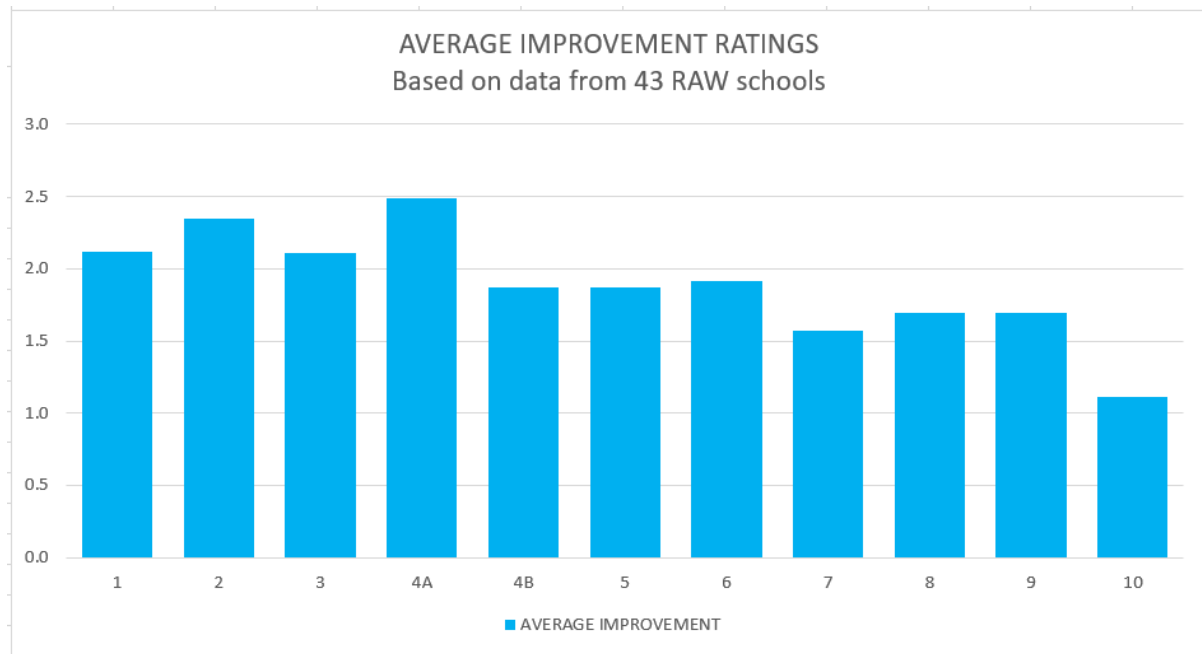
This was followed by:

**Statement 1:** Staff and governance are clear about what they can do to support emotional wellbeing and mental health throughout the school community (staff and learners), as well as the role and referral systems of specialist providers and local services.

And

**Statement 3:** All teaching and support staff are aware that “bad behaviour” is a form of communication that needs to be understood and investigated (understand the “Communication Iceberg”





Schools appeared most comfortable with existing prevalent attitudes and provision in support of:

**Statement 10:** There are explicit or embedded curriculum opportunities (planned lesson content, suspended timetable workshops, etc.) to deliver PSHE, SEAL, self-regulation, mental health awareness, therapeutic interventions.

Following on from the Needs Analysis, every school chose its own path through the linked RAW materials, using them to either support Leadership and Management to develop their knowledge and understanding and then to formulate a change management plan, open up the platform for all staff to develop practice, or build on existing relationships with local and national emotional wellbeing and mental health services, charities and NGOs to develop practice still further.

It is also clear, from some of the schools that self-rated very highly at the start of the process, some learning communities used RAW as an opportunity to validate their existing investment in wellbeing, and the social and emotional impact it had on learning and achievement... but also to forensically seek out ways of improving provision still further.



## IMPACT- Wellbeing, Behaviour, Attendance, Progress

Every school applying for a GOLD AWARD had to complete a comprehensive Case Study framework, and obtain a citation from their Wellbeing Coach to verify the submission.

Microlink is using the LinkedIn social media platform to publish one or two stories a week in celebration of individual school achievements.

These stories are being curated here:



<https://www.microlinkpc.com/raw-honours-board-2023/>

Microlink and Teaching Times are delighted at the wide range of initiatives and progress measures that schools have submitted. These measures are sure to act as catalysts for change in school communities across the UK, and in time globally.

Here are just some of the positive changes that show the impact of Raising Attainment with Wellbeing, illustrated in many cases by unedited screenshots from the Case Study documents themselves.

RAW has helped to create a culture and climate shift that enables existing or new wellbeing initiatives to become more impactful. This is without doubt an added bonus of schools investing in a programme like RAW!

### [The Springboard Project, Greater Manchester](#)

Springboard Project aims to create an ambitious and sustainable provision for students with Social, Emotional and Mental Health (SEMH) needs across Oldham and surrounding boroughs, collaborating with existing mainstream schools, colleges, voluntary organisations, community partners and employers, local business, and industry.

The specific brief of The Springboard Project is to provide high quality innovative alternative educational experiences for students with SEMH needs across the 14-19 age range. Springboard’s aim is to ensure that learners at Key Stage 4 onwards, presently disengaged from local mainstream and resourced schools, will continue with their learning journey through a vibrant alternative offer. The provision will be linked to clear and aspirational adult outcomes, offering a continuing relationship with families until the young person reaches the age of 25.

Springboard currently has 100 students on role, but this is set to grow in the next academic year.

*“Using the needs analysis tool, we were able to identify areas of improvement. Two areas which stood out for Springboard Project were key statement 2 and 9, whole community learning & positive behaviour management. Both scoring a 3 (some evidence of practice (very patchy /no evidence of impact)).*

*By understanding and utilising a whole-school approach we have been able to ensure that we could change and imbed a different way of thinking/working into our school community.”*

**Outcomes**

**Amanda Heathcote Assistant Head** – ‘Evident that behaviour logs have decreased this academic year, due to better relationships between staff and students, A range of alternative therapies and staff CPD around learner wellbeing. This is a huge positive’.

Before	After
<b>22/23</b> – Exclusions due to behaviour this academic year 49.	<b>23/24</b> – Through a change in leadership and a different model of working, school suspensions and exclusions have significantly declined. This academic year there have been none.
Parental contact was often minimal.	Coffee mornings and parent drop-in sessions for parents. Positive praise and weekly phone calls to strengthen the relationships

### Cathedral Primary School, Essex

The Cathedral School is a faith school and is part of the Diocese of Chelmsford. There is a culture where pupils look out for each other and year 6 pupils, for example, are very proud of the work they do in looking after pupils in Reception.

*“Many things were implemented but the need to embed was required and has now been put into place. We now know there is a culture, through wellbeing (and being a church school related to our vision) of resilience, showing courage, perseverance etc...”*

*“...During the RAW programme, we have also been working towards becoming a TPP school (Trauma Perceptive Practice). This has enabled staff to know how to support individuals and given them a scaffold in which to work. This has therefore deepened their understanding of children’s behaviour and development.”*

*“All staff chose an appropriate module related to their individual need and interest.*

*From this:*

- *Staff feedback that there was a lot of reading but that they liked the fact they could download the research document to read and use in their own practise.*
- *There is an improved understanding of certain strategies.*
- *Staff felt more equipped to deal with behaviour and better understanding of context of behaviour.*
- *Staff feel they understand the causes behind destructive behaviour, therefore improved staff and pupil wellbeing.*
- *Staff feel that the programme has been excellent professional development for all those involved”*

#### **Progress data from Autumn 1 22/23-Autumn 2 2023/24 (based on 39 children)**

Reading – 93% expected 32% better than expected progress

Writing – 95% expected progress and 18% better than expected progress

Maths – 79% expected progress and 11% better than expected progress

## Moorlands Junior School, Cheshire

*“The Raising Attainment with Wellbeing programme has informed strategic development and helped us reflect on our wellbeing provision. The resources and guidance offered have helped to implement the values that underpin our work throughout the school. This includes updating policies to inform staff and parents of how we support pupils; providing emotional support through trained staffed and wellbeing ambassadors.”*

The school built on existing emotional and social support systems, through developing behaviour policy, developing a mental health triage system to support identification of needs, and appointing a Counsellor and an ELSA (Emotional Literacy Support Assistant)

RAISING ATTAINMENT WITH WELLBEING NEEDS ANALYSIS SUMMARY SHEET		0	1	2	3	4	5	6	7	8	9	10
0 Inappropriate/applacable to our setting (please miss this out when joining the dots) 1 We do not do this/haven't done this yet 3 Some evidence of practice (very patchy/no evidence of impact) 5 Evidence of effective practice (not consistent or widespread) 7 Widespread effective practice with evidence of better outcomes for children and young people as a consequence of school improvement measures 8-10 Case studies of outstanding practice to share												
Key Statement												
1 Staff and governance are clear about what they can do to support emotional wellbeing and mental health throughout the school community, as well as role and referral systems of specialist providers and local services.	*	*	*	*	*	*	*	*	*	*	*	*
2 The whole learning community (including children and families) are aware of the importance of developing core strength (building skills, character, resilience, self-esteem, etc.)	*	*	*	*	*	*	*	*	*	*	*	*
3 All teaching and support staff are aware that "good behaviour" is a form of communication that needs to be understood and investigated (understand the "Communication iceberg")	*	*	*	*	*	*	*	*	*	*	*	*
4a Staff are "attachment-aware" and implement strategies to address low-level attachment issues	*	*	*	*	*	*	*	*	*	*	*	*
4b Staff are trauma- and neglect-aware, and refer any suspected cases through appropriate and defined systems and processes.	*	*	*	*	*	*	*	*	*	*	*	*
5 The education setting has clear values in terms of mutual understanding, tolerance and respect, which are explicit through prospectus, displays, <a href="#">bulb@ours</a> , reward systems, measured and monitored through <a href="#">Discipline Reports</a> , etc.	*	*	*	*	*	*	*	*	*	*	*	*
6 There are setting-wide strategies and practice that celebrate diversity and difference, through embedded curriculum examples, <a href="#">bulb@ours</a> , support lessons, informal and non-formal learning opportunities, assemblies, visiting speakers, etc.	*	*	*	*	*	*	*	*	*	*	*	*
7 Teachers and support staff have developed high quality "wave 1" teaching and learning strategies to improve the "universal offer" to all young people, and work closely together to implement effective planned intervention strategies when required.	*	*	*	*	*	*	*	*	*	*	*	*
8 The setting has in place comprehensive and visible anti-bullying strategies and practice that have involved the whole learning in terms of planning and implementation, with regular monitoring and evaluation by <a href="#">headship</a> , <a href="#">governance</a> and <a href="#">school Council</a> (or equivalent student body).	*	*	*	*	*	*	*	*	*	*	*	*
9 Each teacher (including NCTE) are supported and trained in positive behaviour management techniques. Plans are in place to collectively address any difficulties that emerge. There is cross-team ownership of behaviour management behaviour underpinned by the school.	*	*	*	*	*	*	*	*	*	*	*	*
10 There are explicit or embedded curriculum opportunities (planned lesson content, suspended timetable workshops, etc.) to deliver <a href="#">PSHE</a> , <a href="#">SEAL</a> , <a href="#">self-regulation</a> , <a href="#">therapeutic</a> interventions.	*	*	*	*	*	*	*	*	*	*	*	*

Before the project	After the project
In a parental survey <b>79%</b> of parents stated that they believe the school supports their child's <u>well-being</u> and personal development effectively	In a parental survey <b>100%</b> of parents stated that they believe the school supports their child's <u>well-being</u> and personal development effectively
In a pupil survey <b>72%</b> of pupils stated that this school looks after their mental and emotional well-being	In a pupil survey <b>99%</b> of pupils stated that this school looks after their mental and emotional well-being
In a staff survey <b>65%</b> of staff stated that this school looks after their mental and emotional well-being	In a staff survey <b>98%</b> of staff stated that this school looks after their mental and emotional well-being

### Co-op Academy, Stoke-on-Trent

Co-op Academy Stoke on Trent is an 11-16 secondary academy, joining the Co-op Academies Trust in 2012. Since that time, the academy has delivered continual improvement in its educational provision and outcomes for students. Students leave the academy in Year 11 to pursue a range of pathways. The academy is now routinely oversubscribed and is the school of choice for its community.

Staff played a pivotal role in the Needs Analysis process, identifying two key areas of development:

Statement 6) *There are setting-wide strategies and practice that celebrate diversity and difference, through embedded curriculum examples, behaviours, explicit lessons, informal and non-formal learning opportunities, assemblies, visiting speakers, etc.*

Statement 7) *Teachers and support staff have developed high quality “wave 1” teaching and learning strategies to improve the “universal offer” to all young people, and work closely together to implement effective planned intervention strategies (Wave 2) when required.*

Each staff Faculty Team developed action plans, leading to extensive focussed activity throughout the year. As a consequence, Student Diversity Champions have been appointed, an Equality and Diversity Governor assigned, and the School Newsletter relaunched in a variety of the fifty home languages represented within the school community.

Teacher Collaboration Time was reviewed, with solutions-focussed sharing of best practice to common challenges. The detail in the planning documentation is remarkable!

“Quality Assurance is now showing an improvement in the students’ ability to ‘verbalise their learning’.”

“When celebrating Diversity Day, a student said, “It’s really lovely that we got to attend school in our traditional dress. It just shows how the school is embracing our culture” - Y8 Student.

“When celebrating Eld, a student said “It was fantastic to see how beautiful everybody looked in their traditional dress, I’ve never seen them before” - Y7 Student

“During Black History Month, the activities the students completed meant that “Everybody is included, and I understand much more now’ - Y9 student

“OFSTED were very complimentary of the support provided for our ECT’s as being ‘comprehensive and robust

#### “Behaviour Audit Visit

Words to describe the school were: “diverse; amazing; unique; caring; welcoming equal and competitive.”

“The values and culture of the school is readily exemplified by the students. There is a rich vein of pride, respect and challenge for the school to utilise to shape the next stage of the journey.”



## Bay House School and Sixth Form, Hants

Bay House is a large 11-18 school within the Gosport and Fareham Multi Academy Trust, with over 2000 students on role.

From the Needs Analysis Process, four key areas were identified as a focus for improvement:

- 1 Staff and governance are clear about what they can do to support emotional wellbeing and mental health throughout the school community, as well as role and referral systems of specialist providers and local services.
- 2 The whole learning community (including children and families) are aware of the importance of developing core strength (thinking skills, character, resilience, self-esteem, etc.).
- 5 The education setting has clear values in terms of mutual understanding, tolerance and respect, which are explicit through prospectus, displays, behaviours, reward systems, measured and monitored through Governors' Reports, etc.
- 8 The setting has in place comprehensive and visible anti-bullying strategies and practice that have involved the whole learning in terms of planning and implementation, with regular monitoring and evaluation by leadership, governance and school Council (or equivalent student body).

### Impact

- We developed a '**Shadow SLT**' made up of volunteers from our staff body who were given the remit of improving staff well-being. They were given access to the RAW platform and used this to research ways in which it can be used to improve staff and pupil well-being.
- **HR is creating a website** designed to support staff. It includes activities staff can take themselves to improve their mental health and wellbeing, signposting where support is available within Bay House and also external specialised support providers and local services.
- **Enabling a sense of belonging** has been identified as a key area of raising well-being for both staff and learners. The following have taken place in the last few months:
  - The first Bay House staff Christmas party took place on 6th December - over 100 staff members attended and feedback was overwhelmingly positive and requests for a summer event requested - the impact of this was seen in a buzz around school on Monday with staff talking about it in corridors.
  - Some members of staff joined together to form a staff band that played Christmas songs in the main hall during lunchtime, the hall was packed, with so many happy faces, a huge buzz around school that afternoon with one tricky Y11 stating "**This is the best day of school ever**"
- Learners continue to demonstrate rapidly improved attitudes to their learning and have an emerging, shared understanding of their responsibility in building a Happy, Successful and Safe school environment. Staff and Pupil feedback both reflect a positive impact of the changes introduced since April 2023. **90%** of staff respondents in May 2023 recorded that behaviour had improved significantly since the April Reset.

- Year-to-date Autumn Term **Year Group attendance data % shows an increase** for 2023-24 year in all year groups when compared to 2022-23 year-to-date Year Group Autumn term:
  - Y7 increased by 1.35%
  - Y8 increased by 1.42%
  - Y10 increased by 1.84%
  - Y11 increased by 1.22%
- Pupils feel safe and secure in school. Pupils are aware of different forms of bullying, and actively try to prevent it from occurring. Bullying in all its forms is challenged and dealt with effectively. **The profile of anti-bullying** is an important thread in what we do and is continually referred to in our assemblies and focus weeks. In May 2023, when pupils were asked whether they had witnessed bullying happen at Bay House School, 43.8% of children said that it happened often. When the same question was asked in the autumn term of 2023, **13.4% of pupils suggested bullying happened often, which was a positive reduction**. When the pupils were asked ‘do you think the school deals with bullying well?’ In May 2023, the ‘Yes’ response was 14.1%, when asked again in the Autumn of 2023, the **‘Yes’ response had increased to 38.3%**. The safeguarding team has recruited an additional member who has responsibility for leading the school’s anti bullying and anti-discrimination initiative. This is alongside another colleague who is responsible for the LGBTQ+ initiatives at Bay House. Anti bullying is embedded in the PSHRE curriculum.
- **In September 2023, the school had 19 Anti bullying Ambassadors. In November 2023, this number increased to 76.** The Anti-bullying Ambassadors across all year groups to support the drive to eradicate bullying from our school.

### The Flourish Federation, Brookfield Infants and Junior School, Kent

On completion of the Needs Analysis process, the school decided to work on three key areas: attachment awareness, the need to develop Core Strength, and Behaviour as a form of communication.

Extensive CPD based on RAW was rolled out to all staff.

Stickers have been used to reward children for their use and application of core strengths (confidence, resilience, etc.), with specific explanation being given to help children understand their successes. Displays, both inside and outside the school building, have allowed pupils to celebrate their success and support the wider community understanding these personal attributes.

*“In Term 4, the CPD focus shifted to positive behaviour management - a clear focus has been put upon child-led behaviour management and providing pupils*

*with the tools they need to take responsibility for their own behaviours. We have adopted a new positive reward system across the school that allows pupils to exchange the points they earn for making good choices – both in learning and daily school life – for concrete rewards.”*

Before		After	
Whole School Leuven’s scales:			
Wellbeing – 91% Level 3 or higher		Wellbeing – 95% Level 3 or higher	
Involvement – 86% Level 3 or higher		Involvement – 93% Level 3 or higher	
Whole school attainment – pupils currently working at the expected standard:			
Reading Term 1 – 27%	Reading Term 4 – 58%	Reading Term 6 – 73%	
Writing Term 1 – 14%	Writing Term 4 – 52%	Writing Term 6 – 78%	
Maths Term 1 – 28%	Maths Term 4 – 59%	Maths Term 6 – 75%	

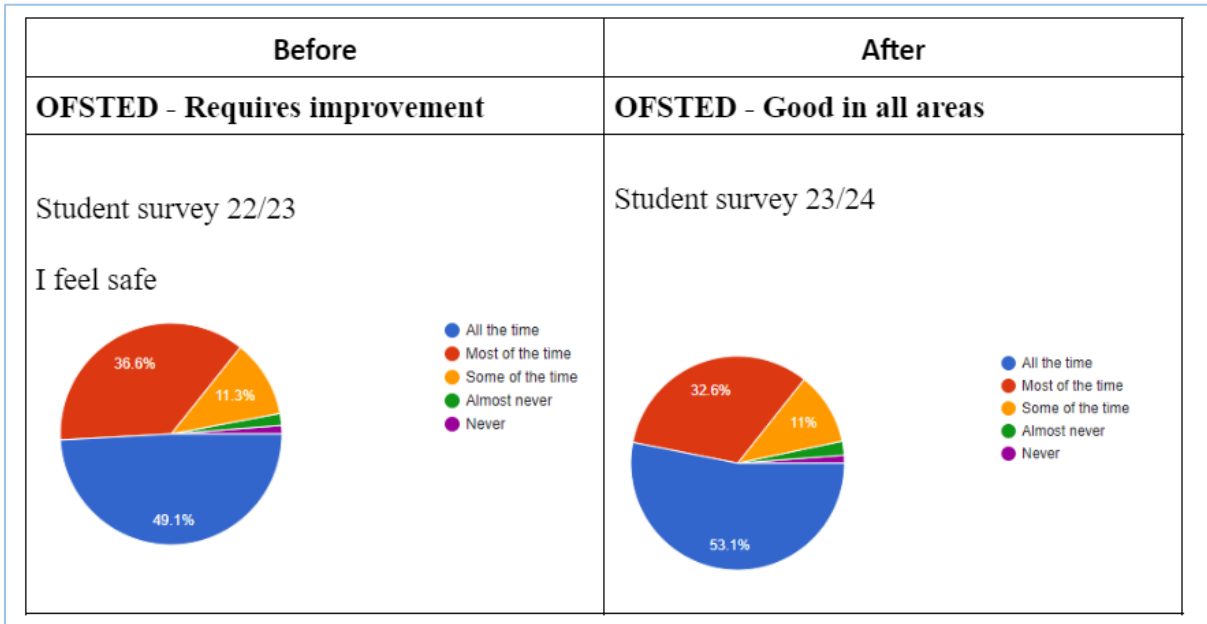
### Queen Elizabeth High School, Lincs

QEHS is a local grammar school within a socially deprived area of Lincolnshire and as such we have a cross section of students who attend from the town of Gainsborough and the affluent villages in the surrounding area. to the local town. Accommodating the needs of all and ‘filling the gap’ is essential for students to thrive and learn.

QEHS also has a unique embedded counselling service that works on a proactive and reactive basis. Group workshops to support students on different themes are built in by local providers. Placement therapists volunteer from local and far-reaching universities and private training schools to attain their BACP registered status within the school. The school is also unique in that it offers a counselling and support service to the entire community including staff. QEHS has identified a further need for new staff and operates a mentoring support system for new teachers as well as a Staff Peer Listening service that we hope to initiate this year.

**“Understanding that behaviour is a form of communication allows staff to remain curious. In developing this watch with curiosity approach and health discussion around ‘perceived negative behaviours; has allowed us to form healthy strategies and put these into practice to support our developing individuals potentially in crisis.**

This has changed the path from a child that could have been a victim of permanent exclusion to one. Using flexible time tabling and a wealth of support, achieving GCSE results that will allow them to move onto further education."



### Trewirgie Primary School, Cornwall

Trewirgie Junior School is a large 3 form entry Junior School that serves an area of social deprivation. This has increased through the pandemic and has worsened during the current cost of living crisis. The school has 28.19% of children who are entitled to PP. However, this figure masks the true levels of deprivation found within our community. National statistics in 2019 showed that Redruth was the 3rd most deprived area in Cornwall and in the top 10% of deprived areas in the UK.

*“At Trewirgie Junior School, we believe that mental health and wellbeing is the basis for a happy and successful life at school and beyond. Wellbeing plays a key role in our school ethos and shapes our policies and procedures implicitly and explicitly. We strive to improve the wellbeing of our children and staff in everything we do, seeking to build resilience, identify and monitor concerns, and support students and families who face life’s inevitable challenges.*

*“We understand that good mental health helps children to learn and explore the world, feel, express and manage a range of positive and negative emotions, cope with and manage uncertainty and develop and thrive. This is central to our approach to learning.”*

The RAW Needs analysis process confirmed that **this was a school community that placed the emotional wellbeing and mental health of learners and staff alike was exceptional, one of the strongest submissions we have received.** A personal visit by the RAW Programme Lead confirmed this! The following images speak louder than words could ever do: a remarkable school community!



Meeting the Year 6 Wellbeing Champions, who could clearly articulate their role and responsibilities, how they were trained, and the type of interventions they could enact with their peers.

Every classroom had a regulation space. For example, one learner would come into school, go straight into the den for 20 minutes, then come out ready to learn.







An office space creatively turned into an undersea soothing regulation space.

The main thoroughfare in the old Victorian school building.



*“Moving into September, we already have new plans to develop our provision and understanding still further.*

***New Wellbeing Room:*** *We will be setting up a new provision where there will be a range of therapeutic activities for children to access and have some control over this. This provision is being shaped by the children too.*

***Profiling:*** *In September we will have profile pictures of the wellbeing team will their skills and expertise. This will enable the wider staff to be able to access the right level of help and support.*

**Training:** Each wellbeing champion will run a training session after school. These weekly sessions will also include training from external professionals. These will upskill staff still further.

**Parenting:** We will be launching our new Hill Hub, a resource for parents. So many of our parents are struggling and there are very few places where they can access help. This will offer both in house support and external support too. If we can support our parents better, we can, in turn, support our children better too.”



## Next Steps

GOLD AWARD WINNERS (to mid-April 2024)

Institute	County	AWARD DATE
Trewirgie Junior School	Cornwall	July 2023
Shireland Collegiate Academy	West Midlands	July 2023
Teynham Parochial CofE Primary School	Kent	July 2024
The Priory School	Surrey	July 2025
The Loddon School	Hampshire	July 2024
Penrice Academy	Cornwall	July 2025
IQRA Primary Academy	West Yorkshire	July 2026
Brookfield Infant and Junior School – The Flourish Federation	Kent	July 2027
Valley Invicta Primary School at Leybourne Chase	Kent	July 2028
St Thomas More Catholic Primary School	Kent	July 2023
Springfield Primary School	Cheshire	July 2023
Ysgol T Gwynn Jones	Wales	August 2023
Boughton Leigh Junior School	Warwickshire	September 2023
Newent Community School & Sixth Form Centre	Gloucestershire	September 2023
All Saints C of E Primary School	Kent	September 2023
Moorlands Junior School	Cheshire	September 2023
Royal Rise Primary School	Kent	October 2023
North Mead Primary Academy	Leicester	October 2023
Carlton J & I School	West Yorkshire	October 2003
Glebe School	Kent	October 2022
Hayle Academy	Cornwall	October 2023
Ramridge Primary School	Bedfordshire	October 2023
Yorkmead School	West Midlands	October 2023
The Meads Primary School	West Sussex	October 2023
St Peter's CE Primary School	Birmingham	November 2020
Giles Junior School	Hertfordshire	November 2021
CASTLE RUSHEN HIGH SCHOOL	IoM	November 2022
The Rochester Grammar School	Kent	November 2023
Barming Primary School	Kent	November 2024
Portway Junior School	Derbyshire	November 2025
Fourfields Community Primary School	Cambridgeshire	December 2023
St Andrew's CEVA Primary School	Northampton	December 2023
Westgate Primary School - Dartford	Kent	January 2024
Our Lady of Fatima Catholic Primary School	West Midlands	January 2024
Bishop Vesey's Grammar School	Birmingham	January 2024



Institute	County	AWARD DATE
The Federation of Middleham & Spennythorne Primary Schools	N. Yorkshire	January 2024
St Joseph's Catholic Primary School	Birmingham	January 2024
Parkway Primary School	Kent	January 2024
Erasmus Darwin Academy	Staffordshire	January 2024
Monks Coppenhall Academy	Cheshire	February 2024
Abbeys Primary School	Buckinghamshire	February 2024
Co-op Academy of Stoke-on-Trent - (Coop Academies Trust)	Staffordshire	February 2024
St Margaret's CE Primary School	West Midlands	February 2024
St Norbert's Catholic Voluntary Academy	Lincolnshire	February 2024
Phoenix Primary School	Liverpool	February 2024
The Cathedral Primary School	Essex	February 2024
The Queen Elizabeth's High School	Lincolnshire	March 2024
Marsh Green Primary School	Essex	March 2024
Wycombe High School	Buckinghamshire	March 2024
Marsden Heights Community College	Lancashire	March 2024
Bay House School - Gosport and Fareham MAT	Hampshire	April 2024
Saint John Wall Catholic School	Birmingham	April 2024
East Coker Community Primary School	Somerset	April 2024
Springboard Project	Lancashire	April 2024
Hillary Primary School	West Midlands	April 2024

### SILVER AWARD WINNERS (to mid-April 2024)

Institute	County	AWARD DATE
Royal Hospital School	Suffolk	July 2023
Five Elms Primary School	Essex	July 2023
Bean Primary School	Kent	July 2023
Westgate Primary School	West Midlands	July 2023
Kings Langley School	Hertfordshire	August 2023
Holly Park Primary School	London	August 2023
Highlands Primary School	Essex	August 2023
Miers Court Primary School	Kent	September 2023
On Track Education Services Ltd	Devon	September 2023
Holy Cross Catholic Primary School	Devon	September 2023
Langley School	West Midlands	September 2023
Feversham Girls' Academy	Bradford	October 2023
Coed-y-Garn Primary School	Gwent	October 2023
Cleadon Church of England Academy	Tyne & Wear	October 2023
Spellbrook C of E Primary School	Hertfordshire	November 2023

Institute	County	AWARD DATE
Riverview Primary School	Staffordshire	November 2023
King James I Academy	Durham	November 2023
St Aidan's Church of England Academy	Durham	November 2023
Even Swindon Primary School	Wiltshire	November 2023
St Bartholomew's CE Primary School	Hertfordshire	December 2023
Haslucks Green Junior School	West Midlands	January 2024
Coombe Wood School	South Croydon	February 2024
Hamstead Hall Academy	Birmingham	February 2024
Waltham Holy Cross Primary Academy	Essex	February 2024
Millcourt School	Halifax	February 2024
St Peter's Catholic Primary School	Essex	February 2024
Gisburn Primary School	Lancashire	February 2024
The Canterbury Academy	Kent	March 2024
Little Heath Primary School	Hertfordshire	March 2024
Our Lady of Lourdes Catholic Primary School and Nursery	Birmingham	April 2024

The RAW resource continues to develop.

In 2023, after working with colleagues from all 32 schools across the Isle of Man, a new suite of materials were added to support the development of a coaching ethos at the heart of school improvement activity, **Coaching for Wellbeing**.

We have also added a comprehensive suite of resources to support the development of **Senior Mental Health Leaders** in primary and secondary schools, a resource and approach that has been validated at the Department for Education.



The screenshot shows the top navigation bar of the microlink website with 'Accessibility Options', a shopping cart icon, and a user profile icon. The main navigation menu includes 'Corporate Services', 'Education', and 'Cloud Solutions'. A search bar is located on the right. The main content area features a blue-tinted banner with the text: 'Raising Attainment With Wellbeing', 'Raising Attainment with Wellbeing (RAW) for Senior Mental Health Leaders (SMHLs)', and a search icon.

<https://www.microlinkpc.com/education-smhl-training/>



This entry point into the RAW portal is a fully supported programme, led by mental health experts within the RAW Delivery Team, which addresses all the critical aspects of SMHL leadership and management responsibilities.

As part of Microlink and Teaching Times commitment to supporting the emotional wellbeing and mental health needs of school communities in England and across the world, **this full suite of resources is now available free-to-view.**

## Raising Attainment with Wellbeing (RAW) for Senior Mental Health Leaders (SMHLs)

Our Senior Mental Health Leader (SMHL) professional development programme will help you create a whole-school approach to mental health and wellbeing that will impact positively on all members of your school community.

MARCH 2024: We are now offering a free entry point to view and use our SMHL online professional development platform, as well as offering a coached route through the materials!



Information Pack →

CLICK ON IMAGE TO DOWNLOAD INFORMATION PACK

In the Autumn of 2024, Microlink is planning an International Festival of Wellbeing and Assistive Learning, hoping to reach 3-4000 school communities across the world.

#ListenToTheRAW

## Selected Case Studies

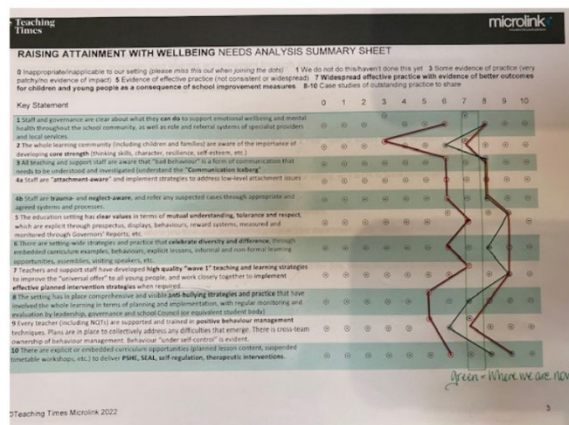
Presented here is a small selection of condensed case studies from participating schools. We could have included all 53! These have been chosen to show the range of settings who have engaged with the programme, and the wide range of distinctive outcomes achieved.

### Promoting Well-Being and Inclusion at St. Peter's CE Primary School

#### Executive Summary:

- St. Peter's CE Primary School has implemented a range of initiatives to promote well-being among students and staff, including mental health awareness, Emotion Coaching, assistive technology, and safe spaces for diverse needs.
- These initiatives have led to a significant reduction in suspensions, incidents of poor behaviour, and child-on-child abuse.
- The school has created a caring and inclusive environment, as evidenced by positive feedback from parents, students, teachers, leaders, and recognition from Ofsted.
- Future steps include continued staff training, expanding technology support, and maintaining ongoing mental health awareness initiatives.

St. Peter's CE Primary School, situated in a diverse urban community, has implemented a range of initiatives to foster well-being among its students and staff. These efforts encompass mental health awareness, Emotion Coaching, assistive technology, and the creation of safe spaces for students with diverse needs. As a result of these initiatives, the school has seen a notable reduction in suspensions, incidents of poor behaviour, and child-on-child abuse. The school's commitment to creating a caring and inclusive environment has garnered positive feedback from parents, students, teachers, leaders, and even recognition from Ofsted. Future steps include continued staff training, expanding technology support, and maintaining ongoing mental health awareness initiatives.



## Introduction:

St. Peter's CE Primary School, located in an urban community, has been dedicated to promoting the well-being of its students and staff. In this report, we will explore the school's initiatives, their impact, and future plans, highlighting the school's commitment to creating a safe, inclusive, and supportive learning environment.

## Initiatives to Promote Well-Being:

1. **Mental Health Awareness:** St. Peter's CE Primary School recognises the importance of mental health and has made significant efforts to raise awareness among its students and staff. The school has incorporated mental health education into its curriculum, helping students better understand and manage their emotional well-being. Staff members are also trained to identify and address mental health concerns, creating a supportive environment for all.
2. **Emotion Coaching:** Emotion coaching is a cornerstone of the school's well-being initiatives. By teaching students' the skills to recognise and manage their emotions, St. Peter's helps them develop important social and emotional competencies. This approach equips students to navigate challenges and conflicts effectively, contributing to their overall well-being.
3. **Assistive Technology:** The school has introduced assistive technology to accommodate the diverse needs of its students. By providing tools and resources tailored to individual requirements, St. Peter's ensures that every student can access the curriculum and participate in the learning process effectively. This approach empowers students to reach their full potential.
4. **Safe Spaces:** The creation of safe spaces within the school is another vital initiative to promote well-being and inclusion. These spaces are designed to cater to students with diverse needs, ensuring they have a supportive environment in which to learn and socialize. This initiative embodies the school's commitment to providing equal opportunities for all its students.

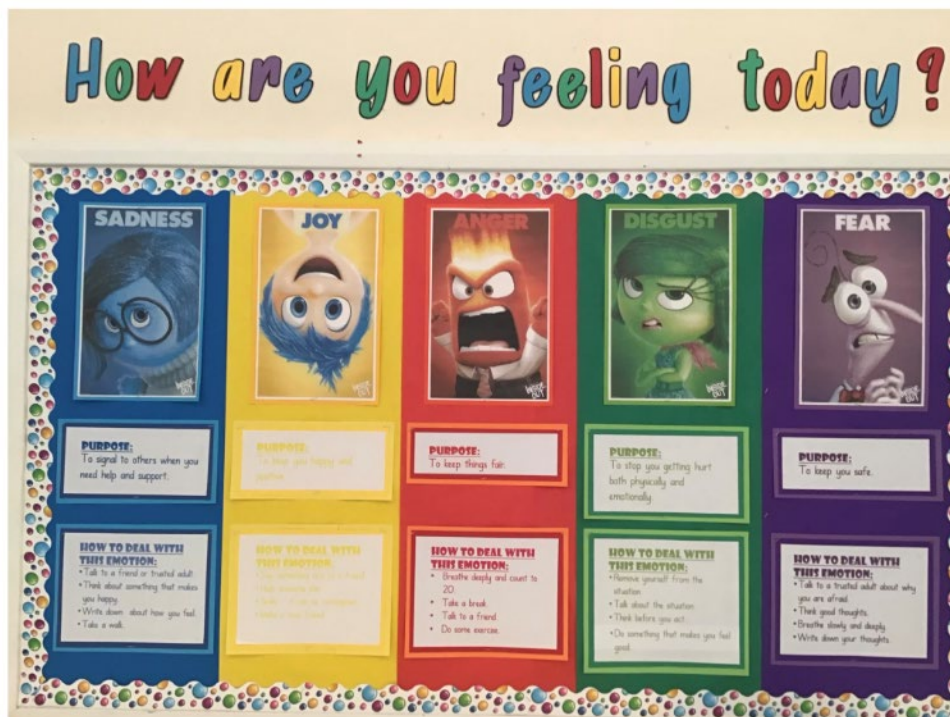


Junior Sensory Room

**Positive Outcomes:**

The well-being initiatives at St. Peter's CE Primary School have yielded tangible positive outcomes:

- **Reduction in Suspensions:** The school has experienced a significant reduction in the number of suspensions, indicating improved behaviour and conflict resolution skills among the students.
- **Decrease in Poor Behaviour Incidents:** Incidents of poor behaviour, such as bullying or disruptive conduct, have also decreased, contributing to a more positive and safe school environment.
- **Lower Child-on-Child Abuse Cases:** Child-on-child abuse cases have declined, highlighting the success of the school's efforts in creating a safe and supportive atmosphere where students can thrive.



**Creating a Caring and Inclusive Environment:**

The commitment to fostering a caring and inclusive environment is evidenced by the positive feedback received from various stakeholders:

- **Parents:** Parents have expressed their satisfaction with the school's well-being initiatives, recognising the positive impact on their children's academic and emotional development.
- **Students:** Students themselves have responded positively, reporting improved emotional well-being and a greater sense of safety, and belonging.

- **Teachers:** Teachers have noted the benefits of the school's initiatives in promoting a positive classroom atmosphere and reducing disruptions.
- **Leaders:** School leaders are pleased with the impact of the initiatives on overall school culture and student well-being.
- **Ofsted Recognition:** The school's dedication to well-being has earned recognition from Ofsted, affirming its high standards of education and support.

#### **Future Steps:**

To continue building on their successes, St. Peter's CE Primary School has outlined the following future steps:

- **Continued Staff Training:** The school is committed to providing ongoing training for its staff members to ensure they are well-equipped to support students' emotional and educational needs effectively.
- **Expansion of Technology Support:** St. Peter's plans to expand its assistive technology resources to further accommodate students with diverse needs, enabling them to engage in the learning process with greater ease.
- **Ongoing Mental Health Awareness Initiatives:** The school recognizes the importance of maintaining and expanding mental health awareness initiatives to ensure that students and staff remain well-informed and supported.

#### **Conclusion:**

St. Peter's CE Primary School's dedication to promoting well-being and inclusion has resulted in a notable improvement in student behaviour and a positive school environment. The school's initiatives, which encompass mental health awareness, Emotion Coaching, assistive technology, and safe spaces for diverse needs, have received widespread support from parents, students, teachers, leaders, and Ofsted. As the school continues to invest in staff training, technology support, and ongoing mental health awareness initiatives, it is poised to further enhance the well-being of its community and maintain its reputation as a caring and inclusive learning institution.



## Wellbeing at Newent College:

### Summary

- **HEART Values Success:** The introduction and embedding of HEART values resulted in a 93.8% student awareness and a significant reduction in negative behaviour points.
- **Behaviour Management Impact:** The correlation between HEART values and the new behaviour management system showcased a positive impact on student behaviour.
- **Strategic Resource Utilization:** Effective use of Teaching Times resources facilitated the identification of strengths, weaknesses, and progress tracking.
- **Future-Forward Approach:** Newent College is committed to building on its wellbeing success, with plans for further embedding values, refining behaviour policies, and launching a Wellness Wednesday program to support parents.

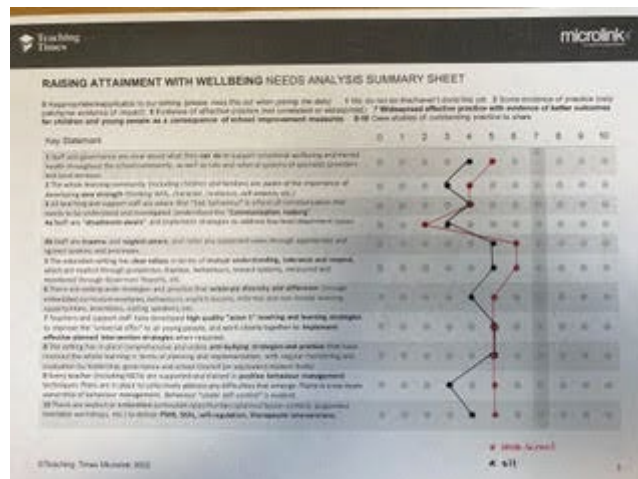
Newent College, an inclusive 11-19 provision nestled in the heart of the picturesque town of Newent, is committed to fostering a thriving and supportive community. With a catchment area extending into Gloucester and the Forest of Dean, the college serves a diverse student population of 1200. Over the last two years, the college has undergone significant changes in its Senior Leadership Team (SLT) structure, providing a unique backdrop for a dedicated focus on wellbeing.

### Context

The ethos of Newent College is rooted in the pursuit of excellence, providing a challenging, stimulating, creative, and diverse learning environment. Despite being a non-selective school, the college competes with several grammar schools in Gloucestershire. The SLT has navigated through the challenges of this period of change, demonstrating resilience and adaptability.

### Needs Analysis and Focus Areas

The Needs Analysis, conducted by the SLT and later extended to the entire staff body, identified key focus areas - Statements 5 and 7 - despite behaviour management presenting as a weaker aspect. The rationale was to leverage the school values and high-quality teaching to indirectly address behaviour management. The analysis provided a shared understanding of the challenges, fostering staff buy-in and a collective commitment to improvement.



### Utilization of RAW Resources

To support developments, the Assistant Head responsible for Teaching and Learning, along with the Headteacher, extensively utilized resources from the Teaching Times website. Access to these materials empowered SLT members and key staff to integrate strategies seamlessly into their daily work. The resources served as a valuable reference point, aiding in recognizing strengths, addressing weaknesses, and tracking progress effectively.

### Impact Assessment

The impact of the interventions has been profound. A focus on school values, encapsulated in the acronym HEART (Honesty, Excellence, Accountability, Respect, and Teamwork), has driven positive change. Through an inclusive process involving staff, students, and the wider community, HEART was introduced and progressively embedded. A survey conducted in term 6 revealed impressive results:

- 93.8% of students could articulate the HEART values.
- Negative behaviour points reduced significantly from 627 to 230.
- Awareness of school values among students increased from 0% to 93.8%.

The introduction of the HEART values was complemented by a new behaviour management system. Early indicators suggest a positive impact on behaviour, reinforcing the correlation between values-driven initiatives and improved conduct. The progress made was shared regularly at Senior Leadership and Governor meetings, ensuring transparency and accountability.

<b>Behaviour – Stages of Consequence</b>			
LR Level	Immediate Response	Possible Sanctions	Behaviour
L1	Warning	None	Low level disruption/failing to uphold School Values. e.g. TooT, noises, fidgeting, calling out, chatting, distracting others
L2	CQ L2	Teacher Break detention 3x CQ in a week = report card	Persistently disruptive behaviour, failing to uphold School Values.
L3/L4	Reflection		

### Quotes from Stakeholders

Stakeholder perspectives provide valuable insights into the impact of the wellbeing initiatives at Newent College:

- A parent expressed, "I've noticed a positive change in my child's attitude towards school. The focus on values is making a difference."
- A teacher shared, "The emphasis on wellbeing has created a more positive teaching environment. Students seem more engaged and cooperative."
- An Ofsted representative noted, "The commitment to wellbeing is evident in the positive shift in behaviour and the inclusive atmosphere within the college."

### Next Steps

Looking ahead, Newent College is committed to building on its success. Plans include:

- Continuing to embed HEART values and refining the behaviour policy.
- Focusing on a reward system for positive behaviour.
- Prioritizing staff wellbeing alongside student wellbeing.
- Launching a Wellness Wednesday program to support parents with their children's wellbeing.

### *Conclusion*

In conclusion, the journey toward wellbeing excellence at Newent College reflects a holistic commitment to fostering a positive and inclusive community. The strategic focus on values, supported by the Teaching Times resources, has yielded tangible results. The college is poised to build upon this success, with an unwavering commitment to continuous improvement.

## Wellbeing at Westgate Primary School

### *Introduction*

Westgate Primary School has undertaken a transformative journey in prioritizing and enhancing the wellbeing of its school community. This report details key information, the context of the school and its community, issues identified through Needs Analysis, the utilization of RAW resources, the impactful changes made, and plans for the future. The report concludes with a validation statement from the Wellbeing Coach, Lisa Stone.

### **1. Key Information**

Westgate Primary School, a one-form-entry primary school catering to ages 4-11, serves a diverse community of 212 pupils. Notably, 117 pupils have English as an Additional Language (EAL), 36 have identified Special Educational Needs (SEN), 44 receive Pupil Premium funding, and 58 are eligible for Pupil Premium. The school emphasizes a partnership in education between home and school, striving for all children to achieve success, grow in self-confidence, and respect their surroundings.

### **2. Context**

Westgate Primary School prides itself on being 'a great place to be,' fostering a distinctive ethos through strong relationships with children and families. The school's learning experience is inclusive, with high expectations for all. The commitment to a partnership in education is evident in the dedicated and enthusiastic staff and governors.

### **3. Identified Focus Areas through Needs Analysis**

The Needs Analysis identified three critical areas for developing wellbeing at Westgate:

1. **Support for Emotional Wellbeing and Mental Health:** Clarity was sought for staff and governance regarding supporting emotional wellbeing and mental health, including the role of specialist providers and local services.
2. **Importance of Core Strength:** Emphasis was placed on developing core strength awareness within the entire learning community, including children and families.
3. **Clear Values in Mutual Understanding:** Ensuring clear values of mutual understanding, tolerance, and respect were explicit in various aspects of school life, including the prospectus, displays, behaviours, reward systems, and governor reports.

The school aimed to develop these areas collaboratively with school governors, enhance communication with parents, and establish a strong wellbeing culture.

### **4. Utilization of RAW Resources for Development**

The school utilized RAW resources effectively, with key staff focusing on specific areas. The Wellbeing Coach, Lisa, played a crucial role in identifying areas for development and supporting the implementation of changes. Strategies were disseminated through staff training, updating the school website, and establishing new systems for wellbeing, such as a staff wellbeing group and a pupil daily check-in scale.

## 5. Impact

The impact of the interventions is evident across various aspects:

- **School Values:** From having no specific school values, Westgate now boasts seven embedded values alongside British values.
- **Wellbeing Strategies:** The school website now has a dedicated wellbeing section, offering resources and support links for parents and carers.
- **Personnel:** The introduction of a trained Mental Health Lead and Pupil Wellbeing Ambassadors demonstrates a commitment to addressing wellbeing comprehensively.
- **Suspensions:** A notable **improvement** is seen in the reduction of suspensions from 4 (totalling 6 days) in 2022-2023 to none to date in 2023-2024.
- **Survey Results:** Initial survey results reflecting a lack of confidence in supporting wellbeing have been superseded by positive feedback from parents, pupils, and staff.

<p><b>Wellbeing Support</b></p> <p><b>Staff Support Line:</b> Confidential counselling service, provided by the Trust as part of their commitment to staff care. Tel: 0330 124 9994 Email: <a href="mailto:supportline@staffcareservices.org.uk">supportline@staffcareservices.org.uk</a></p> <p><b>Mind</b> Information and support for mental health Tel: 0300 123 3393 <a href="https://www.mind.org.uk/">https://www.mind.org.uk/</a></p> <p><b>Every Mind Matters:</b> NHS website with expert advice and practical tips to look after your mental health and wellbeing. <a href="https://www.nhs.uk/oneyou/every-mind-matters/">https://www.nhs.uk/oneyou/every-mind-matters/</a></p> <p><b>Kent Wellbeing Service:</b> Information on local and national services to support mental health and wellbeing, and localised hub of information . <a href="http://www.kent.gov.uk/wellbeing">http://www.kent.gov.uk/wellbeing</a></p> <p><b>Bexley Mental Health Crisis Line</b> 24 hour telephone services for Bexley residents. Tel: 0800 330 8590</p> <p><b>Education Support Service:</b> Free service for school staff, offering a telephone helpline and counselling whatever your worries. Tel: 0800 562 561 <a href="https://www.educationsupport.org.uk/get-help/help-for-you/helpline/">https://www.educationsupport.org.uk/get-help/help-for-you/helpline/</a></p>	<p><b>Practical Support</b></p> <p><b>Alcohol Concerns</b> If you are concerned that you or someone else has a problem with alcohol, there is a lot of support available. Information and advice can be found here: <a href="http://www.drinkaware.co.uk/advice">www.drinkaware.co.uk/advice</a></p> <p><b>Benefits</b> View benefits you may be able to claim. Telephone 0345 600 0723 or use the following link: <a href="https://www.gov.uk/browse/benefits">https://www.gov.uk/browse/benefits</a></p> <p><b>Bereavement</b> Support to help cope with bereavement. <a href="https://www.gov.uk/guidance/bereavement">https://www.gov.uk/guidance/bereavement</a></p> <p><b>Coronavirus</b> For advice visit the NHS website: <a href="https://www.nhs.uk/conditions/coronavirus-covid-19/">https://www.nhs.uk/conditions/coronavirus-covid-19/</a></p> <p><b>Dartford Borough Council</b> A range of local and national information and services to support families. <a href="https://www.dartford.gov.uk/by-category/business/business-support-and-advice/covid-19-and-our-community">https://www.dartford.gov.uk/by-category/business/business-support-and-advice/covid-19-and-our-community</a></p> <p><b>Tonbridge &amp; Malling Borough Council</b> A range of local and national information and services to support families. <a href="https://www.tmbc.gov.uk/homepage/18/covid-19-information-and-support">https://www.tmbc.gov.uk/homepage/18/covid-19-information-and-support</a></p> <p><b>Bexley Council</b> A range of local and national information and services support families. <a href="https://www.bexley.gov.uk/">https://www.bexley.gov.uk/</a></p>	<p><b>Cost of Living Support</b> <a href="https://www.kent.gov.uk/leisure-and-community/cost-of-living-support">https://www.kent.gov.uk/leisure-and-community/cost-of-living-support</a> <a href="https://www.bexley.gov.uk/services/cost-living/help-cost-living">https://www.bexley.gov.uk/services/cost-living/help-cost-living</a></p> <p><b>National Debt Line</b> offers free, debt advice Tel: 0808 808 4000</p> <p><b>Domestic Abuse Helpline</b> Support is available 24 hours a day, on freephone: Tel: 0808 2000 247 <a href="https://www.nationaldahelpline.org.uk/">https://www.nationaldahelpline.org.uk/</a></p> <p><b>Food Banks</b></p> <p><b>DARTFORD:</b> City of David Church, Tel: 01322 225850 Mary's Child can help with food and home goods: Tel: 01322 382031 Gateway Church, Tel: 01322 292097 St. Edmunds Church, (Reverend Mandy Young) Tel: 07551 993619 Kent Together Tel: 03000 419 292</p> <p><b>TONBRIDGE:</b> F.E.A.S.T., Tonbridge Methodist Church, Tel: 07704 681191 <a href="http://www.feast.org.uk/">http://www.feast.org.uk/</a> Sustain Community Food Bank, Tel: 01732 352824 Pembury Community Larder, Tel: 01892 825590 Tonbridge Wells Nourish Food Bank, Tel: 01892 548892 Kent Together Tel: 03000 419 292</p> <p><b>BEXLEY:</b> <a href="https://bexley.foodbank.org.uk/">https://bexley.foodbank.org.uk/</a> c/o Avery Hill Christian Fellowship, Southsprings, Sidcup, DA15 5EA Tel: 07932 431550</p>
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## Quotes

Quotes from various stakeholders highlight the positive impact on the school community, emphasizing the shift towards a more supportive and inclusive wellbeing culture.

Y3 Pupil – Wellbeing survey – November 2023:

*“My school is a good place.”*

Y5 Pupil – Wellbeing survey – November 2023

*“They are supporting me/us, -children- in every single way they can!”*

Y2 Pupil – Wellbeing survey – November 2023

*“WHEN I GET SAD I CAN SPEAK TO THE WORIE MONSTER.”*



## 6. Next Steps

The school continues to prioritize wellbeing, with plans for ongoing improvements. Future actions include sustaining and expanding initiatives, engaging families in resilience-building, and maintaining a focus on core strength and metacognitive classrooms.

### Validation Statement - Wellbeing Coach

Lisa Stone, the Wellbeing Coach, commends Westgate Primary School for its commitment to wellbeing. The school's already solid performance in wellbeing provision has been further enhanced through focused efforts. The audit process highlighted existing excellent practices, allowing for explicit identification, and embedding of these practices. The school's dedication is evident in various improvements, including updates to the school website, staff training, and the establishment of a Mental Health Coordinator.

In conclusion, the Wellbeing Coach recommends Westgate Primary School for the Gold Award and Pioneer status, acknowledging their outstanding efforts in fostering a wellbeing culture.

### Conclusion

Westgate Primary School's journey towards prioritizing and enhancing wellbeing is commendable. The positive impact on the school community, coupled with ongoing commitments and plans for the future, positions Westgate as a model for comprehensive wellbeing initiatives in primary education.

## Wellbeing at Springfield Primary School: A Comprehensive Report

### 1. Key Information

Springfield Primary School, located in the town centre of Sale, has undergone significant changes and expansion over the years, evolving from a 2 to 3 form entry school. The school, with 683 children on roll, serves a diverse catchment area with varying social and economic contexts. Despite challenges such as limited playground space and a notable increase in EAL (English as an Additional Language) students, Springfield has maintained high levels of progress and achievement, consistently ranking above local and national averages.

- **SWAN Club Success:** SWAN Club's implementation significantly reduced anti-social incidents, improved social interactions, and decreased anxieties among students, contributing to a more conducive learning environment.
- **Attendance Improvement:** The targeted intervention resulted in a notable increase in attendance from 91.82% to 98.00% for the select group identified in the spring of 2023.
- **Positive Peer Relationships:** The SWAN Club initiative facilitated positive peer relationships across different age groups, emphasizing the importance of peer-based initiatives in fostering a supportive school community.
- **Parental Engagement:** RAW modules enhanced communication with parents, leading to the development of new materials for monthly newsletters that support children's positive views of school, addressing separation and anxiety issues.

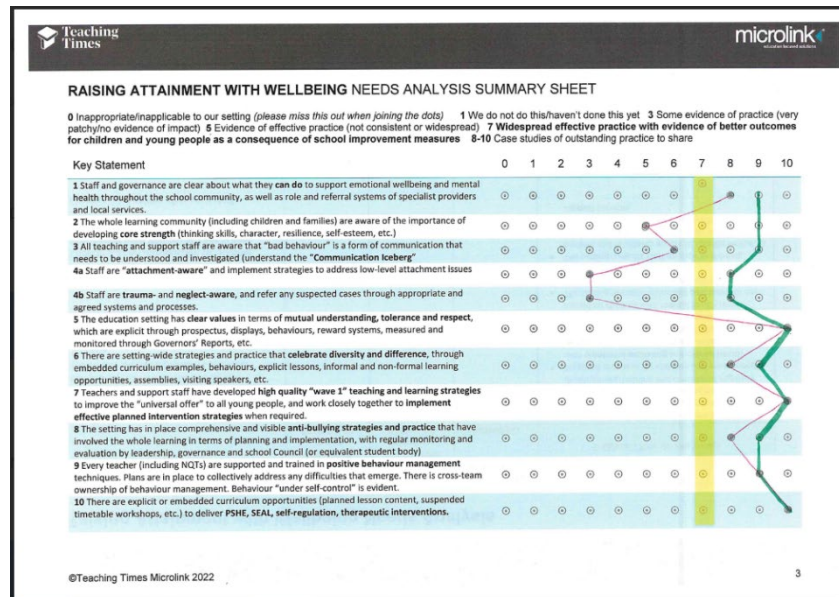
### 2. Context and Community

The school's expansion, which began in 2014, resulted in a three-form entry structure and a new two-storey extension. Additionally, Springfield introduced its extended school day provision, STAR Club, in 2015, contributing significantly to the school budget and fostering community support. The leadership team has remained strong, and despite an influx of new teaching staff, turnover has been low. The demographic changes, including a surge in EAL students, have been managed adeptly, with progress and achievement levels consistently exceeding benchmarks.

### 3. Identified Issues and Focus Areas through Needs Analysis

The school's Needs Analysis highlighted specific challenges related to staff awareness of attachment, trauma, and neglect. Unstructured times of the day, particularly in the limited playground space, presented difficulties for children, including those with SEND, attachment issues, and children who were looked after. Parents were also observed to struggle with morning drop-offs, indicating potential separation and anxiety issues.

The school's response involved targeted training for staff, focusing on attachment awareness and trauma-informed practices. A comprehensive action plan was developed, addressing issues during unstructured times. The RAW modules played a crucial role in enhancing communication with parents and refining strategies to support children's positive views of school.



#### 4. Utilization of RAW Resources for Development

The RAW resources guided the implementation of structured lunch breaks through the creation of SWAN Club (Springfield Well-being at Noon). The club, designed for identified children, provided a dedicated space for social interaction and support. Training on trauma and attachment was extended to staff, particularly those involved in lunchtime supervision, enhancing positive interactions among students. The TASC Wheel, initially used for academic purposes, was applied to social situations, promoting diverse and accessible learning.

The impact of RAW resources extended to the Emotional Literacy Support Assistant (ELSA), who found the attachment module particularly valuable in enhancing her practice. The school's confidence in its existing practices was reinforced through the RAW modules, validating their current approach as good practice.

#### 5. Impact of Interventions

The establishment of SWAN Club had a significant positive impact on the well-being of students. The club, split into two sessions for different age groups, facilitated new friendships and provided a supportive environment for children with social anxiety and attachment issues. The reduction in anti-social incidents on the playground, improved social interactions, and decreased anxieties contributed to a more conducive learning environment.

Key statistics, particularly in attendance, demonstrated a positive shift. For the select group identified in the spring of 2023, attendance increased from 91.82% before the intervention to 98.00% after its implementation, showcasing the tangible impact on the targeted group of children.

**SWAN CLUB**

Referral accepted **YES** NO

Start Date .....September 2022.....[.....](#)

Sessions	Monday	Tuesday	Wednesday	Thursday	Friday
	X		X		

Friend referral accepted **YES** NO      Name of friend  
 .....X.....[.....](#)

**Evaluation of sessions by SWAN Club**  
 X is happy to interact with older peers and is engaging in different areas including board games. He is confident to express his feelings and needs to me.

**Class Teacher Evaluation**  
 X does enjoy routine and things he feels more confident to engage in but since attending SWAN club he is definitely more willing to try new things and interact with a wider range of peers.

**Child Evaluation**  
 I feel happy in SWAN Club because I like to talk to people and play in all the areas.

**Parent Evaluation**  
 X has loved SWAN club this year and talks about it in the evenings afterwards and the school runs. His interaction with others was always something that we were keen to nurture, as his social skills were clearly behind his academic ability (particularly last year in Reception). There's no doubt SWAN club has really helped with this and has given him a chance to get together with others away from football chat/ the football pitch. He is constantly wrestling with his desire to be with his mates talking about City or running around in the playground versus doing other activities, which is why, at times he may have not appeared desperate to go into SWAN club, but he has always enjoyed the tasks once there.

## 6. Wellbeing Coach Validation Statement

John Rees, the Wellbeing Coach, commended Springfield Primary School's commitment to well-being, highlighting the leadership's explicit intent and the broad support from staff. Regular coaching sessions involved reviewing the needs analysis and monitoring the implementation of RAW resources. The coach praised the school's proactive approach to capitalize on opportunities for improving learning and life chances.

In-person engagement with the school revealed a thirst for learning, significant staff engagement, and a culture of self-improvement. The coach validated the Gold Award

submission, emphasizing the alignment of well-being efforts with academic attainment and overall health.



## Wellbeing at Loddon School – Gold Award and Pioneer School

### Key Points

- Loddon School has focused on staff wellbeing in response to the challenges faced by staff working with children with complex behaviours and lower-than-average pay.
- The school established a Wellbeing Forum and offers initiatives such as Employee Assistance Programs, on-site counselling, and wellbeing walks to support staff.
- The RAW program has been utilised to develop a wellbeing culture, with leadership and trustees completing relevant modules to raise awareness.
- Staff wellbeing has become embedded in the school's organisational practice, with a greater emphasis on considering both physical and mental health.
- A staff survey has shown positive results, with staff feeling more supported, safe, and well-informed about wellbeing and mental health.

Loddon School is an exceptional provision serving exceptional children and young people.

Loddon School is an independent, charitable, dual-registered Residential Children's Home and Education Provision that serves 30 young people with severe autism, profound learning and communication difficulties, and associated restrictive behaviours. These young people attend the school 24/7, and most are looked after by their respective local authorities. The school is committed to providing holistic and integrated care and education, with a focus on enabling children to thrive, achieve positive outcomes, and have the best quality of life possible.

The school has already earned an "Outstanding" status across its Care and Education provision from Ofsted, which emphasizes the emotional, social, and academic well-being of the children. The staff are described as extremely kind and caring, with an expert understanding of autistic spectrum disorders.

### Context

The Loddon School community caters to children with complex special educational needs (SEN) and challenging behaviours. The school's bespoke curriculum, Personalized Learning for Life Using Supportive Strategies, is designed to cater to the unique needs of each child, promoting functional and meaningful learning based on their interests and preferences. Learning occurs wherever the child feels comfortable, with a strong focus on community engagement and participation in relevant leisure and learning activities.

Over the past two years, the school has intensified its focus on staff wellbeing. This is in response to the challenges faced by staff members who work directly with children with

complex behaviours. The diverse staff team, including many international staff, have been affected by the global COVID-19 pandemic, resulting in feelings of isolation from their home countries.

The school has implemented various initiatives to support staff wellbeing, including an Employee Assistance Program, on-site counselling, and wellbeing walks. A Wellbeing Forum was established to provide proactive and solution-focused support, though there is room for further engagement with harder-to-reach staff, such as night and part-time employees.

### Key Issues and Focus Identified Through Needs Analysis

The Needs Analysis conducted at Loddon School identified several key issues and areas of focus, in the spirit of continuous improvement from a strong base:

1. Developing a whole-school approach to staff and learner emotional wellbeing and mental health.
2. Trauma and neglect awareness among staff.
3. Promotion of diversity and inclusion.
4. Enhancing cohesion and reducing sub-groups, particularly regarding agency staff.
5. Encouraging empathy and kindness.

**The RAW program was recognized as a valuable resource to address these issues and support the development of staff wellbeing.**

### Using RAW Resources to Support Developments

The RAW resources have been used in various ways to support staff wellbeing developments at Loddon School. The school's leadership and trustees have completed relevant modules to raise awareness of the programme and develop a wellbeing culture.

Access to the complete programme was provided to key groups, including the Leadership Team, Wellbeing Forum members, mental health first aiders, and all managers.

Furthermore, the Wellbeing Coach has played a crucial role in delivering content as a part of continuing professional development for forum members. Discussions with the RAW team have explored the possibility of



developing specialised content for SEN settings. Some RAW content has been integrated into the school's internal training, particularly messages related to stress and self-care for staff during induction sessions.

### Impact

The impact of the school's wellbeing initiatives has been extensive and has improved the overall mood of staff. A staff survey provided an initial benchmark for stress, resilience, and wellbeing indicators, allowing for annual comparisons. Key highlights from the survey include:

- 78% of respondents felt encouraged to talk openly about their wellbeing.
- 87% of respondents believed their line managers would provide good support for mental wellbeing matters.
- 80% of respondents felt the school actively supports the mental health and wellbeing of all staff.
- 51% of respondents had attended at least one wellbeing event.



Staff wellbeing walk

The survey results indicate a positive shift in staff perception and participation in wellbeing activities. Staff members also feel safe, supported, and well-informed about wellbeing and mental health.

Communication about wellbeing, stress, and mental health has become a regular and positive aspect of leadership communication. The school has witnessed better utilisation of referrals and signposting to staff supports by line managers, particularly regarding post-incident debriefs.

### Next Steps

Loddon School plans to continue and expand its wellbeing initiatives to further enhance staff wellbeing. The school will conduct annual surveys to track progress and identify areas for improvement. The school will also explore opportunities for incorporating more specialised content from the RAW program.

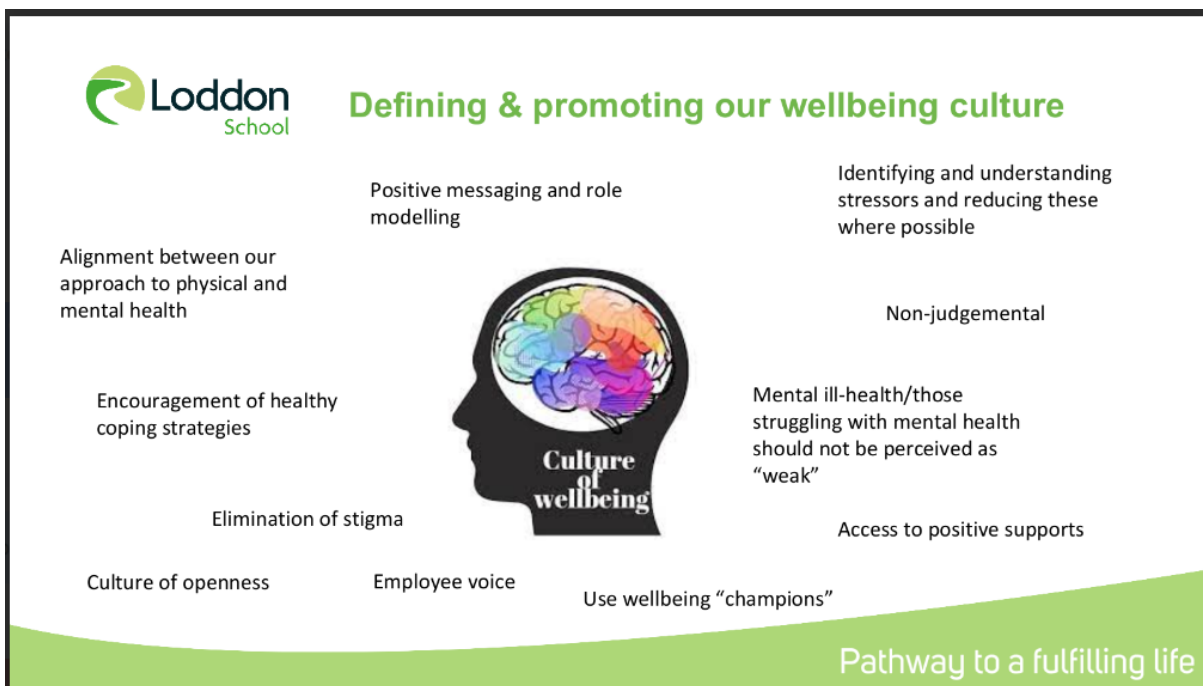
### Wellbeing Coach Validation Statement

*“Loddon School's commitment to wellbeing and their enthusiasm to create a culture of support has exceeded expectations throughout the RAW program. The*

*school's dedication to wellbeing as a driver for success has been inspiring. Congratulations on achieving the RAW Gold Award."*

**Postscript**

Two of Loddon’s staff have now become RAW Wellbeing Coaches. We are delighted to have serving teaching professionals as part of our delivery team.



## Report on Wellbeing at Castle Rushen High School, Isle of Man

### Introduction:

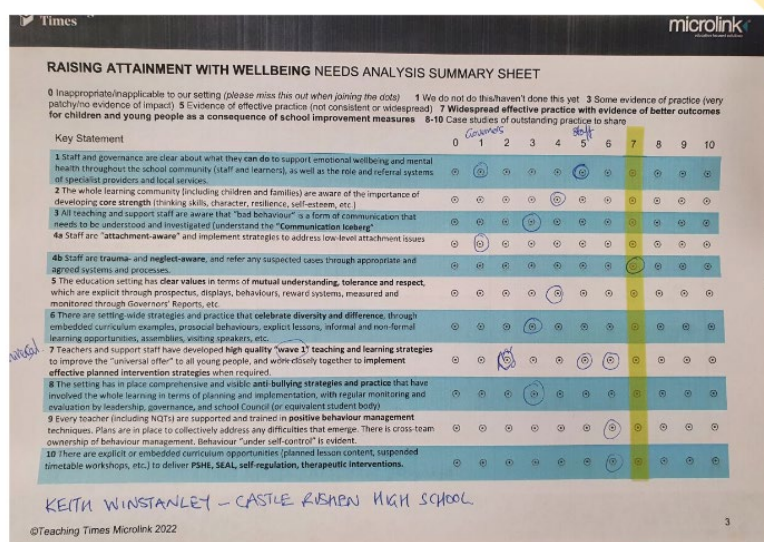
Castle Rushen High School (CRHS), situated on the Isle of Man, has been a pioneer in prioritizing and enhancing wellbeing within its school community. This report delves into the unique initiatives, achievements, and ongoing efforts at CRHS, showcasing the school's commitment to fostering a positive and supportive learning environment.

### 1. Background and Context:

The Isle of Man, with its independent status, offers a distinctive educational landscape. CRHS, an 11-18 secondary school in the southern part of the island, embarked on a transformative journey with the Raising Attainment with Well-being (RAW) program in September 2023. The school's leadership, under Headteacher Keith Winstanley, recognized the importance of integrating wellbeing into the fabric of the school's improvement strategy.

### 2. RAW Initiatives at CRHS:

Utilizing the RAW assessment tool and guided by the RAW-appointed Wellbeing Coach, CRHS identified specific strengths and areas for growth through a comprehensive needs analysis. Two critical areas emerged, leading to innovative initiatives:



The image shows a 'RAISING ATTAINMENT WITH WELLBEING NEEDS ANALYSIS SUMMARY SHEET' from microlink. It is a grid-based assessment tool with 10 key statements and a scale from 0 to 10. A vertical yellow highlight is placed on column 7. Handwritten notes in blue ink are present: 'Counselling' above column 5, 'Self' above column 7, and 'School' next to statement 7. The sheet is signed 'KEITH WINSTANLEY - CASTLE RUSHEN HIGH SCHOOL' at the bottom.

Key Statement	0	1	2	3	4	5	6	7	8	9	10
1 Staff and governance are clear about what they can do to support emotional wellbeing and mental health throughout the school community (staff and learners), as well as the role and referral systems of specialist providers and local services.											
2 The whole learning community (including children and families) are aware of the importance of developing core strength (thinking skills, character, resilience, self-esteem, etc.)											
3 All teaching and support staff are aware that "bad behaviour" is a form of communication that needs to be understood and investigated (understand the "Communication iceberg")											
4a Staff are "attachment-aware" and implement strategies to address low-level attachment issues											
4b Staff are trauma- and neglect-aware, and refer any suspected cases through appropriate and agreed systems and processes.											
5 The education setting has clear values in terms of mutual understanding, tolerance and respect, which are explicit through prospectus, displays, behaviours, reward systems, measured and monitored through Governors' Reports, etc.											
6 There are letting-wide strategies and practice that celebrate diversity and difference, through embedded curriculum examples, practical behaviors, explicit lessons, informal and non-formal learning opportunities, assemblies, visiting speakers, etc.											
7 Teachers and support staff have developed high quality "wave 1" teaching and learning strategies to improve the "universal offer" to all young people, and work closely together to implement effective planned intervention strategies when required.											
8 The setting has in place comprehensive and visible anti-bullying strategies and practice that have involved the whole learning in terms of planning and implementation, with regular monitoring and evaluation by leadership, governance, and school Council (or equivalent student body)											
9 Every teacher (including NQTs) are supported and trained in positive behaviour management techniques. Plans are in place to collectively address any difficulties that emerge. There is cross-team ownership of behaviour management. Behaviour "under self-control" is evident.											
10 There are explicit or embedded curriculum opportunities (planned lesson content, suspended timetable workshops, etc.) to deliver PSHE, SEAL, self-regulation, therapeutic interventions.											

- **Restorative Stage 6 Sessions:**

- Initiated by Assistant Head Teacher Laura Williams.
- One-to-one sessions aimed at delving into the underlying issues behind poor behaviour.
- Focus on developing social skills and repairing relationships.
- Valuable insights gained into students' personal circumstances.



- **Alternative Curriculum Opportunities:**
  - Analysis of behavioural data pinpointed "hot spots" during the day.
  - Adaptation of class composition and introduction of alternative curriculum offerings.
  - Collaboration with local businesses for vocational skills sessions.
  - For example, a partnership with 'Scuffs R Us,' a car body repairer, providing industry-level skills.

**4. Positive Outcomes and Recognition:**

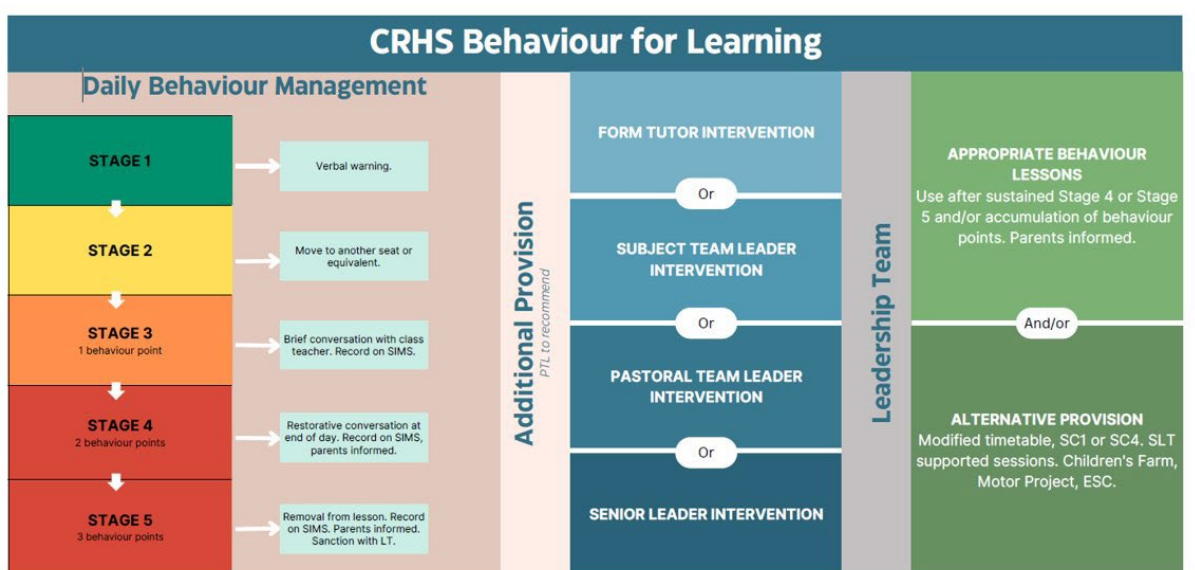
The RAW initiatives at CRHS have yielded positive outcomes, fostering a conducive learning environment:

- **Improved Behaviour and Relationships:**



- Stage 6 sessions resulted in improved behaviour and strengthened relationships.
- Alternative curriculum opportunities positively impacted students' overall school experience.
- **Recognition from RAW Oversight:**
  - Helen Moyer, overseeing RAW rollout, acknowledged Keith Winstanley's outstanding leadership.

- CRHS recognized as the first school on the Isle of Man to achieve the RAW award.
- **Acknowledgment of Courageous Leadership:**
  - Personal reflection by Helen Moyer praising Keith's outstanding and courageous leadership.
  - Recognition of Keith's commitment to profound change within a challenging context.



#### 4. Ongoing Developments and Future Plans:

Building on the success of RAW initiatives, CRHS is poised for further development and enhancement of wellbeing:

- **Comprehensive Development Plan:**
  - Planning a focused RAW-centred development plan for the next 3-year cycle.
  - Expansion of ASDAN qualifications in Key Stage 3.
  - Forging stronger partnerships with local businesses for bespoke vocational training.
- **Optimizing Student Outcomes:**
  - Emphasis on interpreting behaviours as signs of unmet needs.
  - Prioritizing relationships and individual needs to optimize student outcomes.
- **Sharing Best Practices:**
  - Recognition of CRHS as an inspiration to other Isle of Man schools.

- Keith Winstanley to present the CRHS case study across the Isle of Man network.

## 5. Conclusion:

Castle Rushen High School's commitment to wellbeing, as exemplified through the RAW program, stands as a beacon of best practices in the Isle of Man's educational landscape. Keith Winstanley's leadership, coupled with innovative initiatives like Stage 6 sessions and alternative curriculum opportunities, has not only improved student outcomes but has also set a standard for fostering a positive and supportive school culture. The ongoing developments and plans for the future reflect CRHS's dedication to continuous improvement and the holistic well-being of its students. As CRHS continues to share its best practices, it serves as an inspiration for other schools, showcasing the transformative power of prioritizing wellbeing in education.



## Rochester Grammar School: Wellbeing and RAW

### Key Information

Rochester Grammar School, a selective grammar school and part of the Thinking Schools Academy Trust (TSAT), serves as a beacon of educational excellence. The school, situated in Medway, embraces a traditional and academic curriculum, emphasizing the English Baccalaureate and a wide range of additional subjects. The ethos, inspired by the IB Learner Profile, seeks to nurture inquiring, knowledgeable, and caring individuals who contribute to creating a better world through understanding and respect.

The school, last inspected in 2023 and graded Good in all categories, boasts an IB World School status and offers the IB Diploma qualification in its Sixth Form. The commitment to excellence extends to cultural capital, extra-curricular activities, and a unique focus on metacognitive development through Thinking tools. The school has achieved Artsmark recognition, is on the journey to becoming a UNICEF Rights Respecting School and holds Advanced Thinking school status.

### Rochester Grammar School's Wellbeing Focus Areas

**1. Holistic Approach to Wellbeing:** Rochester Grammar School has adopted a holistic approach to wellbeing, integrating it into various aspects of school life. The curriculum, teaching, and learning methods are designed to build rich schema and support life-long learning. The introduction of a weekly focus on wellbeing in Tutor Time, enrichment opportunities, and a peer mentoring program underscores the commitment to nurturing students' overall wellbeing.


## Winddown Friday Activities

**Positive Thoughts** - Ask students to spend a few minutes talking with their peers about their week and identify one positive thing they can feed back to the group - allow a few minutes for feedback to then take place

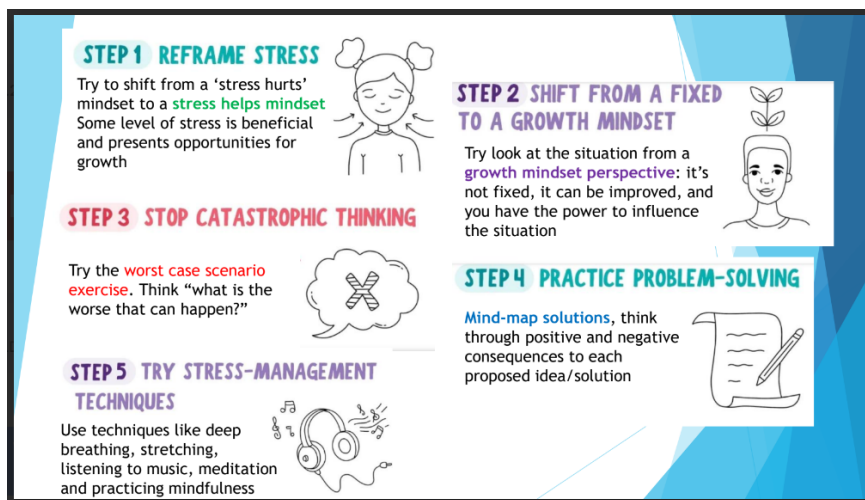
**Relaxing music** - Ask students to close their eyes or place their heads on their desk to listen to some calm music for the last 10mins of the lesson. :-

Calm music - <https://www.youtube.com/watch?v=nFkD6ByQQ1M>  
 Wave Sounds - <https://www.youtube.com/watch?v=qRfkDai8NpU>  
 Mediation Music - <https://www.youtube.com/watch?v=H5uG-XUiXqk>

**Box Breathing Techniques** - A breathing technique to help reduce anxiety.  
**Video 1** - the technique:  
<https://www.youtube.com/watch?v=tEmt1Znux58>  
**Video 2** - Have a go:  
[https://www.youtube.com/watch?v=jsrf\\_lultRQ](https://www.youtube.com/watch?v=jsrf_lultRQ)



**2. Student and Staff Wellbeing Initiatives:** The school has implemented several initiatives to address the wellbeing of both students and staff. A Student Wellbeing Manager and a Trust-wide Staff Wellbeing Focus group were introduced. Additionally, staff received training on trauma-informed practice, and a staff survey through Wellbee was conducted. PULSE, a safeguarding software, was integrated for students to complete a weekly check-in, request support, and express gratitude.



**3. Mental Health Awareness and Fundraising:** The school actively recognizes and supports mental health awareness days, engaging students in fundraising for a whole school charity of choice. A dedicated month, 'Mental Health March,' involved staff volunteering time for extra-curricular activities, fostering a supportive environment. This initiative aligns with the school's commitment to creating a safe space for students through a wellbeing room facility.

**4. Inclusivity and Diversity:** Rochester Grammar School emphasizes inclusivity and diversity through initiatives such as a cultural calendar, celebrating events like Black History Month and LGBTQ History and Pride Month. The review and relaunch of core school values further underline the commitment to creating an environment where every individual feels valued and included.

**5. Transition Support and Future Focus:** The school has prioritized wellbeing in the Year 6 transition program, offering support to vulnerable students and providing parenting sessions for a smooth primary to secondary transition. Strategies to normalize feelings of anxiety, a review of school rewards, and the introduction of a new whole school student voice model highlight ongoing efforts to promote student wellbeing.

*Impact Assessment*

The implementation of these initiatives has yielded positive outcomes. There is a noticeable reduction in recorded concerns related to general student wellbeing. The introduction of a Wellbeing Room and Manager has facilitated targeted intervention, resulting in increased



attendance for vulnerable students. A success story emerges from a Year 10 student who, with support, successfully reintegrated into school, securing commendable GCSE results.

Younger year groups exhibit more positive engagement, utilizing strategies introduced at a whole school level. The impact is evident in the Year 11 cohort, where vulnerable students achieved outstanding outcomes. The ongoing monitoring of the overall impact at the whole school level ensures a continuous focus on student wellbeing.

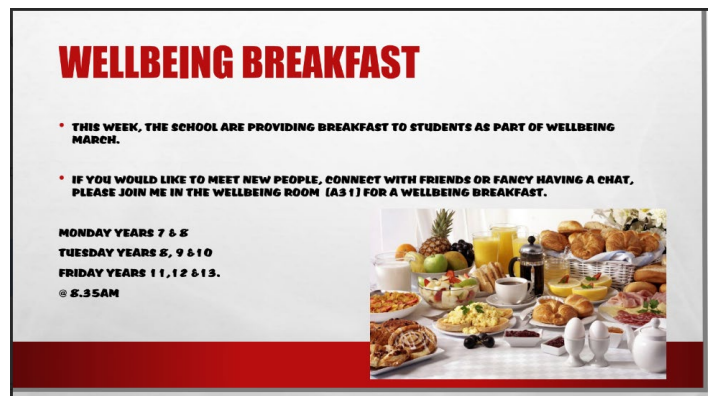
*Next Steps*

Rochester Grammar School envisions building on its success by further strengthening its wellbeing initiatives. Plans include the extension of the PULSE app to all year groups, ongoing staff training, and refining quality assurance processes for teaching and learning. The commitment to wellbeing remains a key reference point in the school's future endeavours.

*Wellbeing Coach Validation Statement*

“The school's Wellbeing Coach validates the strategic vision for wellbeing, emphasizing the school's commitment to a holistic approach. The coach acknowledges the impact on reducing concerns related to student wellbeing, fostering resilience, and facilitating targeted interventions. The school's collaborative approach and utilization of resources showcase a commitment to continuous improvement.

“In conclusion, Rochester Grammar School stands as a testament to the positive outcomes that a focused and comprehensive approach to wellbeing can achieve. The school's commitment to creating a supportive and inclusive environment has not only impacted student wellbeing positively but also contributed to academic success and personal growth. As the school continues its journey, the emphasis on wellbeing remains a guiding principle, ensuring that students are equipped not only with academic knowledge but also with the skills needed for a fulfilling and balanced life.”



## Wellbeing at Ysgol T Gwynn Jones, Wales

- **Holistic Wellbeing Framework:** Ysgol T Gwynn Jones has implemented a comprehensive wellbeing framework that encompasses emotional, physical, social, and academic dimensions, prioritising students' overall development.
- **Counselling Support:** The school offers robust counselling services, including one-on-one and group counselling, and a peer support programme to address emotional and psychological challenges among students.
- **Physical Wellbeing Focus:** Ysgol T Gwynn Jones promotes physical health through physical education, sports, and nutritious school meals, contributing to students' fitness and overall wellness.
- **Social Interaction and Engagement:** The school actively encourages social wellbeing through clubs, extracurricular activities, and team-building exercises, fostering social skills and a sense of community.
- **Balanced Academic Environment:** Ysgol T Gwynn Jones recognizes the importance of reducing academic stress and has implemented flexible assessments, academic support, and stress-reduction techniques, ensuring a balanced academic and emotional environment for students.

### **Introduction:**

Wellbeing is a critical aspect of the overall development of students in any educational institution. Ysgol T Gwynn Jones, a renowned school, has placed significant importance on the wellbeing of its students. This report highlights the school's commitment to nurturing the emotional, physical, and social health of its students.

### **1. Wellbeing Framework:**

Ysgol T Gwynn Jones follows a well-defined wellbeing framework that encompasses various dimensions of students' lives. This framework is grounded in the belief that a holistic approach to wellbeing is crucial for students' growth and success. The school's approach includes the following dimensions:

- a. Emotional Wellbeing:** The school has established a robust support system to address the emotional needs of its students. This includes dedicated counselling services, peer support programmes and regular awareness campaigns on mental health.
- b. Physical Wellbeing:** Ysgol T Gwynn Jones promotes physical wellbeing through physical education programmes, sports, and a nutritious school meal plan. Regular exercise and a focus on healthy eating are integral to the school's approach.

c. Social Wellbeing: Fostering positive social interactions is a priority at the school. Activities like group projects, teamwork, and extracurricular clubs and events are encouraged to build social skills and relationships.

d. Academic Wellbeing: The school recognises the importance of balancing academic pressures and student wellbeing. Support systems for academic challenges are in place, and teachers are encouraged to create an environment that reduces stress and anxiety.

Key Statement	Initial Score	Where do you want to be in 1 year?	Potential Focus (Autogenerated)	End Score	Improvement (autogenerated)
Statement 1	4	7	3	7	3
Statement 2	2	5	3	4	2
Statement 3	3	6	3	5	2
Statement 4a	1	4	3	4	3
Statement 4b	2	5	3	3	1
Statement 5	1	5	4	7	6
Statement 6	2	5	3	5	3
Statement 7	5	7	2	6	1
Statement 8	3	5	2	5	2
Statement 9	3	6	3	7	4
Statement 10	5	7	2	7	2

## 2. Counselling Services:

Ysgol T Gwynn Jones provides comprehensive counselling services to students. The school employs trained and experienced counsellors who offer one-on-one sessions for students facing emotional or psychological challenges. These sessions provide a safe space for students to express their concerns and seek guidance.

Additionally, group counselling sessions are organised to address common issues such as stress management, bullying, and self-esteem. The school has also established a peer support programme, where older students mentor and support younger ones, promoting a sense of belonging and camaraderie.

## 3. Physical Education and Sports:

The school places great emphasis on physical wellbeing through a well-rounded physical education programme and opportunities for students to engage in various sports. Regular physical activity not only contributes to physical health but also helps in stress reduction and overall emotional wellbeing.

Ysgol T Gwynn Jones has well-equipped sports facilities and encourages students to participate in various sports competitions and events. This promotes teamwork, discipline, and a sense of achievement among the students.

## 4. Nutritious School Meals:

Nutrition plays a crucial role in physical and emotional wellbeing. The school offers a well-balanced, nutritious meal plan for its students. The cafeteria provides healthy food options that are carefully designed to meet the nutritional needs of growing children. The school

also promotes awareness of the importance of a balanced diet through workshops and educational programmes.

### 5. Social Activities:

The school actively promotes social wellbeing by organising various social activities and events. These include clubs, societies, and extracurricular activities that allow students to pursue their interests and connect with like-minded peers. Regular team-building exercises and group projects foster social skills and promote a sense of belonging.



### 6. Academic Wellbeing:

Ysgol T Gwynn Jones recognizes that academic stress can impact students' overall wellbeing. To address this, the school has implemented several measures:

- a. Flexible Assessment: The school employs a flexible approach to assessments, which allows students to demonstrate their understanding through various means, reducing exam-related stress.
- b. Support Systems: Students facing academic challenges are provided with additional support, including tutoring and access to additional resources.
- c. Stress Reduction: Teachers are encouraged to create a supportive and stress-free learning environment. Techniques like mindfulness and relaxation exercises are integrated into the curriculum to help students manage stress.

### 7. Parent Involvement:

The school acknowledges the critical role parents play in students' wellbeing. Ysgol T Gwynn Jones maintains open lines of communication with parents and regularly holds meetings to discuss student progress and address any concerns. Parents are encouraged to participate in school events and support their children's extracurricular activities.

#### **8. Future Directions:**

Ysgol T Gwynn Jones is committed to continually improving its wellbeing initiatives. Future plans include expanding mental health awareness programmes, increasing access to counselling services, and promoting greater involvement in community service projects to instil a sense of social responsibility.

#### **Conclusion:**

Ysgol T Gwynn Jones has demonstrated a strong commitment to the wellbeing of its students. By implementing a holistic approach that covers emotional, physical, social, and academic dimensions of wellbeing, the school has created an environment where students can thrive and grow. The school's initiatives, including counselling services, physical education, nutritious meals, and social activities, contribute to the overall wellbeing of its students. Ysgol T Gwynn Jones is dedicated to nurturing not only the academic but also the emotional and physical health of its students, creating a positive and supportive learning environment.



