



Wellbeing Statement 2024 – 2025

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| Policy Level: ** | 3 |
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| Approved by: | Headteacher |
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| *Publication on website | | | |
|--------------------------|-----------------------|----------------|-----------------------|
| Denbigh Alliance website | | School website | |
| 1 | Statutory publication | A | Statutory publication |
| 2 | Good practice | B | Good practice |
| 3 | Not required | C | Not required |

| **Policy level | | | |
|----------------|-------------------|--|--|
| 1 | Trust wide | Single policy relevant to everyone and consistently applied across all schools and departments, with no variation. e.g. Complaints procedure | Statutory policies approved by the Denbigh Alliance Board of Trustees (or designated Trustee Committee). Non-statutory policies approved by the CEO with exception of Executive Pay. |
| 2 | Trust core values | This policy defines the Trust core values in the form of a Trust statement to be incorporated fully into all other policies on this subject, that in addition contain relevant information, procedures and or processes contextualised to that school. e.g. Safeguarding, Behaviour | Statements in statutory policies approved by the Denbigh Alliance Board of Trustees (or designated Trustee Committee). Statements in non-statutory policies approved by the CEO. Policy approved by Local School Board. |
| 3 | School/department | These policies/procedures are defined independently by schools as appropriate e.g. Anti-bullying | Approved by Local School Board. |

At Watling Primary School, our vision is to celebrate individuality and work together to create a positive learning community where all members feel valued, respected and empowered to develop to their full potential.

We will support and guide each other to achieve ambitious goals by *'nurturing a passion for learning.'*

We recognise that positive wellbeing for all members of our school community is essential to achieving this. When we have good levels of wellbeing, we feel motivated and engaged. We are resilient and able to deal effectively with challenges that may come our way.

We take a holistic approach to wellbeing, recognising that it includes physical, social, emotional and mental health.

As school staff and children juggle a multitude of different tasks and demands, it is important that everyone is given the right emotional and practical support so that they can, in turn, support others within our environment and wider school community.

In addition to having a positive impact on our staff and children, good levels of wellbeing can reduce absence, improve staff retention, promote engagement and increase productivity and outcomes for all.

These are some of the ways in which we support the wellbeing of all members of our school community:

- Our culture is underpinned by the Watling Way values with an emphasis on aspiration, teamwork, inclusion and a nurturing approach.
- We develop positive attitudes to learning through the implementation of our CAPTAIN approach which focuses on key dispositions that impact positively on wellbeing.
- We are committed to creating a happy and purposeful learning environment, based on a consistent approach to positive behaviour management and our 3Bs – Be safe, Be kind, Be respectful.
- Our physical learning environment is designed to impact positively on all members of our school community with abundant natural light, well-resourced teaching and learning spaces, etc.
- We focus on building positive relationships and getting to know our children, staff and their families in order to create a collective culture of belonging.
- Our experienced staff share a wealth of expertise so that they can offer specific support to each other, our children and families.
- We aim to increase the awareness and understanding of mental health and wellbeing and to provide support at an early stage to any member of our school community who is, or appears to be, suffering from mental health issues. We have a dedicated member of staff who is Mental Health First Aid trained to lead this.

- All members of our school community are given opportunities for their voices to be heard through interviews, questionnaires, wellbeing surveys, School Council and Eco Committee, etc.
- Lines of communication and delegation are clearly defined in our guidelines and apply at different levels to all members of our school community.

In addition, we specifically support our children in the following ways:

- We offer additional pastoral care for identified children, including access to nurture groups, The Zone (sensory room), regular check-ins, etc.
- Our PSHE curriculum focuses on important aspects of Social, Emotional and Mental Health (SEMH) needs and development.
- We are committed to extended Forest School sessions and opportunities to learn outdoors for all children.
- We use playtimes as an opportunity to involve our children in positive play as an extended part of our PE curriculum offer.
- We actively promote healthy lifestyles and increased physical activity.

In addition, we specifically support our staff in the following ways:

- We take a considered approach to staff workload.
- Staff are provided with access to the tools and resources they need to carry out their roles effectively.
- Non-teaching time (in addition to PPA entitlement) is allocated to staff to reflect and acknowledge levels of responsibility.
- We are committed to opportunities for professional development and offer regular career conversations and succession planning.
- Our Staff Supervision Statement acknowledges the importance of regular opportunities for staff to engage in professional dialogue and manage the emotional impact of their work.
- Priority has been given to developing and resourcing our staff work and relaxation areas in school.
- Staff work areas are equipped with large monitors and adjustable office chairs.
- Staff are involved in decision-making whenever possible.
- Consideration is given to the impact of newly introduced initiatives on staff workload.