

Health and Wellbeing Board Meeting Date January 16th 2020

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1. Summary

- 1.1 This paper provides an overview of a Wellbeing Award currently being completed at Market Drayton Infant and Nursery School. The school decided to complete the award as Wellbeing was a main focus on the School Improvement Plan.

School context: Set in a pleasant rural area, but number of social and economic challenges; within the 30% most deprived areas nationally. 31% of residents in employment work in elementary occupations compared with only 20% nationally. Anecdotal evidence number of our pupils are from families whose income puts them just above the level of eligibility for free school meals. A high proportion of the children enter school working below aged related expectations, particularly in communication, language and literacy. Market Drayton has the highest number of speech and language needs in Shropshire (Children's Centre Wards data). This is reflected in the school having two members of staff to support Speech and Language Development and Communication (SLCD). Information from 2018 Pupil Premium report shows:

38% of children in receipt of pupil premium have accessed speech and language support for at least one year. As a result of effective early intervention, the nine children who were on the speech and language register had been removed by the end of Year 2 – 50% of the Pupil Premium had at some point had SLCD. In the 2018 Y2 cohort, 9 children in receipt of Pupil Premium had had speech and language input at some point.

- 1.2 The Wellbeing Award is being completed through Optimus Education and an external adviser has visited the school to carry out an initial audit followed more recently by an interim assessment. The award is due to be completed at the end of Spring Term.
- 1.3 The award focuses on many different areas and puts all stakeholders at the heart of its work. The idea is that it is an award to support all within the school which includes children, parents and staff. The work completed has been in consultation with all stakeholders and there is a change team meeting each term to continue analysing progress and driving the work forward. This meeting consists of the school's Mental Health Leads, a member of the Early Help team, a governor, pastoral support in the school, a member of Shropshire Community Health Trust, the School Business Manager and the school cook. Pupil voice is also represented through the work of the school council and shared at this meeting.
- 1.4 At Market Drayton Infant and Nursery School, the school is fully committed to promoting and protecting the emotional wellbeing and mental health of the whole school community and have adopted a whole school approach that includes pupils, parents and staff. Through encouraging all stakeholders to talk openly, the school has developed a positive approach to protecting and promoting emotional wellbeing and mental health and understand that it is the responsibility of everyone. Wellbeing Champions have been introduced and wear a badge designed by a child in the school. The school pursues this aim using both universal whole school approaches and specialised targeted, approaches aimed at vulnerable pupils. In an average classroom, three children will be suffering from a diagnosable mental health issue. By developing and implementing

practical, relevant and effective mental health policies and procedures the school promotes a safe and stable environment for pupils affected both directly and indirectly by mental ill health. The school is very aware that this has to be a priority in order for children to be able to achieve academically and for adults to achieve work satisfaction.

- 1.5 The skills, knowledge and understanding needed by our pupils to keep themselves and others physically and mentally healthy and safe are included as part of our developmental PSHE curriculum. The specific content of lessons will be determined by the specific needs of the cohort being taught but there will always be an emphasis on enabling pupils to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others. The school follows the principles of the Five Ways to Wellbeing as researched and developed by the New Economics Foundation. An integral part of our teaching of this is our school-developed character CLANG (Connecting, Learning, Active Learning, Noticing and Giving). Appendix 1. In addition, the school takes part in the daily mile encouraging children to keep moving and there are wellbeing champions across the school supporting the children with this work.
- 1.6 The school recently received the Achievement for All (AfA) award which supports the wellbeing award. The education system is struggling to meet the needs of one in five children and young people. Achievement for All is a programme that helps schools to achieve, aspire, ensure access for all and accelerate progress regardless of background, challenge or need, with wellbeing at the heart. The school selected their most vulnerable families to work with which included longer parents evenings, supporting the whole family not just the child, being a listening ear and trying to signpost parents in the right direction for support. This has been really well received and on accreditation day for the award some of our targeted parents came to talk to the assessor raising awareness of the work the school had completed. Some of the quotes included were:

I love homework club. I like maths and in the club I learn things like times, adds and divides. I love being in this school and giving teachers hugs. I learn well and I like the school playground and field. Teachers help me with my learning. Year 2 child.

X has been receiving help from the school with her education and I feel it has helped a lot. She struggled the first few months with her writing and maths. I had meetings with her teacher to put in place tasks for X to aim towards and she achieved the. X is so much better with her writing now. She also attends Mathletics after school and I feel it had helped her confidence to try harder and achieve her goals. I can't thank the school enough for all their help with X.

- 1.7 The school also runs very successful Understanding Your Child workshops. These are often oversubscribed and further sessions/waiting lists have to be put in place. On entering the school every child's parent attends a parent workshop (95%+ uptake) where they have a taster session for this workshop. This then encourages them to join the full ten week course. Parent sessions and workshops have become part of the school ethos and are non-negotiable for parental attendance.
- 1.8 Networking and working in collaboration has been one of the focuses of the award that the school wanted to develop. The school has engaged with the local GP and together produced a 'sharing information form' which will further support families in need. In addition to working with the GP, the school has also worked closely with school nurses and are due to support with the pilot health baseline assessment.
- 1.9 Communicating with all stakeholders has been key to success in the award. Making sure all staff feel like they have ownership over decisions and children have the opportunity to have their voice heard has been a priority for the school and lots of work on improving communication has been completed over the last year. The school website also shares up to date information for parents to go to for additional support and advice. This is always being updated as the school finds new information. The school also signposts parents to use the NHS health4kids website.
- 1.10 A Family Support Worker is employed to work across three of the town schools which has had a huge impact on families' wellbeing and emotional needs. The Family Support Worker has developed many good relationships and families clearly trust her. This is something the school wishes to continue using, however funding is becoming increasingly stretched.

- 1.11 The school carries out wellbeing days at least once a term. These at the minute are down to year group discretion but from next term the school is considering having themes to these linked to areas of need that are identified, such as sleeping issues noted from questioning the children.
- 1.12 Training for staff and adults alike is seen as a high priority and, although there is not a lot of available training devoted to infant age children, the staff at the school attend the training and adapt it to make it suitable for this age. They have the firm belief that early identification is key and it is their role to be preventative and give the children the tools they need to lead a resilient life. Appendix 2 is an example of a training log completed for all adults.
- 1.13 There are many strategies that have been put in place for staff as well as children including the addition of targeted play therapy, a school dog, supervision, ways of working discussions in year groups, a wellbeing noticeboard, access to counselling for staff without much of a wait, open discussions during appraisals and much, much more.

1.14 Next Steps

- Meeting with GPs regularly, joint working in the local community and beyond is key to ensure maximum support and progress for our families. This is something that the school will continue to drive forward
- Sleep clinics and training is something that the school is currently looking in to. Data taken from the children shows a pattern that sleep is an issue in terms of being woken in the night and feeling tired at school. The Daily Mile has shown good improvements in the children's energy, however sleep is still an issue according to what the children tell us.
- Educating adults and parental knowledge is crucial in helping families collectively to have positive mental health and wellbeing. This is one the school's key recommendations for the work they undertake. Parents are often very welcoming of support and information from the school about supporting their children's emotional and mental health. In order to support parents the school:
 - ♣ highlights sources of information and support about common mental health issues on the school website
 - ♣ ensures that all parents are aware of who to talk to, and how to go about this, if they have concerns about their own child or a friend of their child. The school has created an ethos that supports open and honest communication and is seeing more parents opening up to them for support
 - ♣ makes the mental health policy easily accessible to parents via the website and via direct email
 - ♣ shares ideas about how parents can support positive mental health in their children through our regular newsletter updates, information evenings and parent sessions. The school has recently run two successful wellbeing sessions where there was a turn-out of 78% and 81%. In these sessions parents learnt how they could help support their child at home, took part in a Lego therapy session and ran the daily mile with them, understanding the importance of activity
 - ♣ keeps parents informed about the mental health topics their children are learning about in PSHE and share ideas for extending and exploring this learning at home.

2. Recommendations

The Health and Wellbeing Board is recommended to note the information and progress of the Wellbeing Award and the work being completed for children and young people in Shropshire.

3. Risk Assessment and Opportunities Appraisal

(NB This will include the following: Risk Management, Human Rights, Equalities, Community, Environmental consequences and other Consultation)

N/A

4. Financial Implications

The award is nationally accredited and has key performance indicators to measure progress against. There is a cost implication to this. These are:

- School-led £1250
- School-led support (includes one additional external visit) £2000
- School-led support plus (includes two additional external visits) £2750
- Adviser-led £3250

5. Background

N/A

6. Additional Information

Data information shows that this work has had a positive impact on the children in our school. For example:

- Children's overall life satisfaction went from 8.2/10 to 9.4/10 over two terms
- Enjoying school work went from 3.6/5 to 4.3/5
- Feeling good about themselves went from 3.9/5 to 4.4/5
- Feeling like they fit in to school went from 3.9/5 to 4.7/5

7. Conclusions

The final assessment for the award will be completed at the end of the spring term and from there on the school will make sure the work and procedures put in place continue to support the wellbeing of all stakeholders. The strategy will continue to be part of the school's work. You can find further information on the school's website <https://www.marketdraytoninfants.co.uk/> under the curriculum section and PSHE.

There have been many comments from questionnaires sent out to parents. They said that

“The school really cares about emotional wellbeing and mental health of everyone involved in the school. The school's way of dealing with this has really impressed me, the curriculum is well rounded and provides plenty of opportunities. It is obvious that the teachers are looking out for it and that the school communicates this in newsletters.”

List of Background Papers
Cabinet Member (Portfolio Holder)
Local Member
Appendices 1. CLANG poster 2. Training log

Appendix 1

Hello my name is Clang,
My job is to go around making a noise
about how important it is to think
about your wellbeing.

If you take each letter of my name
it will help you to remember five
ways to wellbeing.

Connecting 

Learning 

Active Learning 

Noticing 

Giving 

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Appendix 2



MARKET DRAYTON INFANT & NURSERY SCHOOL



Training Log and Attendance

The following table shows training in place for all stakeholders and attendance records.

Date	Training and stakeholder	Stakeholders	Attendance
18.09.19	Mental Health and Schools Link workshop 1	2 Mental Health Leads	
6.11.19	Mental Health and Schools Link workshop 2	2 Mental Health Leads	
07.01.19	PD Day - attachment and Mental Health Award	Initially to Teachers and repeated to TAs and all staff in school	100%
9.01.19	Understanding Your Child by Julie M - Parenting Team and Governor	1.25 - 2.55 - Tas 3.30 - 5.00 - Ts, HLTAs and Nursery	100%
Jan 2019	2 days Empower Trust Strategic Mental Health Training	2 Mental Health Leads and Deputy Head	
20.01.19	Session 1 Psychology Students - Intervention and Effective Communication	All staff	100%
13.02.19	Session 2 Psychology Students - Intervention and Effective Communication	All staff	100%
08.05.19	Resilience training with David Bell (AfA coach)	1.30-2.50 - Tas 3.30 - 5.00 Ts	100%
15.05.19	Wellbeing Staff Meeting 2 (including SWOT)	Teachers initially	100%
16.05.19	Wellbeing Staff Meeting 2 (including SWOT)	Nursery staff and cleaners	100%
20.05.19	Wellbeing Staff Meeting 2 (including SWOT)	TAs, kitchen and office staff	100%
May 2019	Mental Health and Wellbeing - Supporting Emotional Needs of C&YP (Reach for the top)	2 Mental Health Leads and 2 TAs	
May 2019	De-escalating Training	All staff	100%
May /June 2019	Emotional Literacy Support Assistant Training (ELSA)	4 pastoral support TAs	100%
June 2019	TaMHS - introduction to Self Harm and STORM	4 pastoral support TAs	100%
June 2019	LAC - Network	LAC governor	
July 2019	Mindfulness Minutes project	All stakeholders taking part	100%
July 2019	Parent Wellbeing Workshop	Current Y1 class	100% staff 78% parents
16.09.19	Play therapy training and presentation	SMT	100%
9.10.19	Staff meeting - focus on policy, strategy and staff wellbeing	Teachers and HLTAs	100%
16.10.19	Early Help Locality Meeting	KS/HW	
Oct 2019	Parent Wellbeing Workshop	Current Y1 class	100% staff

			81% parents
22.10.19	Follow up meeting - focus on policy, strategy and staff wellbeing	Nursery, office, kitchen and TAs	100%
20.11.19	Wellbeing - resilience training	All teachers and HLTAs	100%

In addition to this, Teachers have staff meeting time allocated to SEN/AfA personal meetings with parents, year group meetings to discuss ways of working and any supervision needed.

Also see safeguarding training log

