



**Wellbeing at St Just
Primary School.**

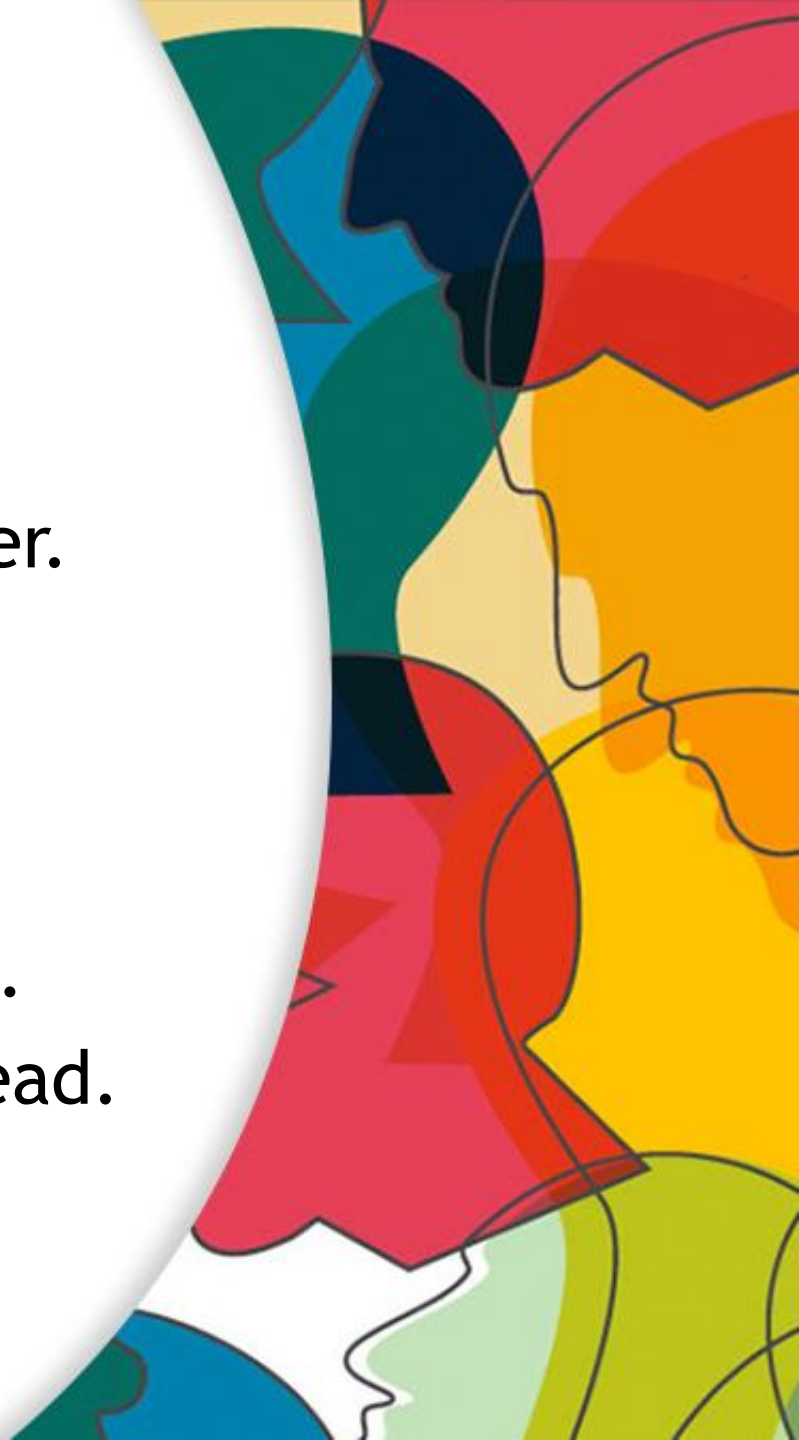
Our Priorities.

- After auditing our mental health and wellbeing provisions at the beginning of this course, we came to the decision that we needed to establish a team to ensure that we were able to prioritise the needs of all of our stakeholders effectively.
- Through establishing our 'Wellbeing Team' we have been able to run several small projects over the course of this year to ensure that we are catering for the needs of our pupils, staff and parents.



Our Wellbeing Team

- Kerra Burlton** - Staff Wellbeing Lead.
SMHL, Mental Health First Aider.
Orange Button Holder.
- Sara Downing** - SENDCo, TIS Practitioner,
Berevment Champion, SPACE
Facilitat (Children and adults).
- Anthony Matthews** - PSHE Lead, School Council Lead.
SPACE Facilitator (Children)



Interventions led by our Wellbeing Team.

What?	Led by...	Impacting on...
SPACE (Supporting Parents And Children Emotionally)	Sara Downing Supported by Niki Rogers and Kerra Burlton	Parents and families
Journaling for Wellbeing	Sara Downing	KS2 pupils
Hot Chocolate Fridays	Anthony Matthews and SLT	All pupils
CHINWAG	Kerra Burlton	Staff



SPACE

- Our SENCo has been trained to facilitate this course, which has been developed by Rock Pool CIC in collaboration with Headstart Kernow. The course is designed to help parents to better understand and support their child's emotions, and also their own. Lots of areas are covered such as; understanding toxic stress and the fight / flight response, healthy coping strategies for dealing with stress, practical approaches to support children to regulate their emotions, understanding behaviour, building resilience in ourselves and our children, enhancing our ability in providing nurturing care and so on. We are currently working with our third cohort of parents and have alternated between having the sessions online and face to face to ensure that we can accommodate as many people as possible. So that is 18 families in total with a total of 43 children that have accessed the support. Within these families we have also encountered English as an Additional Language, Special Educational Needs, Adopted children, families where there has been a death of a parent, families that have suffered a particularly traumatic event and families where compromised parental mental health has been a factor.
- Our SENCo and the PSHE Lead have very recently been trained to become facilitators of the new SPACE Children and Young People's Programme too. This is an additional programme for children and young people whose parents or carers are attending the adult group. Where possible, the programme will run concurrently with the adult group with the intention that parents and children can learn together about; the impact of stress, the benefits if using grounding techniques, the importance of protective factors e.g. resilience, the rupture and repair cycle in relationships and the benefits of healthy minds and bodies.



The impact of SPACE

These are comments that have been obtained from parents who completed the SPACE Course within the Spring Term.

Being able to talk through the strategies with others gave me the confidence to carry them out at home.

The activities have been really useful at home. They helped us to remain in a calm environment, whereas previous it could have been quite stressful.

The facilitators were brilliant-very natural and comfortable from the beginning. They had a great deal of knowledge and understanding.

It was a very supportive group from a professional perspective as well as a fellow parent within the room.



The impact of SPACE

Being in a small group was really beneficial as it gave us time to focus and really talk. We also had the opportunity to have 1-1 time if needed.

The course gave me lots of food for thought and lots of useful information to process. It really kept me interested so that I could continue learning and building my skills.

Participating in the course gave me the confidence to think that I was capable of doing what I thought was the right thing.

It's really good knowing that I'm not the only parent who doubts their own parenting or have similar problems and experiences at home.



The impact of SPACE

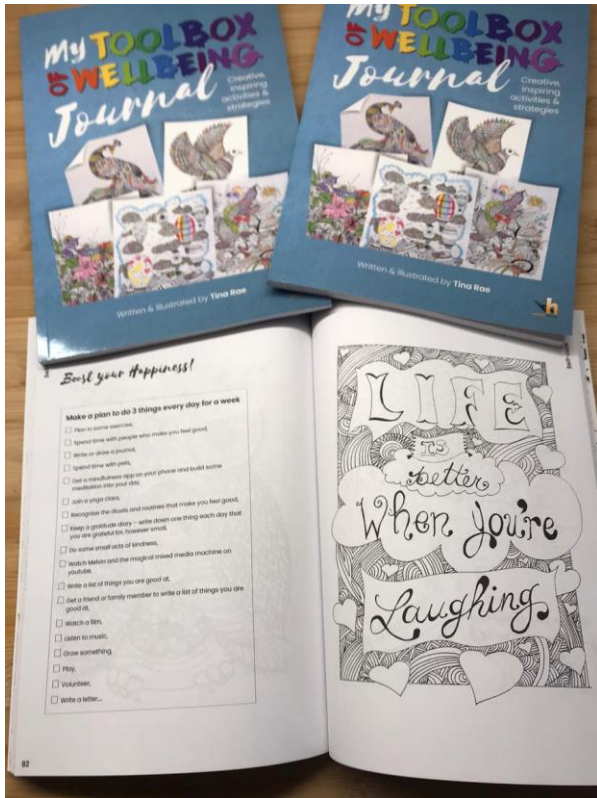
It's good to know that I'm you're not the only one who thinks that they are struggling. It was beneficial to have the time and opportunity to discuss with other people.

Thank you so much for your time and the opportunity to take part in the course. I really did enjoy my time, taking part and learning.

Having resources provided before the sessions were really helpful and having the face to face discussions were really valuable - being able to hear and talk to other parents was so great.



Journaling for Wellbeing

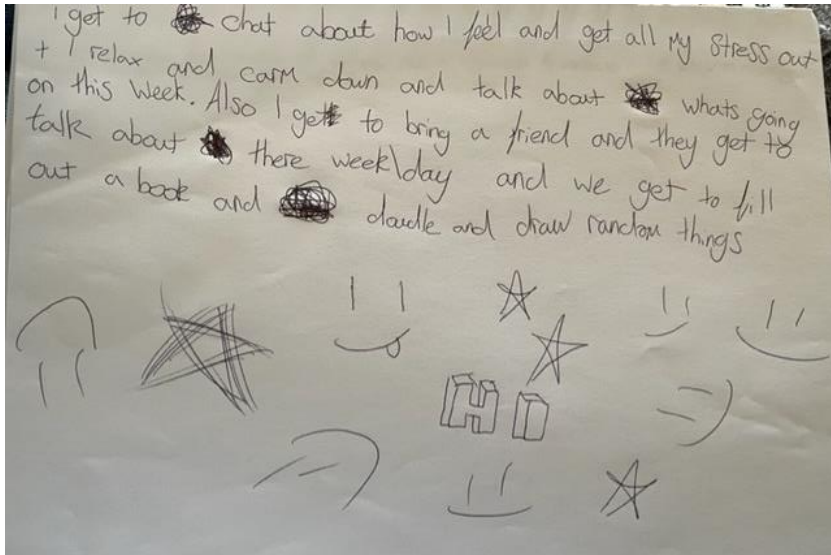


This has been introduced in Key Stage 2 and identified pupils attend one session a week that is supported by the 'My Toolbox of Wellbeing Journal - Creative, inspiring activities and strategies to help manage, stress, anxiety and worries' by Tina Rae. The pupils have the attention of an emotionally available adult and a chance to talk and reflect whilst working through the Journal or just doodling or colouring on the varied pages. There is a lot of evidence to suggest that Journaling has many benefits, including; improving our mental health and wellbeing, helping us to manage and reduce our stress levels, supporting us in processing problems and negative feelings or experiences and so on. As a school we are using the publication to help us structure a way to explore and effectively manage the feelings and responses to what happens in the daily lives of the pupils.

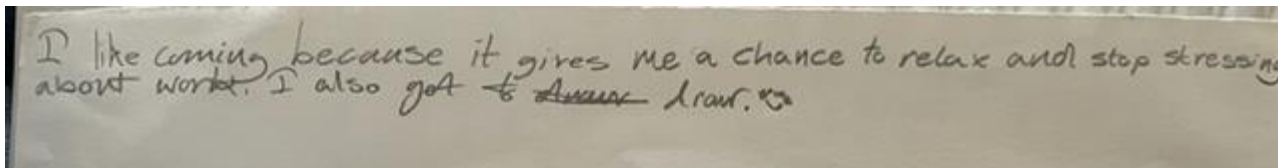


The Impact of journaling

Currently, Sara is implementing the journaling intervention with 2 Year 6 pupils. They meet on a Thursday lunchtime and carry out their journaling whilst chatting. Sara creates a very nurturing environment for these sessions, providing everything that the pupils need as well as some simple snacks to have while they work. Here is what our pupils say about their sessions:



I get to chat about how I feel and get all my stress out and relax and calm down and talk about what's going on this week. Also I get to bring a friend and they get to talk about their week/day and we get to fill out a book and doodle and draw random things.



I like coming because it gives me a chance to relax and stop stressing about work. Also I get to draw.



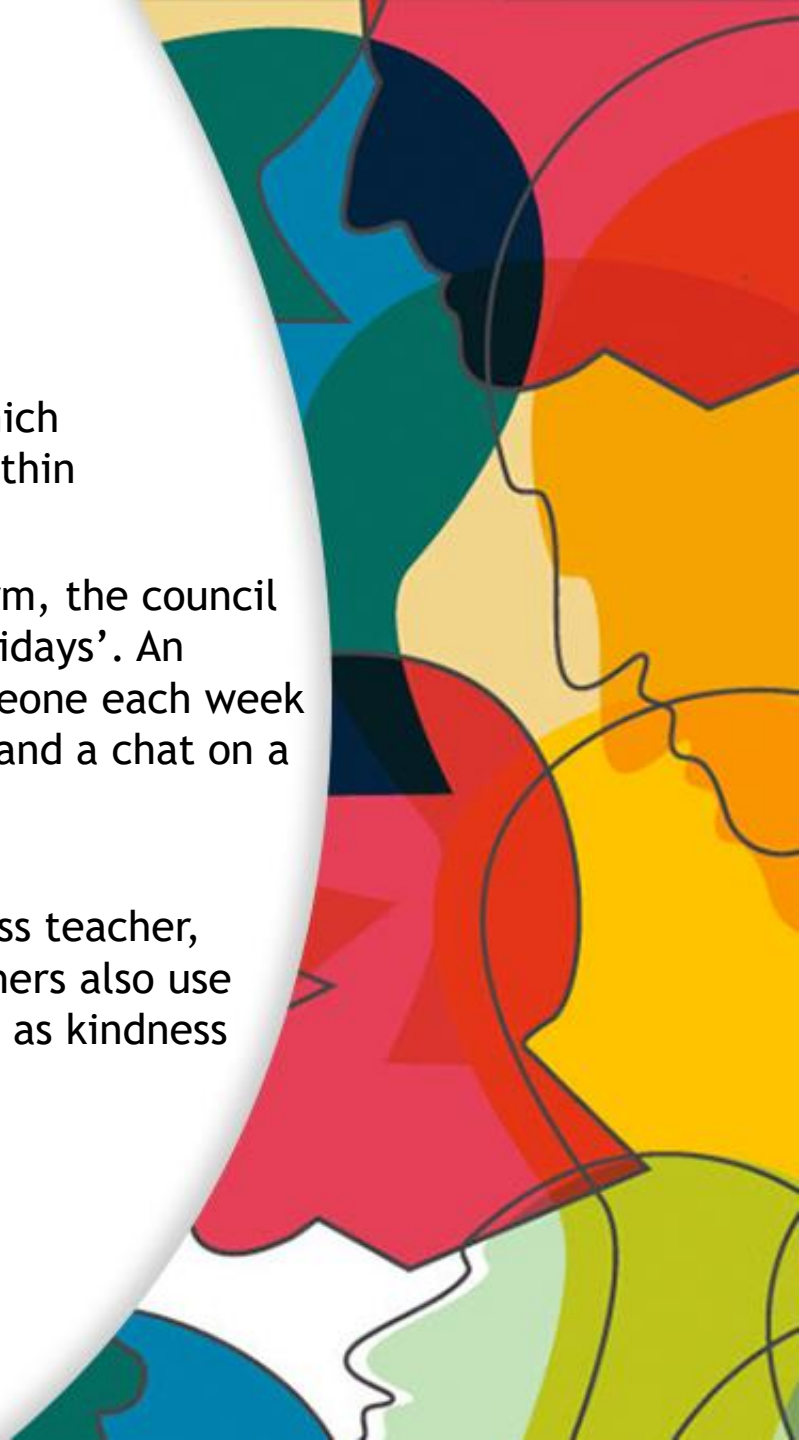
Hot Chocolate Fridays



As part of his role as School Council Lead, Anthony wanted to give the pupils the opportunity to have their say on ways in which we could support the wellbeing of pupils within the school.

Within their meeting during the Autumn Term, the council came up with the idea of 'Hot Chocolate Fridays'. An opportunity for each class to nominate someone each week to join the Head teacher for hot chocolate and a chat on a Friday afternoon.

The way in which pupils are nominated on a Friday is done at the discretion of the class teacher, and is often in response to the needs of the cohort over the course of the week. Teachers also use this as an opportunity to promote kindness within the classroom, using strategies such as kindness tokens, secret spotting and pupil nominations to select their pupils each Friday.



Impact of Hot Chocolate Fridays

From the perspective of our Deputy Head

The "Hot Chocolate Fridays" was a School Council idea and instigated when I was acting Head at the end of January/start of February.

I remember asking if the thought of hot chocolate with me was an incentive or punishment. The jury is still out.

At first no one, myself included, knew what to expect or what to do. I had been provided with hot chocolate and marshmallows, to which I added squirty cream and left overs of Christmas chocolates. (someone must like Bounties!)

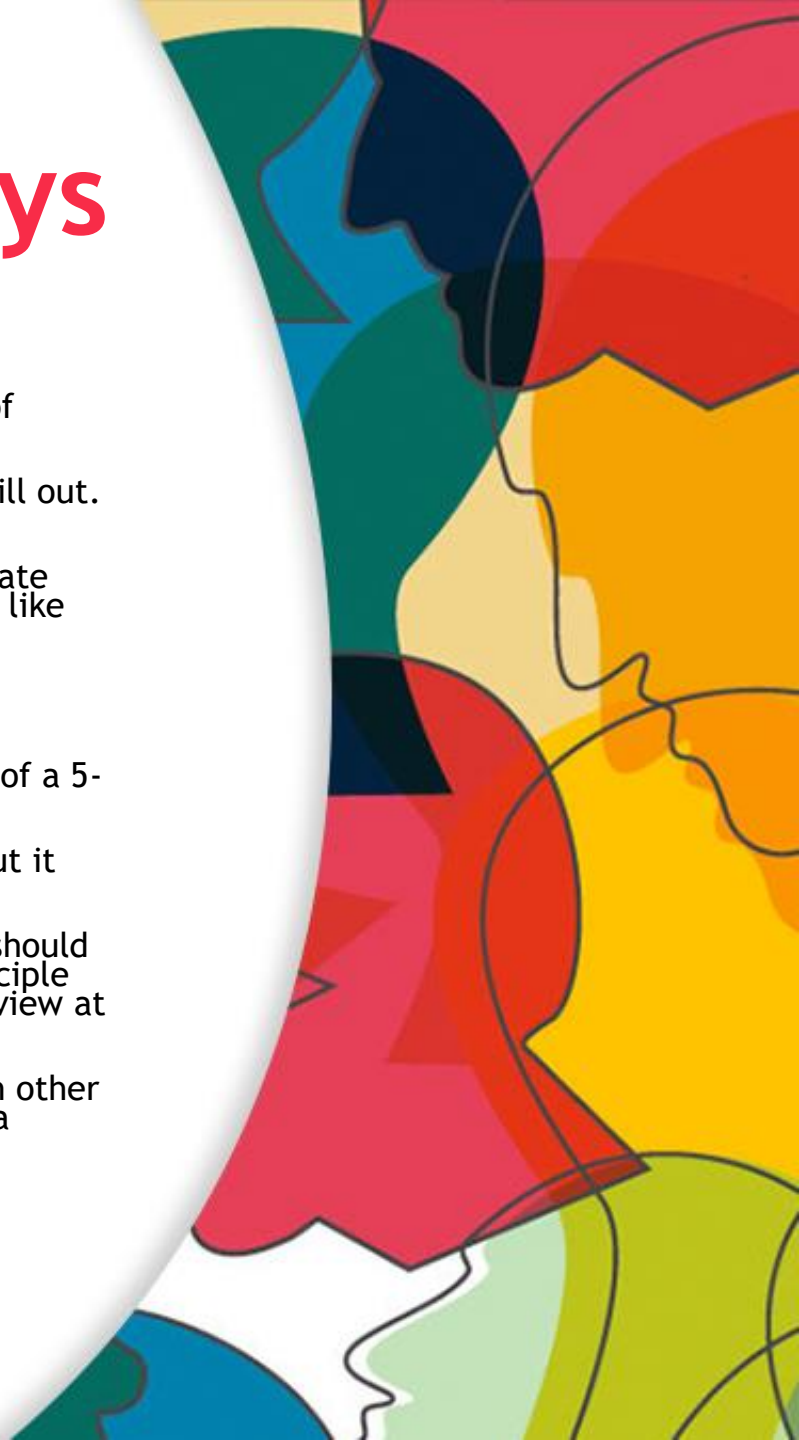
We met on Friday afternoons at 2:30.

Having a mix of students from the whole school is quite unusual. Interests of an 11 year old girl are very different from a 5 year old boy. (though the interests of a 56 year old man are remarkably similar to that of a 5-year-old boy!)

I felt that very quickly they became something that the children both looked forward to and enjoyed. I put it down to the squirty cream)

The philosophers Jeremy Bentham and John Stuart Mill though believed in "Utilitarianism"; that a society should seek to maximise the total amount of human happiness. I believe schools should also operate on this principle and that teachers teach better and learners learn better when happy. Sadly though I do not feel this is a view at present shared by current education trends.

The Hot Chocolate sessions certainly did this. They were fun. Children from all ages interacted with each other and I, as the acting head teacher, had meaningful interaction with the children. It felt as though we had a common identity, part of the same thing and people cared about each other.



The Impact of Hot Chocolate

From the perspective of our staff

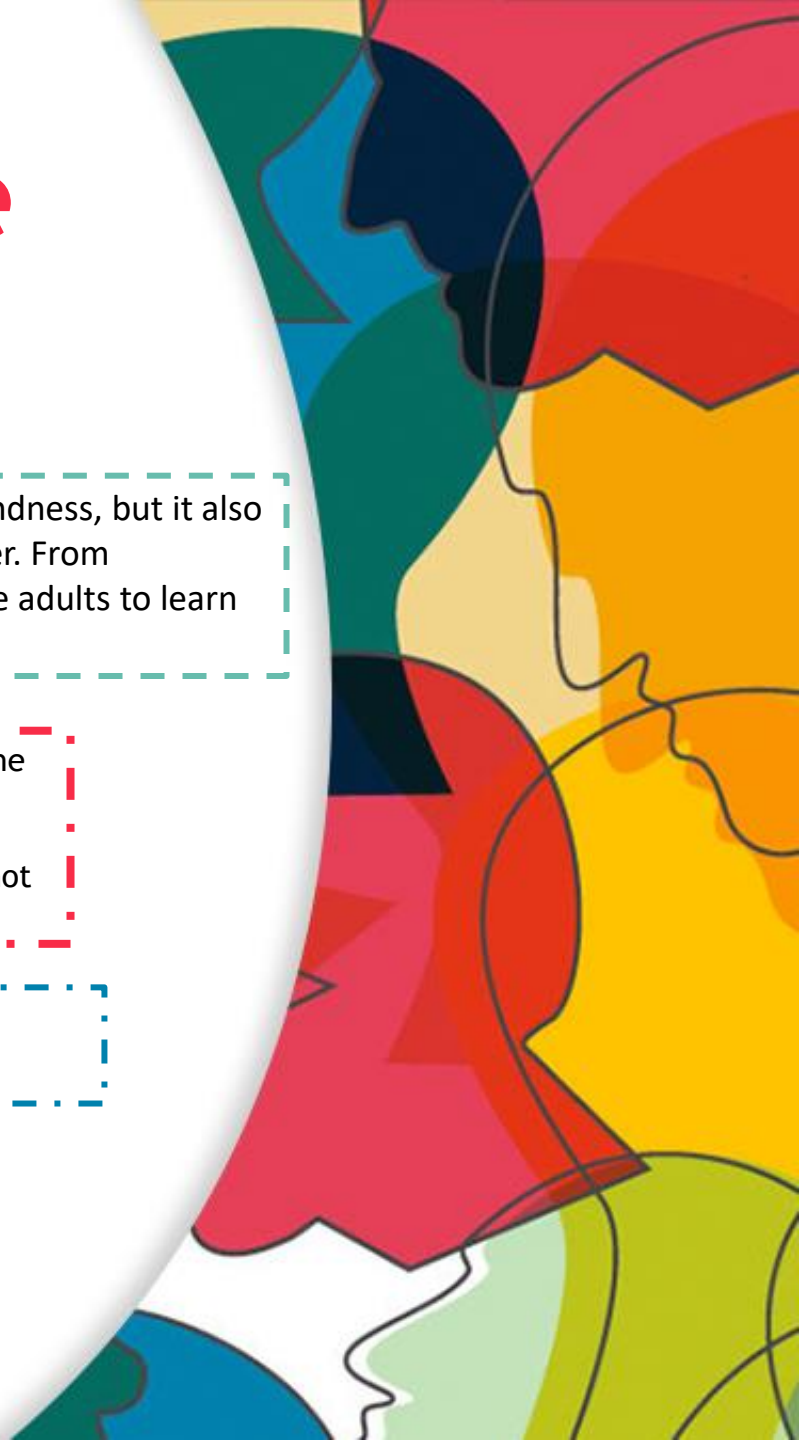
Hot chocolate Fridays is brilliant because it makes the children feel important and valued.

My pupils love hot chocolate Fridays! Not only does it reward kindness, but it also allows children in different year groups to get to know each other. From conversations I heard when popping in and out, it also allows the adults to learn things about the children they never knew!

Hot Chocolate Fridays' have been such a great and successful idea. It highlights kindness and caring behaviour within the school. Such acts can often go unnoticed but Year 5s have taken great care in nominating their fellow classmates and recounting particular acts of kindness. It has been so good to hear such positive and considerate actions be recognised and acknowledged, and I know the children themselves appreciate this too. What a great idea to be rewarded with a hot chocolate complete with marshmallows and a friendly chat in the staff room with Mr Bowman!

Hot chocolate Fridays has been a lovely incentive for the children and they look forward to it every week. This has promoted kindness throughout the school.

Hot chocolate Fridays has been such a welcome addition to the school week. Our pupils absolutely love finding out who is going each Friday and they really get involved in celebrating with the person who has been chosen.



The Impact of Hot Chocolate

From the perspective of our pupils

"Hot Chocolate Friday is really exciting! We get to go in the staff room and talk to children from other classes and speak to the headteacher. The hot chocolate is delicious too!"

"I like it when the person who has been kind to me gets picked. It makes me feel good that the piece of paper picked was the one I wrote on".

"Good for us all to get together. Lockdowns have stopped us from mixing so now we are getting to know each other"

"It brings the whole school together."

"I think that it is important that good behaviour gets rewarded. It makes children think that it is important to do nice things and be kind to everyone."

"We get time to talk with the Head Teacher about what's been happening in our classes"

"Hot Chocolate Fridays should definitely continue. It makes you feel good and happy, as you've been recognised during the week"

"Hot chocolate Fridays help to put smiles on peoples faces".

"We get to sit in the staff room and talk with the bigger children - It's such a treat"

It feels special because we get to sit on the really comfy chairs and drink hot chocolate. I love hot chocolate!"

"I love Fridays because it's really exciting to hear who's going. We all clap and cheer so they know we believe in them"



CHINWAG

Following the first and second lockdown periods and the reopening of schools under restrictions, including year group bubbles, we undertook our usual staff performance management exercises. As part of this SLT carried out a 'Wellbeing Check' with all staff members. Through this, it became incredibly clear that staff were feeling isolated, within their bubbles and missing the hustle, bustle and comradery associated with the 'normal' school day. Staff members felt like they were going for long periods without crossing paths with, or seeing colleagues who were not in their 'bubble' and they all felt 'out of the loop' with each other.

In order to remedy this, we decided to create a weekly opportunity for staff members to informally get together to chat, relax and touch base. Our Chinwag sessions are scheduled each Thursday morning from 8:20am, a time when we know all staff are in the building. Staff can choose to pop in and out as they like, depending on their work commitments, and we find that this often continues at Break Time, creating the very familiar 'work -family' atmosphere that we were all missing.

Our Head Teacher dedicated a budget to these sessions, which is used to buy pastries, and other breakfast items for staff to enjoy whilst they catch up.



The impact of CHINWAG



The impact of CHINWAG

Thursday chinwags make a massive difference, especially when you are having a tough time feeling low and need a hand up...thank you.

I absolutely love CHINWAG. It's the one time of the week we all come together for a cuppa and a chat in the morning. We make sure we make time for it. It's a time to chat about our own lives and catch up on non-school, non-moan moments. The delicious treats help as well – LONG MAY IT CONTINUE!

Chin wags are a joy when you walk into the school and smell the aroma of freshly baked goodies and to sit and chat with people and catch up with on their busy week.

Thursday 'Chin wag!'

Staff gather together (a rare occurrence recently) in our staff room for delicious breakfast goodies, toasted croissants, brioche, crumpets & hot cross buns. It's a firm favourite and an extremely welcome near end of week treat!

Kerra has significantly boosted our staff morale over the last few difficult years in our lovely school.

The weekly *Chinwag* was a great way of getting everyone back in the staffroom after living our lives in bubbles. It is also nice knowing that on *Chinwag day* you can go into the staffroom and someone will be there for a chat, whether it be about work or home. Sometimes it is also nice to have a bit of adult company!

When I came to this school, Wellbeing of the staff and pupils was at the forefront of the school's mind. This has continued. Both Kerra and Sara have continually made themselves available for any support that I may need- as well as the children. This has promoted kindness throughout the school. Chinwag Thursday is my highlight of the week and adds a lovely boost as we head into the last few days of the week and gives all staff a chance to catch up....and slow down....even just for a moment.

