



Governor Monitoring Visit

Monitoring Visit - Wellbeing

Name and role of governor(s)	Katie Wilson (Staff Governor/Wellbeing Link)
Name and role of staff member(s)	Jon Bacon (Headteacher) Hettie Culling (Assistant Headteacher/SENDSCO) – WFH (unavailable for meeting) Vicky Dunkley (Pastoral and Safeguarding Lead)
Date and time of visit	Monday 14 th June 2021 – 3.45pm
Type of Visit	Presentation / Meeting / Learning walk
Purpose of visit <i>Make sure you focus on this agreed reason for the visit. Avoid getting distracted by other issues that haven't been agreed with the member of staff.</i>	To discuss the wellbeing of pupils and staff throughout the 2020-21 academic year.
Relevant school objective or priority if relevant	SIP 2020-2021 Focused priority 2 - To ensure pupils' mental, physical and emotional health enables them to be effective and enthusiastic learners following an extended period of partial school closure.
Objective(s) for the visit	Link governor visit to discuss wellbeing
Document, Data and Policies referenced as part of this visit	Staff survey Safeguarding reports to governors Mental health policy
Summary of visit activities	Meeting with HT/AHT/Pastoral and Safeguarding Lead
Key questions to explore <i>Note specific questions you want to ask based on the SIP, or points to follow up on from a previous visit.</i> <i>Share these questions with the staff member you're visiting in advance, so they can prepare.</i>	<ol style="list-style-type: none"> 1. How have pupils coped throughout the year? 2. What is the school's wellbeing offer for pupils? 3. How do you know this is having a positive impact? 4. How are specific pupil wellbeing needs identified and met? 5. Is pupil wellbeing measured? If so, how? 6. Are there any pupils who are not receiving the support they need due to external factors/limitations? 7. How have staff coped throughout the year? 8. What strategies are in place to support staff wellbeing and how is it monitored?



What is the school doing within this area of focus?

1. How have pupils coped throughout the year?

Parent and teachers, combined with survey data, say that generally children have coped well throughout the year and the children are glad to be back in school. Since returning in September there has been an increase in the number of CPOMS reports for wellbeing and anxiety. This increase in reports does however represent fewer individual children. It was also noted that due to staff training in how to recognise the signs of anxiety and wellbeing concerns, this has also contributed to an increase in the number of CPOMS reports being completed. Further information regarding the number of CPOMS reports and their categories can be seen in the Safeguarding Reports issued to Governors.

2. What is the school's wellbeing offer for pupils?

The curriculum includes explicit teaching of wellbeing through PSHE lessons and specific wellbeing days. Additionally, the promotion of positive attitudes through the superpowers, teaching children how to manage their own wellbeing, and encouraging children to talk to a trusted adult in school, helps to ensure pupil wellbeing is promoted daily throughout the school

The school SUPER details the school's targeted offer. The children added to this are identified through both CPOMS reporting and individual teachers (depending on the identified need/support required). The SUPER is split into three categories of need: achieving potential; happy minds; and healthy bodies. Wellbeing specific support as part of the SUPER includes: outdoor learning/forest school; daily mile; nurture; drawing and talking; drama therapy; in-school counsellor; Emotional Literacy Support Assistants (ELSA); afterschool clubs; mental health workshops; use of the Hub at lunchtime; play leader and happy lunchtimes (September onwards).

Alongside a planned wellbeing offer, there have been opportunities for activities that support all pupils such as: mental health workshops that have been arranged for Year 5 and 6; whole school wellbeing days focusing on the 5 strands of wellbeing; Changing Lives Whole School Approach, which will map the mental health of the whole school including their families and staff.

4. How are specific pupil-wellbeing-needs being identified and met?

This question was partly answered in question 2 where some pupils are identified through CPOMS reporting and individual teachers. School uses a RCAD (Revised Children's Anxiety and Depression) assessment for children with anxiety and depression. The use of an SDQ (Strength and Difficulties Questionnaire) is also used by staff to identify specific areas of need, as well as a Boxall profile to highlight cognitive or behavioural difficulties.

These are then used to help the school decide if the child can be managed within school or if they need to be referred for external support.

6. Are there any pupils who are not receiving the support they need due to external factors/limitations?



There are some children who have not been accepted for referral, or because the external support are not helping children under 11. As a result the school have funded a counsellor and a drama therapist that both visit once a week to support specific children that have been identified as needing this additional resource. The school are also recommending services such as Bridge The Gap but these have to be accessed externally by the parents/carers themselves.

Additionally, there are some children the school cannot fully support. This is due to the limited support available to the school in terms of resources and training for a specific need.

7. How have staff coped throughout the year?

The staff term are amazing and have worked incredibly hard. This has been demonstrated through the outstanding remote offer the school were able to provide during lockdown and the support they provided including the pastoral support through 1-2-1 sessions online.

Ultimately this has had an impact on staff wellbeing as staff have put themselves out to work hard and be able to continue to provide this level of support, similarly the high expectations means there are pressures on staff. However the positive impact this has had on the pupils does mean the staff remain motivated. The team are dedicated and want to do more. This has been one of the hardest years in education and it is important to reflect on the achievement the staff have made. The need to remain in a “bubble” has made things hard for staff and has been isolating for them. The “team” element has certainly been missed this year. It is hoped that the CPD project will help to bring staff back together again as a team and collaborate.

SLT have been focused on identifying necessary tasks for the remainder of the year and removing the tasks that don't need to be done. An example of this is reducing the pressure on TA's to attend staff meetings. Similarly, staff wellbeing is discussed at every SLT meeting.

The staff survey didn't flag wellbeing as a concern although SLT know that it is. The survey did show that staff feel supported in their work and different situations.

NB: It was highlighted during the meeting the staff survey was not anonymous and whilst the school did not think that this had an effect on the results, it was decided that next year it should be anonymous.

ACTION: The staff survey is to be anonymous next time.

8. What strategies are in place to support staff wellbeing and how is it monitored?

This question has been separated into two sections – strategies are detailed here.

Regular performance management reviews are where concerns regarding wellbeing are often raised. Alternatively, staff can approach their line manager/phase lead if they needed to. There is a positive culture of talking about wellbeing and staff talking to each other. Staff will often talk to and support each other as there is a “family” culture within the staff in school.

The school uses a range of proactive strategies for wellbeing. They post about wellbeing on School Story (via Dojo) and this is available for staff to view as well. Wellbeing afternoons have been given through the year to support the staff Similarly, additional time is given for upcoming



deadlines such as parents evening and reports. Staff are given shout-outs in the weekly briefing to recognise achievements that week or foody treats are provided in the staff room. Phase meetings provide an initial opportunity for staff wellbeing to be discussed which can then be passed onto SLT. Additionally, staff wellbeing features on the SLT agenda weekly to identify and pre-empt issues. The induction process has also been modified to ensure that new starters have a discussion regarding wellbeing and they are also assigned a buddy for their first year.

Additional notes

The school has a designated Mental Health Lead (as detailed in the mental health policy) who attends half termly meetings. This ensures the school knows what support is available from Derby City and any trends within the Local Authority that we need to be aware of. This helps the school to respond to the national picture of wellbeing and mental health as well as any in school requirements.

Some of the physical spaces in the school are being reassigned over the summer holidays. The current ICT Suite will become an intervention space whilst intervention rooms on the corridors will become safe breakout spaces. These are decisions that have been made by the school with the wellbeing of the children in mind. Similarly, the continual development of the outdoor spaces will support their wellbeing too. Rosie (chief wellbeing officer) also makes regular visits to the school to help support both pupil and staff wellbeing.

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

3. How do you know this is having a positive impact?

COVID-19 has meant that the impact has not been analysed. A HLTA has been tasked with looking at assessment methods for internal interventions which will support this analysis. Interventions offered by external agencies (mainly drama therapy and counselling) are time limited and their impact can be seen through the number of CPOMS incidents being recorded for the identified need.

It is hoped to carry out a pupil wellbeing survey before the end of term, this will also be repeated next year. This will allow a comparison and potential impact to be identified.

Typically attendance would also be used to help analyse the impact of these interventions (i.e. an increase in attendance of a specific pupil/group of pupils would indicate a positive impact). However, COVID restrictions and self-isolating protocol has skewed the data making analysis difficult. It is hoped from September this option will provide better analysis.

Overall, following conversations with parents, it is felt that the school's offer and the work being done in school is having a positive impact on pupil wellbeing.

5. Is pupil wellbeing measured? If so, how?

Pupil wellbeing is not currently measured generically across the whole school, although a pupil survey (hopefully to be carried out before the end of term) would support this. However, for pupils with a concern, this is measured using the methods as detailed in response to question 3.



8. What strategies are in place to support staff wellbeing and how is it monitored?

This question has been separated into two sections – monitoring is detailed here.

Staff wellbeing is monitored via staff absence and turnover – both are low and lower than expected. The staff survey is also used to monitor wellbeing (as detailed in question 7). Similarly, conversations within phase meetings about overall staff wellbeing are then passed on to SLT where decisions might be made to support wellbeing.

Individual staff are supported as needed with a staff support plan and a wellbeing Risk Assessment.