

Wellbeing Award for Schools (WAS)

Verification Report

School name:

School address and postcode:

Date of verification:

Commentary on the evidence provided:

The written evidence was extremely well presented – it was concise yet detailed and the Coordinator had clearly taken pains to address each requirement. Video evidence was extensive and gave a very clear impression of the school. This, together, with the presentation and stakeholder meetings, showed a school which has a clear understanding of the links between EWMH and engagement with education. It is clear that staff, leaders and governors have a good understanding of the needs of all their stakeholders, carefully and effectively monitor provision and have a genuine passion for promoting EWMH for all.

Strengths identified during verification:

The school has a very clear vision for wellbeing which is effectively communicated to all stakeholders. It has a good knowledge of the EWMH needs and priorities within the communities it serves and leaders demonstrate a high degree of compassion towards those children and families in need of additional support.

The school has effective monitoring procedures in place and can demonstrate clear progress towards meeting its wellbeing goals.

General and targeted support for EWMH includes PSHE lessons, Children's Mental Health and Wellbeing Weeks, assemblies (some led by pupils), calm and chill out spaces for children who need time out to help with self-regulation, worry monsters and 'calm kits' in classrooms, Zones of regulation, ELSA, drawing and talking (including whole class activities in year 6 related to transition), separate lunchtime provision for children who struggle to integrate in the playground (where they can eat lunch and play games together supervised by the SENDCo and other staff), extensive and very well resourced forest schools provision and a range of displays promoting wellbeing and celebrating achievements and positive behaviour.

The whole school is attractive and well maintained with beautiful displays, many promoting wellbeing and inclusion, and particularly well equipped outdoor provisions that includes chill out spaces, outdoor gym equipment, games for children who prefer to play alone or in small groups, outdoor musical instruments, storytelling areas and sensory areas, a buddy bench and (as part of forest schools) a fire pit, pond, wild area, bug hotel and mud kitchen. Both children and parents are particularly enthusiastic about this provision.

Staff wellbeing is discussed in appraisals and line management meetings and all staff can access both an EAP and regular 'brew chats' with MHFAs. Staff value the free drinks, fruit and pastries and regular 'spud club' lunches. Key support staff receive external supervision and other staff provide supervision for each other.

There is a well-coordinated programme of relevant training. The school has four qualified MHFAs and the SENDCo has recently completed her SMHL training. All staff have received training in supporting pupils with ADHD and, in addition to specialist training in ELSA, support staff have undergone training in nurture provision. Training is evaluated to monitor effectiveness and inform future provision

Wellbeing ambassadors are involved in a range of activities including supporting younger children at lunchtime and delivering assemblies.

The school has well developed links with a number of external providers and a link practitioner from Surrey MindWorks meets regularly with the SENDCo. A number of children have become Mental Health Champions following training from an external provider.

Stakeholders have been involved in discussions around wellbeing provision via school council, parent coffee mornings etc. Children can confidently discuss strategies for supporting their own and others' wellbeing and know where to go for help and support if they need it. There is excellent information including helplines and other links on the school website. Parents praise how the school supports their children.

Areas for development:

Consider how the knowledge and skills of key staff (ELSA and drawing and talking, MHFA) could be cascaded as part of staff meetings to further enhance the confidence of all staff to identify and support MH concerns.

Verifier recommendation:

I am delighted to recommend that Holland Junior School be granted the Wellbeing Award for Schools for a period of three years.