



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) Vicky Dunkley (Pastoral and Safeguarding Lead)
Date and time of visit	Monday 15 th November 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 at the start of the 2021-22 academic year and planned actions for the upcoming year.
Relevant school objective or priority if relevant	SIP 2021-2022 Focused priority 3 - Effectively support whole school pupil well-being and mental health through curriculum development, transition planning, wider curriculum offer (e.g. clubs & trips), and parental engagement.
Objective(s) for the visit	Link governor visit to discuss wellbeing
Document, Data and Policies referenced as part of this visit	SIP 2021-2022 – FP3 <i>Effectively support whole school pupil well-being and mental health through curriculum development, transition planning, wider curriculum offer (e.g. clubs & trips), and parental engagement.</i>
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>	<ul style="list-style-type: none"> • Wellbeing charter <ol style="list-style-type: none"> 1. How has pupil wellbeing changed since the last visit? 2. How has staff wellbeing changed since the last visit? 3. Has the pupil wellbeing survey been conducted? 4. How is mental health and well-being planned into the everyday life of school for both pupils and staff? 5. What are the priorities for well-being provision? 6. What other provision is planned for the year? 7. How will their success be measured? 8. Has an audit of the current provision been conducted? If so, what areas were highlighted? 9. What progress do you expect to see towards “focused priority 3” of the SIP by the end of the term? 10. What progress has already been made towards “focused priority 3” of the SIP?



Together, we learn, trust and succeed.



What is the school doing within this area of focus?

- Wellbeing charter

The school are looking to sign up to the DfE's Wellbeing Charter. This will help the school to structure their wellbeing offer to both staff and children including their collective response. This was only released in September and schools in the area are just starting to sign up to it. Other schools within the Primary Education Improvement Partnership are beginning to look into the benefits it can provide. The charter combined with the staff survey will help to develop the collective wellbeing offer at the school. In addition to this the DfE would like a member of staff to be Mental Health Lead. This role will be fulfilled by VD who begins training this week.

1. How has pupil wellbeing changed since the last visit?

Pupil wellbeing is still a high priority and there is an increase in cases requiring additional support across the school. These cases cover a range of different needs. As a result a lot of hard work is still being put in to support pupil wellbeing. The interventions and additional support that is provided is typically reactive to the needs that are being seen and as they become available. The school has a lot to offer to support pupil wellbeing but this could potentially be better co-ordinated. A learning mentor role has been considered to support VD – this person would ensure the wellbeing interventions are taking place and help children return to the classroom in times of need.

2. How has staff wellbeing changed since the last visit?

The school believes it has been a bit naive to think that the end of Covid restrictions in school would make things better and ease pressures on staff. They have underestimated the work load in a "covid free" environment and staff are working as hard, if not harder, than they have before. Staff are still having to manage the heightened anxiety felt by pupils and now there is a lot of demand to "catch up" their education and the curriculum. Work still needs to be done to make improvement in staff wellbeing and how everyone supports each other. The staff wellbeing survey will hopefully help to drive this.

3. Has the pupil wellbeing survey been conducted?

Yes. It was sent out to teachers to get their class to complete it however it was only completed by two Y6 classes. It is planned to be redone very soon but will be built into the computing lesson to ensure there are more responses. It will also be repeated at the end of the year to allow for a comparison.

4. How is mental health and well-being planned into the everyday life of school for both pupils and staff?

All resources are currently focussed on pupils as that is the priority of the school. The school would like to provide similar offer for staff. At present, the main offer from the school is time and ensuring that tasks are appropriate and can be done in their directed time. SLT consider workload and what is necessary or what can be done to minimise this. However, the school is aware there is more to staff wellbeing than workload and acknowledge that their next steps are to think what can be done to further support staff wellbeing and with staff input the school are planning the next steps to support this and help drive change.

5. What are the priorities for well-being provision?



At this moment in time, it is for staff to provide input regarding what the wellbeing priorities are for them and to ensure that what is put in place is relevant to staff in terms of timing and their needs.

6. What other provision is planned for the year?

Well-being provision, particularly for children, tends to be reactive and based on what is available rather than planned throughout the year. Currently there are new sessions beginning with Winning Minds with Y5/6; anti-bullying sessions as part of mental health week; enhancing family success – which will work with both parents and children; mental health champions – children in school that have been trained in how to look after their mental health and can then support their peers and pass on their knowledge, as well as being approachable for other children.

Planned provision includes well-being day (23/11), inspire days throughout the year, and children’s mental health day – Feb 2022.

Staff well-being provision is in the process of being improved and the school are awaiting staff input before planning or providing additional provision.

9. What progress do you expect to see toward “focussed priority of the SIP by the end of the term?

The school expect to see a whole school targeted approach that is specific to wellbeing, that is both proactive and reactive. A co-ordinated approach with a “flow-chart” style layout of how we support children and staff.

All staff have agreed to run a club and this is helping to support well-being by providing a wide range of activities for children to enjoy.

Covid has meant there are still some restrictions on this area of the SIP as the PTA and planned parental engagement events have had to be postponed.

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

7. How will their success be measured?

Pupil well-being is still being measured through the pupil survey as Covid is still skewing the attendance data.

The staff survey (now anonymised) will be shortened and conducted more frequently – potentially once per term – to help get a better and more reflective picture.

8. Has an audit of the current provision been conducted? If so, what areas are highlighted?

An audit has not been done at this stage however the mental health training being undertaken by VD will definitely cover this as will the potential joining of the well-being charter.

10. What progress has already been made towards “focussed priority 3” of the SIP?

Appoint VD as the Mental Health Lead which has been extended into mental health champions in school. This role also means that we utilise more resources and gain information about potential support that can be provided in school.