

#GfSConference21



Governors
for Schools
Conference
2021.

Wellbeing in Welsh Schools: The role of governors

*A tiny change today brings a
dramatically different tomorrow'*
•Richard Bach, (One)



EAS

Education Achievement Service
for South East Wales
Gwasanaeth Cyflawni Addysg
i Dde Ddwyrain Cymru

Developing a Whole School Approach to Well-being

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Overview



- The National Picture
- Understand the benefits of adopting a whole school approach to well-being.
- To understand the link between leadership and effective well-being
- Tools to support embedding

The National Picture

- Equality Act 2010
- Social Services and Well-being (Wales) Act 2014
- Well-being of Future Generations (Wales) Act 2015
- Additional Learning Needs (Wales) Act 2018
- Curriculum for Wales

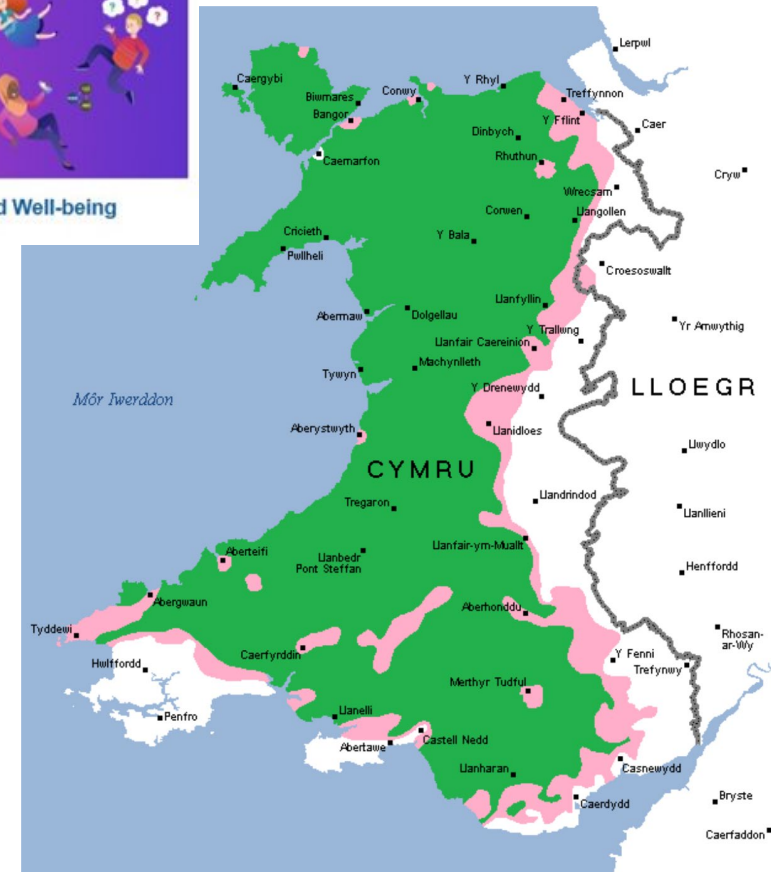
Policies and Strategies:

- UNCRC 2011 (Wales became first country in UK to make UNCRC part of domestic law)
- Education in Wales our national mission 2017-2021
- WNHSS 1999
- PISA measuring well-being and life satisfaction of 15 year olds.

Social Services and Well-being (Wales) Act 2014



Health and Well-being

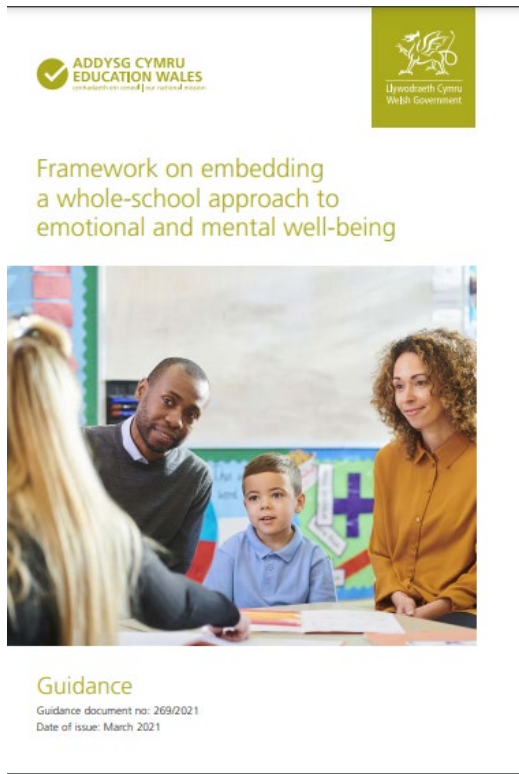


Benefits of adopting a whole school approach to well-being

- Improved teaching and learning
- Pupils who are more engaged in the learning process
- Pupils who can concentrate and learn more effectively
- Improved levels of skills: literacy, numeracy , social emotional
- Improved academic achievements
- Parents/carers who are more engaged in school life
- Pupils who are more involved in school life and have a say in what happens
- Pupils with higher self-esteem and confidence
- Fewer pupils disengaged from learning and school
- Lower rates of truancy, offending and substance misuse



Framework on embedding a whole school approach to emotional and mental well-being.



- ✓ Issued as statutory guidance to governing bodies.
- ✓ It places a duty on LAs and governing bodies to make arrangements to ensure their functions are exercised with a view to safeguarding and promoting the welfare of children. This includes supporting the mental health and emotional well-being of learners.
- ✓ It is collaboration between education and local health boards
- ✓ Places several actions and requirements on schools, LAs and Consortia
- ✓ Has a set of aims and core values

Implementing Whole School Approach



The whole-school approach is about:

- embedding good well-being through teaching as well as all the other aspects of school life
- an ethos that values inclusion, where everybody works together
- creating a supporting environment where young people are encouraged to fulfil their personal and academic potential, where they thrive, learn and emotionally develop, supported by teachers who operate in a culture that also values teachers' own well-being
- building on existing good practice in the field such as the WNHSS
- incorporating the work of others such as Child and Adolescent Mental Health Services (CAMHS)

How you can support as a Governor?



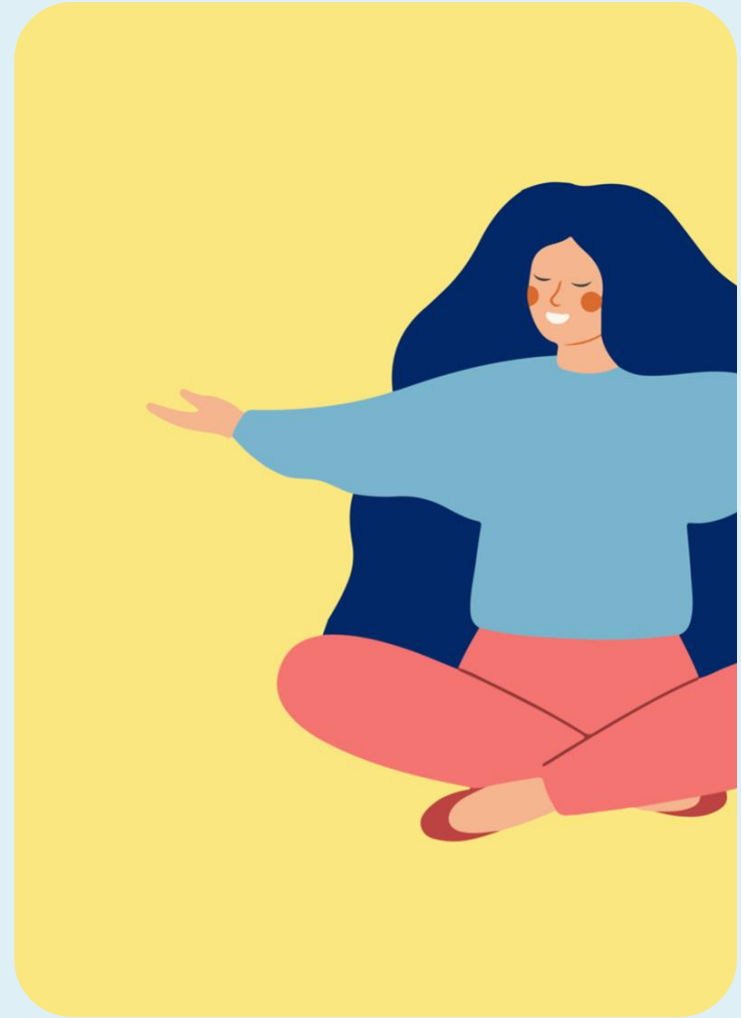
Governor actions that could be useful in this governor role:

- ✓ Undertaking an audit of the school's provision – how is mental health and wellbeing planned into the everyday life of the school as well as the curriculum?
- ✓ Learning walks around the school to see the provision in practice
- ✓ Meeting with designated staff members to discuss their plans and priorities for the coming months.
- ✓ What is planned? What would success look like?
- ✓ Pupil and Staff voice surveys – how do they feel? Are we seeing results from our initiatives?
- ✓ Attending training sessions, webinars and researching mental health in schools to be best informed to offer suggestions and monitor provision.

22 SEPTEMBER 2021

SINÉAD MC BREARTY

Wellbeing in Welsh schools





Education Support

Free support and advice for individuals

- Helpline - 08000 562561
- Financial grants - [educationsupport.org.uk](https://www.educationsupport.org.uk)
- Resources for individuals and schools & colleges - [educationsupport.org.uk/resources](https://www.educationsupport.org.uk/resources)

Wellbeing services for schools & LAs

- Wellbeing Advisor
- Employee Assistance Programmes
- Facilitated peer support
- Individual supervision

Research and advocacy for improvement

- Teacher Wellbeing Index
- BBC Teach

Our research

We publish comprehensive and robust research about the mental health and wellbeing of teachers and all education staff.



Covid-19 and the classroom:

Working in education during the coronavirus pandemic – the impact on



Teacher Wellbeing Index 2020

Our annual Teacher Wellbeing Index

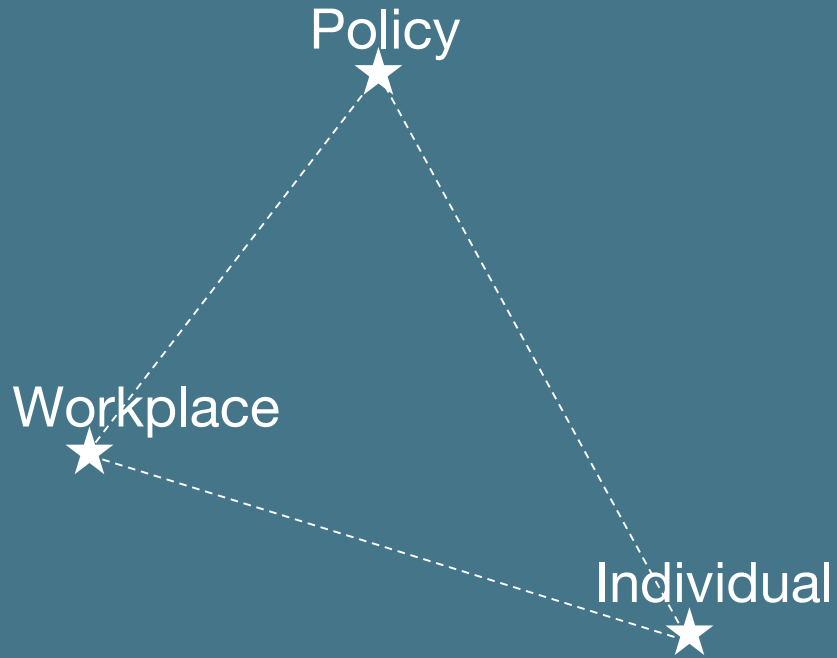


Staff wellbeing in higher education

Research looking at the positive and negative factors that influence higher

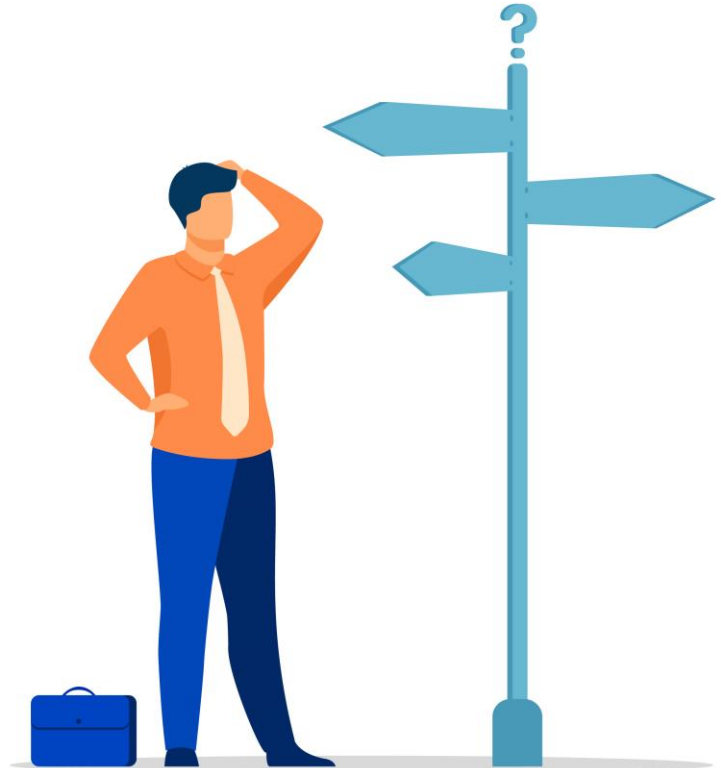
Stress
Symptoms of poor
wellbeing
Variable support
Barriers to reaching out for
help
Wellbeing lower than
general population





Role of governors

- Know WSA framework
- Clear ownership
- Relationship with SLT
- Understand vision
- Overview of progress
- Role model
- Appreciation
- Support



Priorities

Clear plan

Staff voice

Baseline measurement

Reflective space

Access to skills/knowledge

Relationships/collegiality



Support

Teacher Hub

<https://teachershub.educationsupport.org.uk/>

Latest resources

<https://www.educationsupport.org.uk/resources/>

Paired reflection

Free reflection tool available at:

<https://teachershub.educationsupport.org.uk/tools-and-support/reflective-conversations>



0800 562 561

[educationsupport.org.uk](https://www.educationsupport.org.uk)





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Pen-y-Bryn
A Foundation School

Nurturing Healthy Ethical
Creative Ambitious Learners



Wellbeing - A Whole School Approach

- ▶ Nurture, Healthy, Ethical, Creative and Ambitious Learners who are able to express themselves with confidence and listen to others with open minds and open hearts. Our aim is to provide an inclusive, secure, caring, high quality-learning environment and to strive to develop life-long learning skills for our children's future. By placing an emphasis on resilience and perseverance in learning through positive attitudes, we allow children to respond to challenges, setbacks and be open to aiming high. **In doing this we place the wellbeing of our school community at the root of all we do. With a whole school approach we promote positive emotional and physical wellbeing.**

The Five Ways to Wellbeing is promoted in daily school life



Pupil voice leads learning and change in school

- Including:
- Pupil led planning
 - School Council
 - Eco Council
 - Sports ambassadors
 - School ambassadors



A focus on Personal, Social Education



This focus has a strong emphasis on understanding our emotions, building resilience and nurturing mental and physical health

Learning how to keep safe



- Including:
- COVID restrictions and keeping safe in and out of school
 - Online safety
 - Suggestions and discussions about anti-bully including schemes such as Kiva
 - School Beat
 - Traffic Safety

Ysgol Eirias Cluster



Wellbeing is central to all we do

Learning Fitness



Promoting a Growth Mindset culture
 This includes strategies such as:
 Learning powers/attitudes towards learning
 Learning pit
 Learning Zone
 Exploring intrinsic and extrinsic rewards
 Marvellous mistakes - this helps our learning
 He power of Yet!

Working with the local community



- Including:
- Religious links in the community
 - Local businesses
 - Enterprise schemes
 - Helping in the community, e.g. care homes and the environment
 - Exploring Cynefin in the curriculum

Reflection and moments of stillness



- Including:
- Worship
 - Religious contemplation and prayer
 - Mindfulness
 - Yoga

Emotional Interventions to promote a nurturing environment

Specialist Trained staff - Interventions include:



Seasons for Growth
 Elsa
 Lego Therapy
 Draw and talk



Covid



- ▶ Engagement register
- ▶ Wellbeing calls - children and parents
- ▶ TEAMS - check ins
- ▶ Online parent's meetings
- ▶ Blended Learning Policy - feedback
- ▶ Surveys - **During the lockdown we conducted a survey that showed parents rate their child's wellbeing at an average of 8.5% out of 10.**



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Staff Wellbeing



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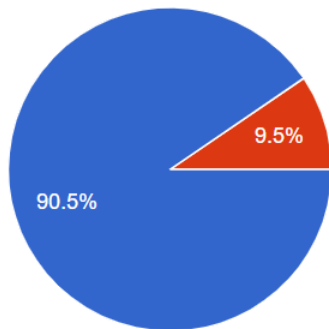
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“...Place the oxygen mask on yourself first before helping small children or others who may need your assistance.”



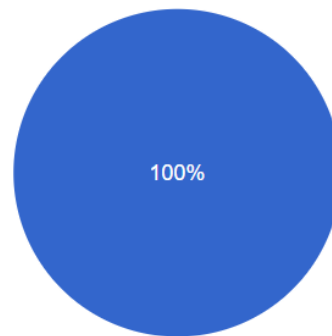
Staff wellbeing survey and Education support

Are you aware of the wellbeing policy?



● Yes
● No

Have you been made aware of support available for educational staff internally and externally, e.g. Carefirst?



● Yes
● No



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Well being Group

- ▶ FP Teacher
- ▶ KS2 Teacher
- ▶ Nursery Plus
- ▶ KS2 TA
- ▶ FP TA
- ▶ Office staff and governor
- ▶ Office staff

Communication



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- ▶ Bulletins
- ▶ Noticeboard
- ▶ COVID staff handbooks
- ▶ Collaborative approach to CfW
- ▶ Wellbeing on the agenda in staff meetings
- ▶ Honesty
- ▶ Back to work interviews
- ▶ Appreciation!

Governors

- ▶ Wellbeing and Curriculum Committee meets each term.
- ▶ Health and Wellbeing - Team with Governor leader.
- ▶ SDP target - improving the provision the last three years.
- ▶ Regular check ins with the Chair on the phone

Wellbeing

- ▶ Should be a whole school approach
- ▶ Living and breathing - **NEVER SOMETHING YOU CAN SAY YOU HAVE DONE!** Continual need to be reviewed and prioritised
- ▶ Honest and open
- ▶ Open door policy