



Emotional Health and Wellbeing

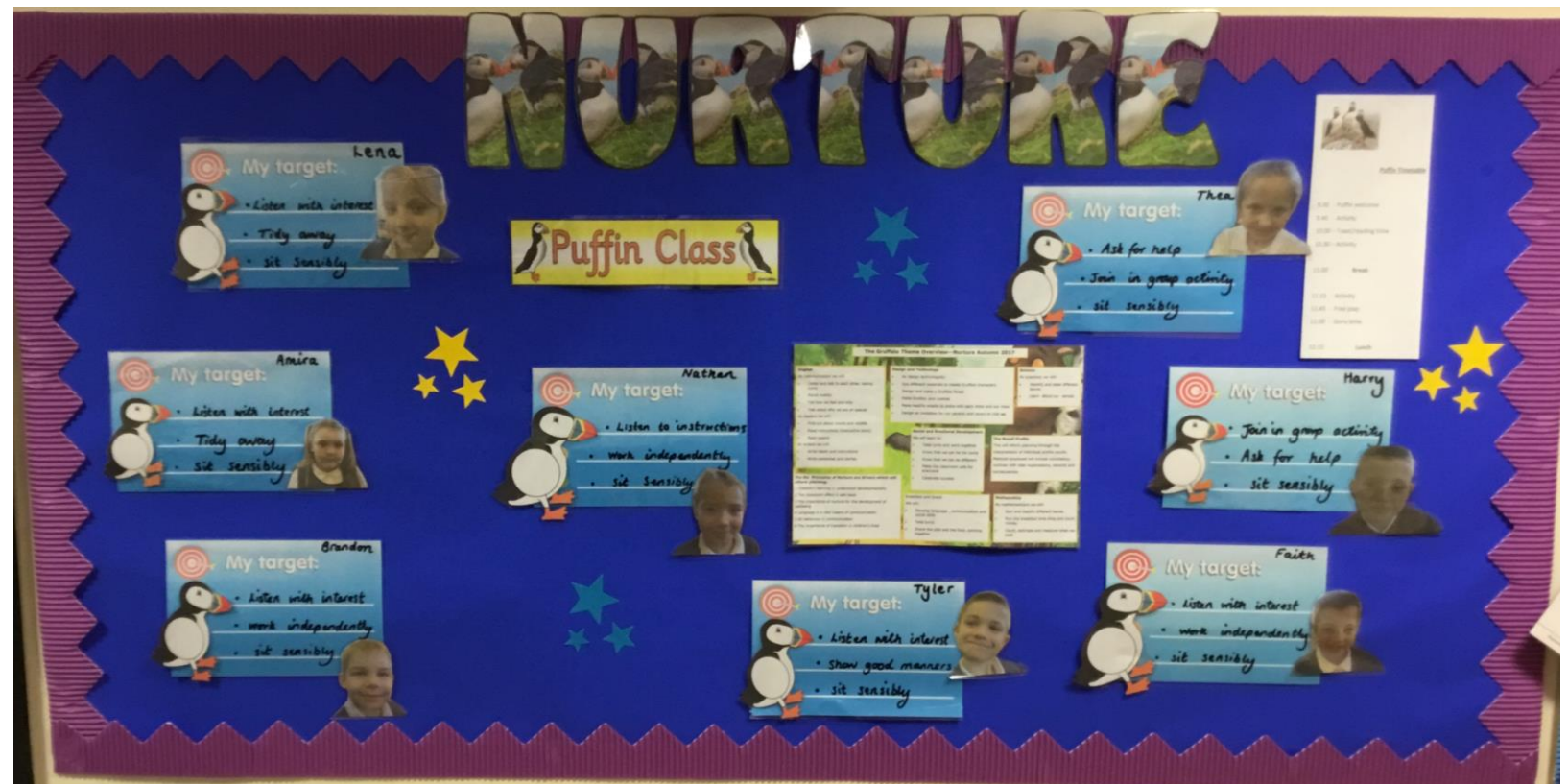
Emotional Health and Wellbeing

- A worryingly high proportion of our pupils described feeling stressed by school work in the 2016 OPS data. To alleviate this, we have focused on building key learning behaviours such as resilience, perseverance and a growth mind set through the introduction of our whole school project on Learning GEMS.
- Since this data, we have also trained 8 Thrive practitioners and become a Thrive Accredited school.
- Children are encouraged to find their own challenge level in work but targeting their own zone for learning - Purple Zone but to avoid coasting (Blue zone) or over challenge themselves that they become stressed (Red zone)
- We ensure opportunities are available to support pupils' health and wellbeing. Opportunities include: Play buddies, Peer mediators, School Council, Pumas, School Houses, After school clubs, Forces Club during lunchtimes.
- All children are monitored carefully for academic progress and behaviour. Any changes are investigated and discussions held with parents and pupils. Those families/ children identified as 'vulnerable' are monitored through our online reporting system CPOMs and provision is discussed at a weekly Vulnerable Pupils Meeting with the Safeguarding Team.
- Academic provision is discussed by the SEN team
- A number of known vulnerable categories are regularly monitored such as Child Protection, Children in Care, Children in Need, EAL, Travellers, Forces families, Young Carers, Free School meals (& Ever 6)
- SENCO, 3 x Learning Mentors including 1 employed year round to support families during holiday periods. (1to1 support and group activities), Weekly Vulnerable Pupil meetings, Staff members attend Core Group and review meetings, Multi-agency meetings
- We are a THRIVE accredited school - Original training provided through the virtual schools to support CiC and vulnerable children. This has been extended to 8 licensed practitioners rolled out throughout school
- Nurture room for children that have been identified by teachers and meet the Boxall profile

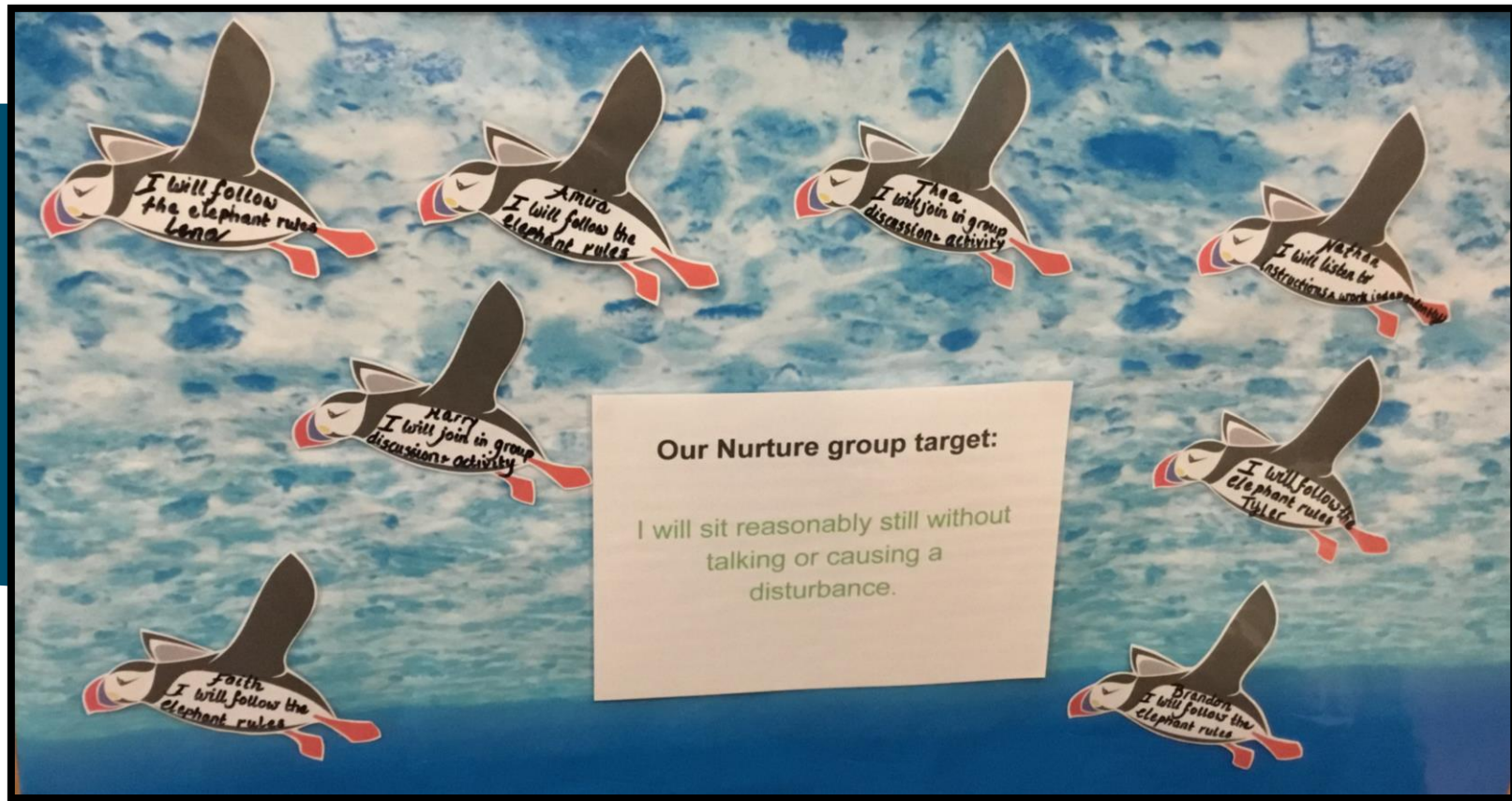
Nurture/Puffins



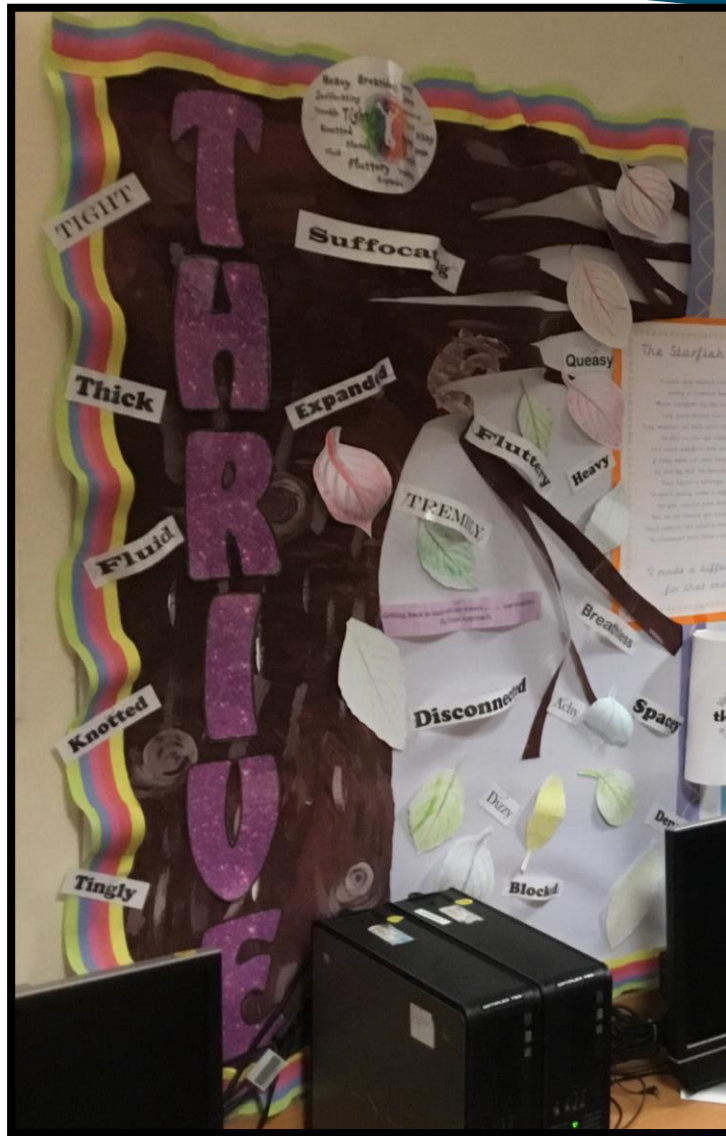
- ▶ Targeting pupils who struggle to learn within the classroom environment.
- ▶ Prepares children to return to normal class routines.
- ▶ Run by existing staff members who have an excellent knowledge of children and families.
- ▶ Structure activities which allow opportunities for PSED at the earliest levels of play, communication and literacy with adult support.
- ▶ Toast time is an integral part of the nurture group routine allowing pupils time to engage in casual conversations during which they are listened and responded to.



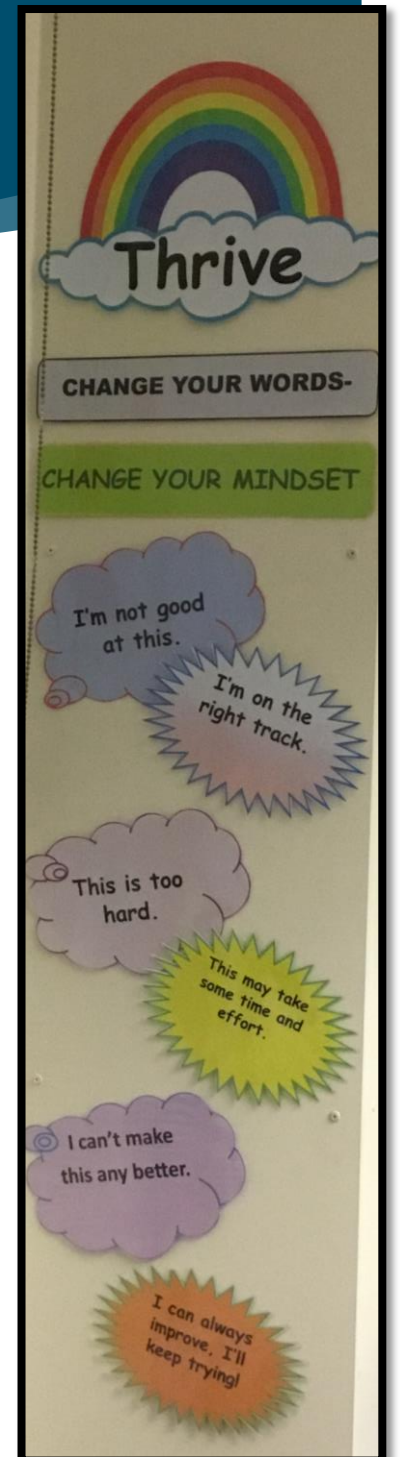
Nurture/Puffins



Thrive



- ▶ Thrive supports children with their emotional health, well being and social skills, all of which are needed to enable learning to take place.
- ▶ We currently have eight Thrive Practitioners.
- ▶ Our Thrive practitioners carry out assessments of identified children's social, emotional and behavioural needs which help us to build an Action Plan of targeted strategies and activities to help children re-engage with learning and life.
- ▶ We provide simple, repeated activities over time, within a safe and caring environment, to try and rebuild gaps in the social, emotional and behavioural aspects of a child's life.
- ▶ The Thrive Practitioners carry out one-to-one and small group play and arts-based activities designed to help the child feel better about themselves; become more resilient and resourceful; form trusting, rewarding relationships; be compassionate and empathetic; and/or be able to overcome difficulties and setbacks.
- ▶ Activities might include playing in the sand, cooking, painting, model making, exploring difficult situations through role-play or comic strips, playing strategy games or projects focusing on the child's own interests.
- ▶ Thrive action plans are regularly shared with parents who are encouraged to do some of the activities at home with their child.
- ▶ The Thrive practitioners also give opportunities for the rest of the school to participate in Thrive activities during lunchtimes and during whole class Thrive time.
- ▶ All of our staff have regular Thrive updates/training and some implement these skills into small group sessions to support emotional needs.



Thrive

When you
 Enter this
 Loving room
 Consider yourself
 One of the special
 Members of an
 Extraordinary family



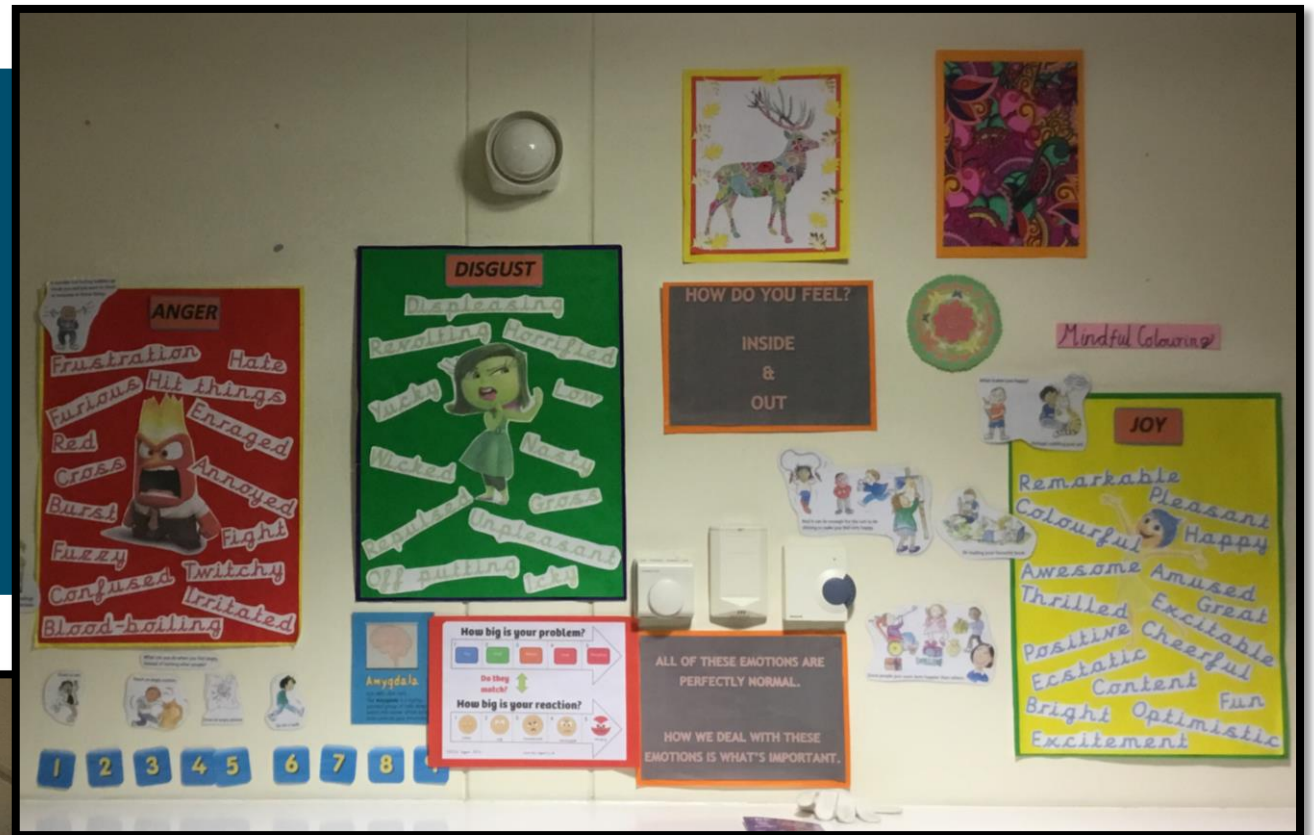
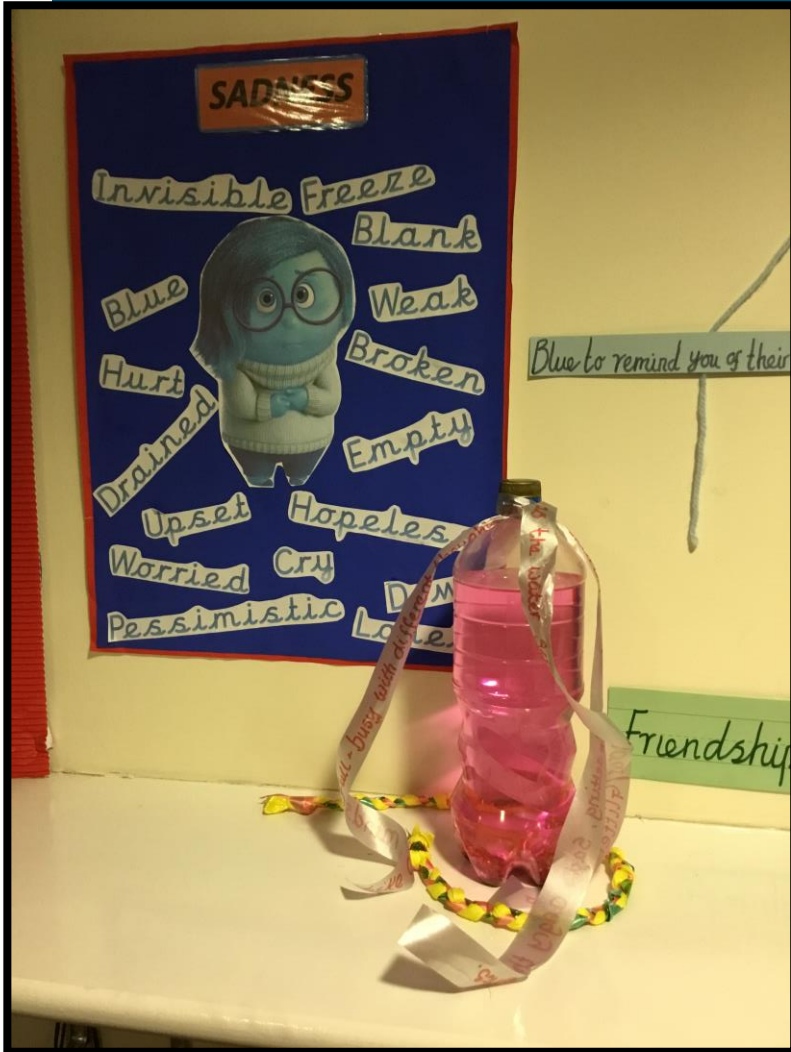
Volcano of Feelings and Sensations
 By Jaren Stokes



thrive Helpers

Monday	Tuesday	Wednesday	Thursday	Friday
Caitlan Bennett	Chloe Richards	Grace Hawkins	Haidee Moore	Jaybe Harrison
Amelia Dainty	Tayanah Allen	Olivia Darlington	Amy Blanch	Olivia Russell
Danielle Kiyindou	Ruby-June Smith	Talula Crocker	Eleanor Fox	Ria Gardner

Thrive



Thrive – Pupils and Staff



Learning Mentors Parental Support

- ▶ We have three highly experienced learning mentors who work closely with external agencies, pupils and parents to ensure that our families are supported at all times.
- ▶ We provide many learning opportunities for our families including: Triple P Parenting Courses, Maths and English refresher courses and trips to Skill Zone.
- ▶ Our pastoral and Nurture Team offer the following support to our families.

Family Support

- Leading Parent Partnership Award
- Parent Support Advisor
- Keyworkers
- Anti-Bullying Support
- Special Guardianship
- Foster liaison
- Turning Point
- Domestic Violence (Freedom Programme)
- References
- Letters of support; Housing, Transport, Free School Meals, support to complete forms, Appeal applications
- Healthy Eating
- Team Around the Child
- Team Around the Family
- Supporting Families through Change
- Thrive
- Supporting Families from different Social/ Cultural/Ethnic Background
- Support to remove language barriers
- Transport
- Funding
- Signposting
- Fund Raising
- Transport/support attending appointments
- Supporting parent meetings
- Report writing

Pastoral and Nurture Team Offer

Successful families = Successful pupils

Family Support (continued)

- Out of hours communication/support Home school communication
- Home school communication
- Green Square / P3
- Parent Consultation Evening
- Home Visits
- Coffee and Chat
- Supporting families with school attendance issues
- Signposting in times of crisis
- Educational and Family Liaison

Young Carers

- Lead in school
- Group Sessions

In Class Support

- Sex/Relationship Education
- Drug Education
- Personal Safety
- Road Safety
- Fire Safety
- E-Safety
- Academic Support

Financial Support

- Food Bank vouchers
- Green Square/P3
- GL Communities
- Citizens Advice Bureau
- Grants, Charities and Trusts

Nurture

- Healthy Eating
- Multi-sensory Themed based learning
- Small group
- Emotion/social development
- Life Skills
- Parental Involvement
- Routine/consistency
- Friendship groups
- Out door Learning
- Boxall Profiles
- Continual observations
- Planning/evaluation
- Target Setting & reviewing
- Access to high quality play & reading equipment

Bereavement

- Winston's Wish Trained Practitioner
- Ryan's Heart

Transition

- Year 6 – Year 7
- Year 2 – Year 3
- Nursery - Reception
- Reception – Year 1
- Any class
- SEND visits arranged
- Managed moves
- Transfer of records

Induction

- Welcome Pack
- Handover meetings
- Induction passport
- Before start Interview
- Tour
- Greet on day
- Monitor
- Review
- Records
- Information on local area
- Follow-up

1 : 1/ Small Groups

- Anti-Bullying Support
- Fizzy Programme Trained
- Medical care of individual
- Hospital Education Liaison
- Behaviour, PSPs, Behaviour Modification
- Cognition & Learning Emotional literacy
- Friendship groups
- Circle Time
- SEAL
- Personalised SkillZone visits
- Coaching & Mentoring Skills
- Thrive Trained Practitioners
- Supporting pupils with additional needs
- Working in partnership with social care to meet identified needs of child
- Sand Play Trained Practitioner
- Drawing & Talking Trained Practitioner

Barriers to Learning

A barrier to learning is any factor that prevents a child from being in a suitable state to engage in their lesson and learn, whether emotionally, physically or psychologically.

Alongside our Thrive and Nurture teams our Learning Mentors provide support to try and close these barriers for our pupils.



To give you some examples:

- Low self esteem
- Friendships
- Confidence
- Social Skills
- Absence
- Attendance
- Medical
- Mobility - Armed Forces Families (ARRC)
- Moving into and out of the area
- Transitions from Nursery
- Transitions to Secondary School
- Family changes
- Young Carers
- Bereavement

Skye the therapy dog



Look at me in my Christmas jumper joining in with the whole school singing Christmas carols.

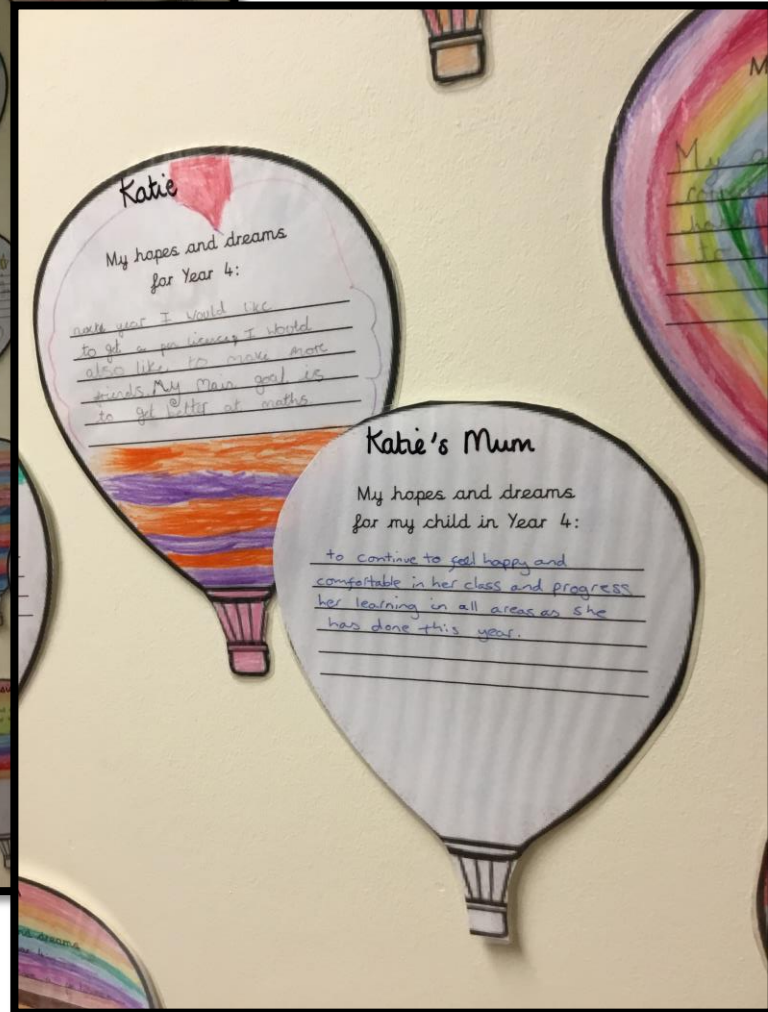
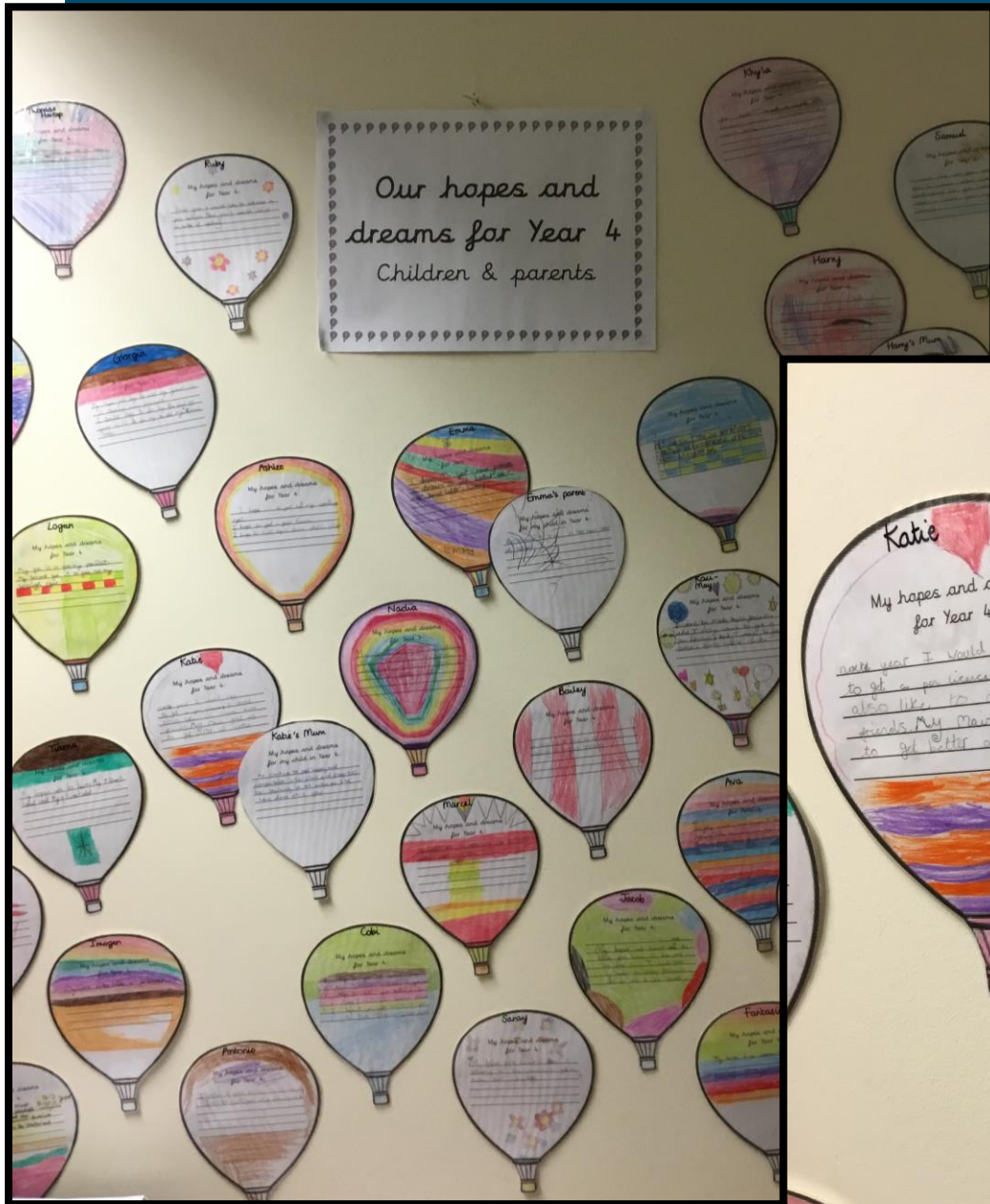
My handler and myself visit the school to listen to children read. The children can stroke me if they want to and sometimes this can make them calm and relaxed when they begin to read. I do not mind if they sometimes get the words wrong. I will always comfort them and listen without judging them.

If I fall asleep when you are reading to me it's so that I can concentrate on the story adventure you are taking me on.

To become a Pets as Therapy dog it has taken me a lot of hard work and I am still learning, so will always keep trying my best. Just like you do with your reading.



Parental Engagement

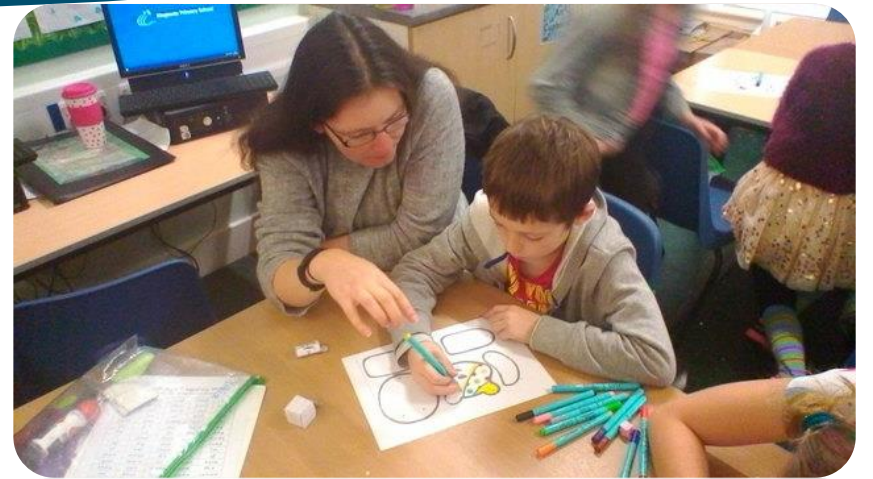


▶ We regularly hold in-class Parental Engagement activities to encourage parents to come and participate in activities with their children. Our parents enjoy coming to these sessions.

▶ We also hold Big Breakfast events where the school invites our families to come enjoy a cooked breakfast.

▶ Parental engagement events allow members of staff to communicate with parents in a relaxed and informal setting.

Parental Engagement



Families in the Armed Forces

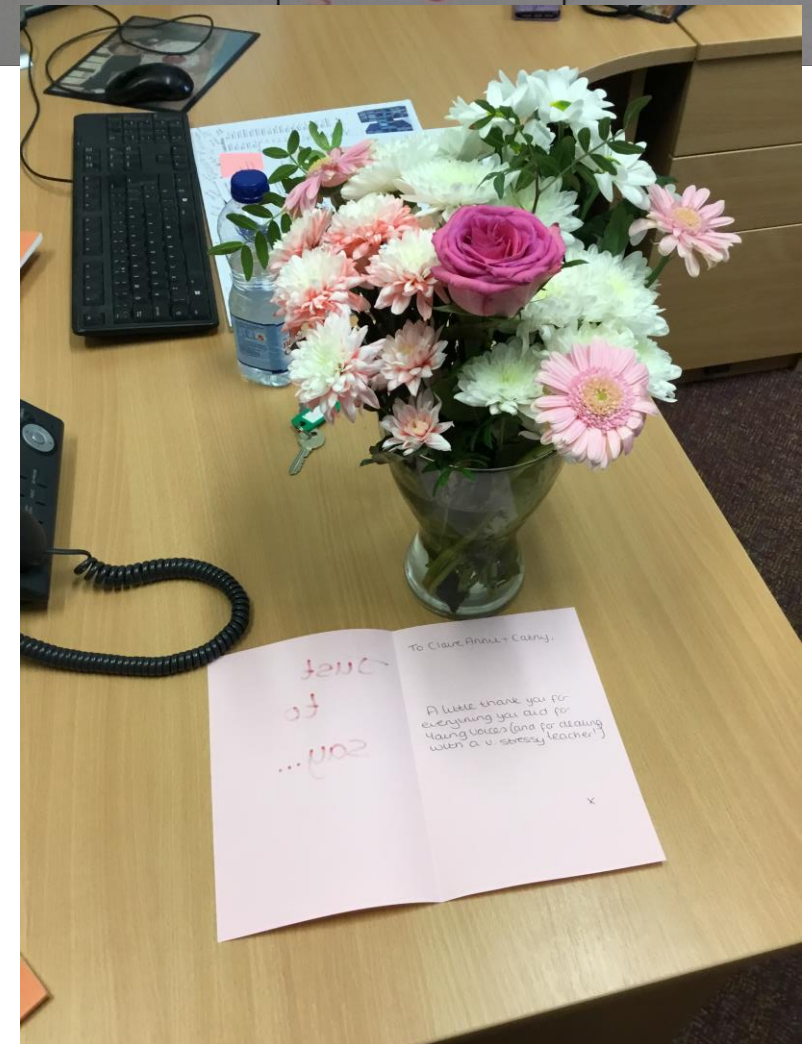
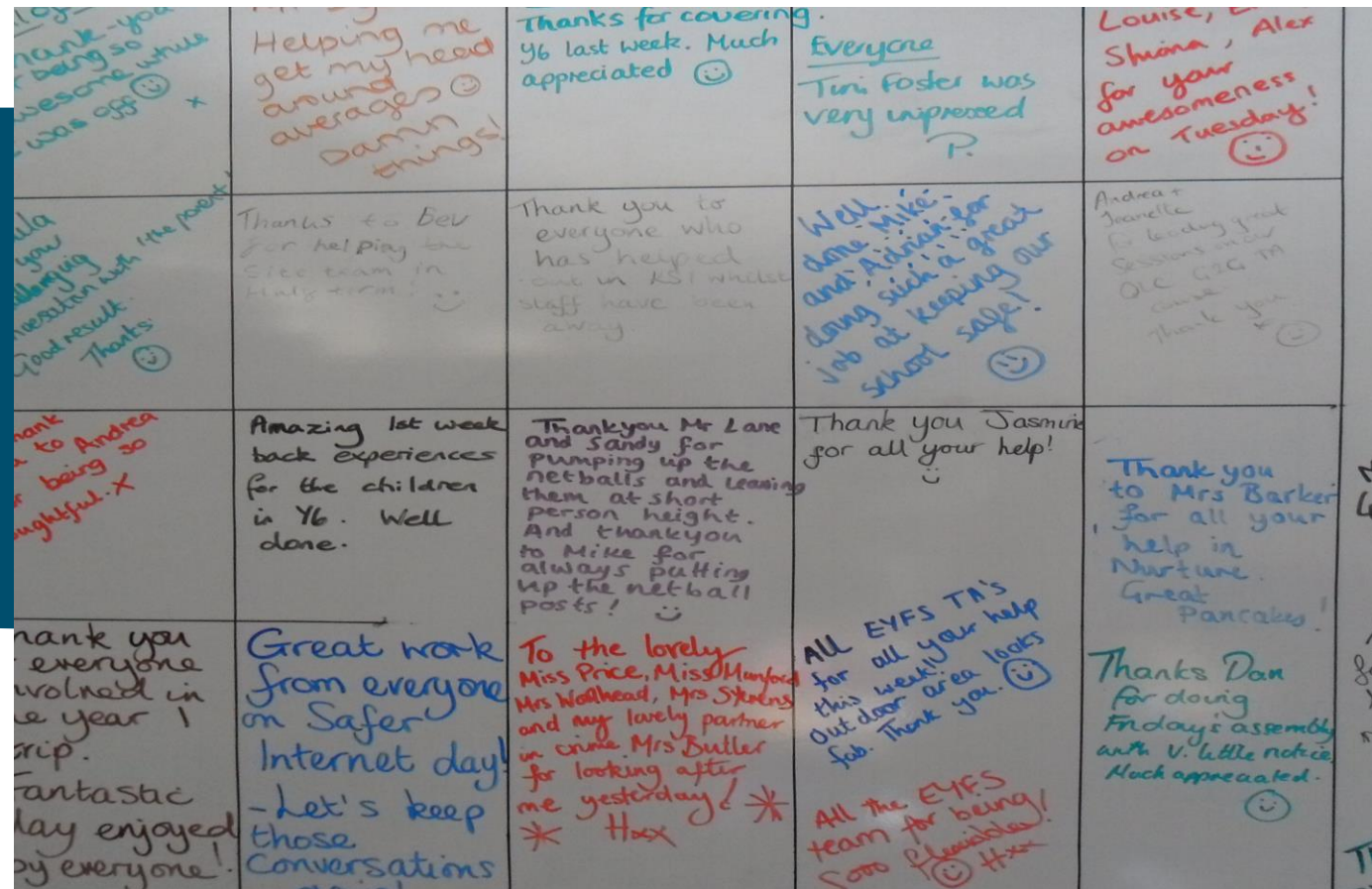
- Kingsway Primary School is delighted to have children from our Armed Forces Community within our school.
- We support and encourage our families and children to feel settled as part of our school and wider community and we run a Children's Service Club on a weekly basis.
- Any child that has a member of their immediate family connected to the Armed Forces is invited to attend the club.
- Through this activity children are given a voice to express their thoughts and feelings and have opportunities to share their experiences with peers from similar backgrounds.
- Children get an invaluable sense of belonging whilst being involved in art and craft, baking, gardening, charity fundraising and more.
- From time to time we invite parents to come in to school to celebrate their children's work, the children are extremely proud of their family members and their connection to the Armed Forces.
- Regular conversations with the parents of these families are held three times a year to discuss any positives or concerns that they have about their children.



Staff Wellbeing

► The Staff at Kingsway Primary School are an amazing team of professionals where everyone supports each other and recognises the fantastic work that is done by all members of the staffing body. Working in the school environment can bring difficult challenges for staff members, but due to the supportive nature of our staff, there are always colleagues willing to help and support those facing difficulties.

► The staff also have a strong, fun-loving sense of humour outside of the school working hours. We organise regular events such as Christmas and End of Year parties, as well as celebrating events such as staff birthdays and key life events. Activities have included: laser tag, escape the room challenges, bowling, meals out and going to the circus. Some members have also created their own book club, rounders/netball team and also attend the local gym together.



Staff Wellbeing



Staff Wellbeing



Staff Wellbeing

In addition to the informal activities organised by the staff for the staff, Kingsway Primary School has a strong sense of 'Duty of Care' towards its staff. All staff are covered by Health Assured - a 24 hour help line which supports employees through any life issues or problems.

What is employee wellbeing?

Health Assured recognises the increasing importance of wellbeing in the workplace and the impact and pressures that modern life has, both inside and outside of work. Employee wellbeing at work is important for many reasons including creating a positive, healthy environment in which to work is key to productivity, as well as employee retention and happiness.

There is an increased focus on employers' duty of care to offer a more proactive wellbeing support, as well as developing effective rehabilitation pathways in the event of absence. This needs to be embedded within an organisation's corporate strategy and people management activities in order to promote employee wellbeing and improve engagement, retention and performance.

The service can be used for:

Family Issues,
Gambling, Domestic Abuse, Debt, Childcare, Medical Information, Financial, Insurance Claims, Legal, Work, Lifestyle Addictions, Relationships, Consumer Issues, Stress & Housing
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Staff CPD

► At Kingsway Primary School, the Head sends out an annual questionnaire about the impact of the previous year's CPD and requests for the coming year. Where possible CPD is linked to Staff Appraisals and School Development Priorities as well as personal interest and development.

► CPD is organised around Whole School, Teams and Individuals

	practitioner	
Cheryl Yearsley	Class based TA and Thrive practitioner	Visiting other schools
<u>Naz Hassanjee</u>	Class based TA	Team Teach
<u>Julia Turkington</u>	Class based TA	Supporting vulnerable children Team Teach
Tina Jones	Class based TA and Thrive practitioner	Team Teach Sand play Social and emotional training Visits to other Thrive schools
<u>Janine Swindell</u>	Class based TA	Team Teach
Emma Head	Class based TA	Team Teach renewal
<u>Rob Gabb</u>	Class based TA	GDS by visiting top performing schools in area
Stuart Byles	Class based TA	Visiting after school childcare clubs
Andy Harden	SEN 1:1 TA	Behaviour management Makaton Working with vulnerable children
Kim Stevens	SEN :1 TA, Admin team, CC lead	First Aid Health and safety Autism
Ruth Woodley	SEN 1:1 TA and Thrive Practitioner	Forest school
<u>Sarah Mawdsley</u>	SEN 1:1 TA	First aid Team teach phonics
Claire Cronin	SEN 1:1 TA	None stated
Jon Lane	Sports Coach, Play Leader and MDSA	Visit other Change for Life clubs
Jasmine Munford	Learning Mentor and Thrive practitioner	Visit to another learning mentor Supporting Children In care Improving Attendance
Claire Manley	Nurture TA	Visits to other Nurture groups Thrive training Use of IT within Nurture
Felicity Cromwell	MDSA	None stated
Vicky Gadd	Lead MDSA	Visiting other schools at lunchtime Thrive training Attending staff meetings relevant to role