



Governor Monitoring Visit

Name and role of governor(s)	Karen Phillips Wellbeing Link
Name and role of staff member(s)	Jon, Hettie and Vicky
Date and time of visit	Friday 2 nd October 2020 10am
Type of Visit	Virtual meeting on Teams - discussion only
Purpose of visit	To discuss the wellbeing of staff and pupils following full return to school in September.
Key questions to explore	<p>How have staff coped during full opening?</p> <p>Do staff have the chance to interact with each other during the school day even when in 'bubbles'?</p> <p>How are staff coping with the present workload?</p> <p>Do staff know how to access support?</p> <p>Do staff have all necessary resources and equipment they need to do their job?</p> <p>What training has been provided to staff to tackle issues related to mental health?</p> <p>How are we using the curriculum to ensure all pupils are aware of the importance of mental health and are encouraged to speak and think about it?</p> <p>Following the expected surge in pupils requiring support, are there any who cannot access help due to insufficient sessions available?</p>

What is the school doing within this area of focus? STAFF
<p>There are processes in place for staff to reach out where they are struggling and Jon, Hettie, Jo and Adam are checking regularly with staff on their wellbeing. As school is teaching a different curriculum from the norm, staff are sharing the workload so that it has not been overwhelming. Staff are working hard and getting used to working in school again following being at home. There are anxieties understandably, but also a positive atmosphere amongst staff. Slt are ensuring that tasks are timed to give least workload impact.</p> <p>Although working in bubbles, staff are able to communicate with each other, with TEAMS constantly open. There are a few staff members who do go across bubbles, but this is limited. There is a 'go to' person for those staff needing it. The staff room, due to the weather turning, is now open to 2 members of staff at a time and staff break out into different rooms to 'unwind'.</p> <p>Hettie has the responsibility for staff wellbeing and is monitoring it closely, with staff speaking to her and also Vicky when they need to. The message constantly given to staff is, talk to someone if you need to and help will be offered as needed internally or sought externally.</p>



Resource wise, it has become even more apparent following the installation of new interactive whiteboards in half the school, that the present teacher laptops were not sufficiently adequate -up to the job and are causing workload problems etc. Jon and Karen D have scrutinized the present finance budget and are obtaining a quote from LEAD for procurement of some new laptops. Existing laptops will go to TAs etc. as, in the event of a lockdown and remote learning, school will need all staff to have access to devices - which they do not have at present. Following a survey of parents, in the event of a lockdown - pupil laptops in school will be distributed to those pupils in need.

To support teachers to feel comfortable in dealing with mental health issues, Vicky led training sessions on the initial inset day with a specific focus on anxiety on return to school. This has helped staff to identify what to look for and has resulted in staff referring pupils to Vicky that may not have been picked up before. Vicky has signposted staff to online training options and this has also led to a feeling of more confidence to refer before issues become critical.

PUPIL WELLBEING

Pupils are receiving a recovery curriculum designed to ensure they are aware of the importance of mental health and have a chance to discuss it on a regular basis. Pupils are encouraged to speak and think about mental health within their bubble.

Behaviour has been positive and individual children who require more support are receiving this. The inset day introduced the consistent expectations and positive behaviour approach that all teachers have been implementing (Jon to visit classrooms next week). This seems to be mostly working but is not totally there yet. (Shelton Super Powers).

Vicky is currently working with 7 pupils on a one to one basis and a further 3 are receiving outside agency/charity interventions. Teachers have made more referrals as stated before but no child has not received or is waiting to receive intervention although spare capacity is now limited. Some pupils with historic bereavements are showing signs that have required interventions.

Hettie is working on a long term plan - presuming COVID is here for quite some time. It may be that over time children being in bubbles of only 30 - groups may break down and we need to be prepared for a further increase in demand for intervention. A whole school response to include any pupil with any need, academic, emotional, physical etc. - one route for teachers to follow if the pupil is not coping. There will be a hierarchy of interventions to follow. Training is to be arranged for staff. Forest School is being invested in as an example. It is going to be a tailored but flexible approach.

How do you know the school's actions are having an impact?

Recent school poll of parents shows parent confidence and pupils enjoying school. High 4's out of 5.

Increase in confidence of staff to spot and then refer to Vicky where previously would not have.

Consistent approach to behavior resulting in improvement of behavior in pupils.

Staff coping well with being in school, anxious but good atmosphere.

Attendance of pupils in high 90%.



Together, we learn, trust and succeed.