



D'EYNCOURT

PRIMARY SCHOOL

At D'Eyncourt, we aim to be our BEST...



Be Kind and Caring



Excel In Learning



Show Respect



Take on challenges



Well-being Award for Schools



School Context

D'Eyncourt Primary School is a vibrant one-and-a-half-form entry school, beginning with nursery provision (started September 2024) and currently educating over 301 pupils. While pupil numbers have fluctuated due to low birth rates in the city, the school continues to welcome new families, with over 13 pupils joining and 16 leaving in the past academic year, reflecting an increase in mobility compared to previous years. A number of new arrivals are new to the country, with many having little or no English upon entry.

The school is situated in an area of mixed deprivation, with 27% of pupils eligible for pupil premium funding. Approximately 14% of pupils are from minority ethnic backgrounds with 21% of pupils having English as an additional language, and the school supports a diverse range of needs, including 3 looked-after child, 10 pupils with an Education, Health and Care Plan (EHCP), and 30 pupils receiving SEND support.

D'Eyncourt is proud to be part of the Central Learning Partnership Trust, benefiting from shared expertise and collaborative opportunities across the trust network.



Mental Health and Well-being

Since achieving the Wellbeing Award for Schools, we have continued to strengthen our commitment to promoting positive mental health and emotional wellbeing across the whole school community. We recognise that wellbeing is fundamental to pupils' personal development, achievement and readiness to learn, and we place the health and wellbeing of our pupils, staff, parents and carers at the heart of our school culture.

Our Curriculum Rationale Wheel reflects our belief that emotional wellbeing underpins successful learning and positive life outcomes. We are committed to creating a safe, nurturing and inclusive environment where every child feels valued, respected and supported. Through our curriculum, pastoral support and wider school experiences, we equip pupils with the knowledge, skills and resilience they need to understand and manage their emotions, build positive relationships and make informed choices.

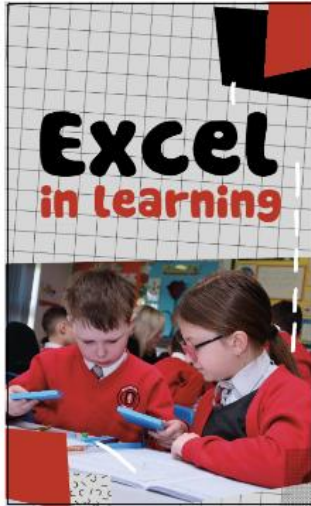
The promotion of mental health and wellbeing is embedded throughout school life. We work proactively to identify and support individual needs, ensuring that children have access to appropriate help at the earliest opportunity. We actively encourage pupils to share their thoughts, feelings and concerns, fostering a culture in which seeking support is both welcomed and encouraged.

To further enhance our provision, we have introduced a range of initiatives designed to support the wellbeing of pupils and families. Our website features a dedicated wellbeing section, providing access to advice, resources and external support services. We have also implemented an online 'Worry Tab', enabling pupils, parents and carers to communicate concerns quickly and confidentially. This has proved to be a highly valued resource, helping us to strengthen communication and provide timely support where needed.

We regularly review and develop our wellbeing provision to ensure it meets the needs of our community. By working in partnership with pupils, staff, parents, carers and external agencies, we strive to maintain a positive and supportive environment in which every member of our school community can flourish, both personally and academically.



Aiming to be our BEST!



Our whole school ethos, 'Aiming to be our BEST' encompasses our well-being message. We aim to create a happy, safe environment where we value kind and caring individuals who can achieve to the best of their ability. Our morals are shared with everyone so that we create a whole school community with mutual respect for one another. Each individual is challenged through the curriculum to achieve their true potential.

- What can you do to be kind and caring?
- How can you show respect?



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Be Kind and Caring



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D'Eyncourt Primary School
Well-being Strategy Document

Our vision at D'Eyncourt is clear for all:

We aim to be our BEST – Be kind and caring, Excel in Learning, Show Respect and Take on Challenges

All children will have equal access to a broad and balanced curriculum and will be given every opportunity to fulfil his/her potential. We have worked together on creating our aims and vision for the school moving forward. These are what the governors (including parent governors), pupils and staff wanted for our school.

Our School Aims

- To foster an ethos of the high expectations and aspirations.
- To promote the highest academic standards through hard work, enthusiasm and the belief that everyone can learn and grow.
- To provide opportunities for everyone to foster their creativity.
- To create resilient, life-long learners.
- To give all pupils a voice in a safe, secure and happy environment.
- To prepare pupils to become positive citizens of the future.
- To make sure that all members of the school community feel valued and appreciated.
- To involve our parents in school life, working together for the best possible outcomes.
- To celebrate our achievements both academic and personal.
- To enrich our pupils' lives and broaden their experiences through a wide variety of clubs, activities and visits.
- To make learning fun.

Our Wellbeing strategy encompasses our wellbeing message and this has been shared with all stakeholders.

We continually ensure that we are meeting the needs of all of our 'D'Eyncourt Family'.

Well-being Award – Why aim for WAS?

Here at D'Eyncourt, we value the health and well-being of everyone. Our ethos is, and always has been to support our D'Eyncourt family. The Well-being Award for Schools has enabled us to develop the systems we already had in place to support our community and listen to the feedback we have received and then act upon it.

This award recognises and celebrates all the work we are doing in this area. This involves everyone: the children, the teachers, the wider staff and parents and carers. We are all important, as a whole school, working together to promote the mental health and well-being of each other.



Well-being Award – Why aim for WAS?



There are eight objectives to achieve within the well-being Award Framework. The award enables us to develop different ways to help and support and help us to ensure that well-being is embedded in the long-term culture of our school.

With this award, we will demonstrate our commitment to:

- Promoting mental health as part of every day school life
- Improving the emotional well-being of everyone
- Ensuring mental health problems are identified early and support is provided
- Offering provision and interventions that matches the needs of all pupils

Well-being award objectives:

Objective 1: The school is committed to promoting and protecting positive emotional well-being and mental health by achieving the well-being Award for Schools.

Objective 2: The school has a clear vision and strategy for promoting and protecting emotional well-being and mental health, which is communicated to all involved with the school.

Objective 3: The school has a positive culture which regards emotional well-being and mental health as the responsibility of all.

Objective 4: The school actively promotes staff emotional well-being and mental health.

Objective 5: The school prioritises professional learning and staff development on emotional well-being and mental health.

Objective 6: The school understands the different types of emotional and mental health needs across the whole-school community and has systems in place to respond appropriately.

Objective 7: The school actively seeks the on-going participation of the whole-school community in its approach to emotional well-being and mental health.

Objective 8: The school works in partnerships with other schools, agencies and available specialist services to support emotional well-being and mental health.

Well-being Award – Why aim for WAS?



The results from our latest questionnaires suggested that parents/carers knew why well-being is important within school.

Parents/ carers knew:

- children need to be happy and secure at school to do well.
- who to talk to if they are worried or unhappy
- it was clear that emotional well-being was important to the school.
- who to talk to at the school about their child's feelings.

From our verification, we needed to work on seeking practical ways in which we could engage parents in contributing effectively to the implementation of the well-being strategy.

Well-being award objectives:

Objective 1: The school is committed to promoting and protecting positive emotional well-being and mental health by achieving the well-being Award for Schools.

Objective 2: The school has a clear vision and strategy for promoting and protecting emotional well-being and mental health, which is communicated to all involved with the school.

Objective 3: The school has a positive culture which regards emotional well-being and mental health as the responsibility of all.

Objective 4: The school actively promotes staff emotional well-being and mental health.

Objective 5: The school prioritises professional learning and staff development on emotional well-being and mental health.

Objective 6: The school understands the different types of emotional and mental health needs across the whole-school community and has systems in place to respond appropriately.

Objective 7: The school actively seeks the on-going participation of the whole-school community in its approach to emotional well-being and mental health.

Objective 8: The school works in partnerships with other schools, agencies and available specialist services to support emotional well-being and mental health.

What we already had in place

- Visual timetables- In classrooms, where necessary, there are visual picture cards to assist children in understanding their timetable.
- Wobble cushions/Resistance Bands/Fidget Tools- Provided for children who need them to help them settle.
- Friendship groups - Provided for children who needed extra support with social relationships
- Social stories- Developed to help children understand certain situations in their lives.
- Worry Boxes- In classrooms and around the school for the children to leave messages in.
- Reading resources- A wide range of books to help with social and emotional skills.
- Whole school and phase assemblies- Delivering a range of spiritual, moral, social and cultural assemblies weekly.
- Behaviour support plans where appropriate
- Playleaders and School councillors established in school
- Behaviour therapist in school for targeted children

The journey so far - What we have done.. WHOLE SCHOOL

- A School audit was completed and strengths, weaknesses, opportunities and threats assessed – SWOT analysis.
- Wellbeing Strategy was developed and School Improvement Plan and School Evaluation Form encompasses the well-being mission.
- School vision embedded to include our well-being mission within the whole school strategy.
- All parties informed of the award and stakeholder questionnaires completed and returned.

Pupil Evaluation Form results

As of 21st September 2025 03:34 PM There have been 91 submissions

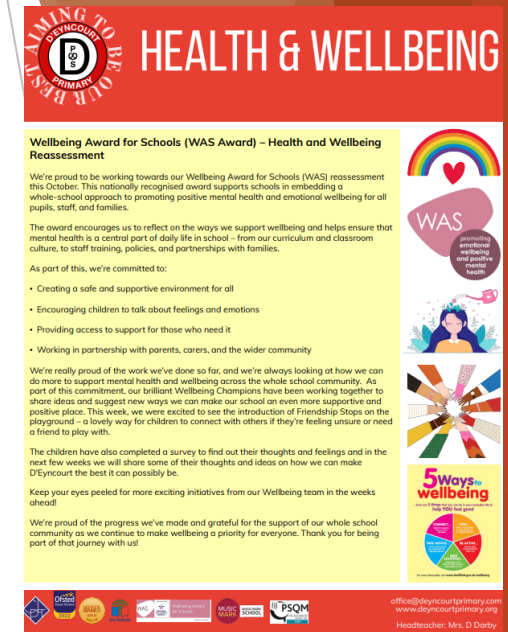
Results are scored out of 5 and each average score has been colour coded as below



Well-being Award

At D'Eyncourt, we value the health and wellbeing of all our pupils, staff and parents and carers. D'Eyncourt was awarded the Well-being Award for Schools in 2022, administered by Award Place, in partnership with the National Children's Bureau. This award demonstrates how wellbeing and mental health in our pupils, staff and parents is at the forefront of our school's vision of leading a mentally healthy school. This year, we will be renewing this award as we celebrate all of the wonderful ways we recognise and support the wellbeing of our D'Eyncourt family.

We are committed to supporting the emotional health and wellbeing of our pupils and staff. We know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the view that positive mental health is everybody's business and that we all have a role to play.



The journey so far - What we have done.. WHOLE SCHOOL

A complete whole school Health and Well-being approach has been developed to encompass the well-being message. This has been shared with staff, children, parents/carers and governors.



Health and Wellbeing is also a huge part of our SIP and SSE.



D'EYN COURT PRIMARY SCHOOL

Be Kind and Caring ★ **Excel in Learning** ★ **Show Respect** ★ **Take on challenges**

Health and Wellbeing - A whole school approach

Teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It enables them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources. Physical health and mental wellbeing are interlinked, and it is important that our pupils understand that good physical health contributes to good mental wellbeing, and vice versa.

At D'Eyncourt, we have six key areas that, through PSHE, the children learn the valuable skills to learn effectively and become resilient learners. It is important for us at D'Eyncourt to promote pupils' self-control and ability to self-regulate, and teach the children strategies for doing so. This will enable them to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. This integrated, whole-school approach to the teaching and promotion of health and wellbeing with our BEST ethos at the core has a positive impact on behaviour and attainment. We aim to reduce stigma attached to health issues, in particular those to do with mental wellbeing. We promote an atmosphere that encourages openness, meaning that pupils feel they can check their understanding and seek any necessary help and advice as they gain knowledge about how to promote good health and wellbeing.



Healthy - Having the highest attainable standards of physical and mental health and support in learning how to make healthy and safe choices - I can express my feelings and talk about them to others - I know that we all experience a variety of thoughts and emotions that affect how we feel and behave - I know when I can talk to when I need help and advice - I understand that talking to others is important for my mental health and wellbeing - I understand the value of a good night's sleep to support a healthy lifestyle - I understand the importance of a balanced diet and exercise for a healthy body and mind - I recognise that each individual has their own talents and abilities	Nurtured - Having a nurturing place to live and attend, with additional help if needed - I know when I can talk to when I need help and advice - I understand the importance of friendships and building positive relationships - I know that we all experience a variety of thoughts and emotions that affect how we feel and behave - I know that friendship, caring, sharing, fairness, equality and love are important in building relationships - I understand the importance of mental wellbeing and this can be nurtured through positive relationships and personal coping skills - I contribute to the whole school ethos, making the school community welcoming and inclusive, making it the best it can be
Mindful - Having opportunities to play active and responsible roles in school - I can express my feelings and talk about them - I know that we all experience a variety of thoughts and emotions that affect how we feel and behave - I know that friendship, caring, sharing, fairness, equality and love are important in building relationships - I understand the importance of mental wellbeing and this can be nurtured through positive relationships and personal coping skills - I understand that people can feel alone and can be misunderstood and left out by others - I am learning to give appropriate support to others - I recognise that each individual has their own talents and abilities - I contribute to the whole school ethos, making the school community welcoming and inclusive, making it the best it can be	Responsible - Having opportunities to play active and responsible roles in school - I can express my feelings and talk about them to others - I know that we all experience a variety of thoughts and emotions that affect how we feel and behave - I know that friendship, caring, sharing, fairness, equality and love are important in building relationships - I understand the importance of mental wellbeing and this can be nurtured through positive relationships and personal coping skills - I understand that people can feel alone and can be misunderstood and left out by others - I am learning to give appropriate support to others - I recognise that each individual has their own talents and abilities - I contribute to the whole school ethos, making the school community welcoming and inclusive, making it the best it can be
Safe - Being protected from abuse, neglect or harm at home, at school and in the community - I can express my feelings and talk about them to others - I know when I can talk to when I need help and advice - I understand that talking to others is important for my mental health and wellbeing - I understand that my feelings and reactions can change depending on what is happening around me. This helps me to understand my own behaviour and the way others behave - I understand the importance of mental wellbeing and this can be nurtured through positive relationships and personal coping skills - I am learning skills that will support me in challenging times particularly in times of change and loss	Achieving - Being supported and guided in learning and developing skills, confidence in my own abilities and self-esteem - I am aware of my abilities and how I need to work on my weaknesses - I am learning ways to cope with uncertainty and hope to cope in certain situations - I am learning skills and strategies to support my academic achievements - I understand the importance of positivity and gratefulness - I understand the value of a good night's sleep to support a healthy lifestyle - I understand the importance of a balanced diet and exercise for a healthy body and mind - I recognise that each individual has their own talents and abilities - I contribute to the whole school ethos, making the school community welcoming and inclusive, making it the best it can be

The journey so far - What we have done.. **WHOLE SCHOOL**

The governors of the school meet regularly. Our governing body works over two schools in our Trust - D'Eyncourt and Woden Primary. They also hold the Wellbeing Award for Schools.

Wellbeing is a key priority at our school and is regularly discussed at termly governors' meetings. It is a standing agenda item, ensuring that the mental health and wellbeing of both pupils, staff and parents and carers are consistently reviewed and supported at a strategic level.

We also have a dedicated Wellbeing Link Governor who works closely with school leaders to monitor wellbeing initiatives, celebrate successes, and identify areas for further development. This ongoing commitment ensures that wellbeing remains at the heart of our school's vision and decision-making.

Wellbeing

- Mother-tongue day would be celebrated with many different languages support by VR headsets.
- A residential to Chasewater was scheduled in May 2025 with many outdoor activities planned. The Year 6 residential would continue at Pioneer.
- The school were offering a wide range of after school clubs to support with wellbeing.
- A group of 30 KS2 pupils would be attending Young Voices.

A Governor asked if tickets were available for parents to attend, and the Headteacher replied that links were sent to families where they could purchase tickets.

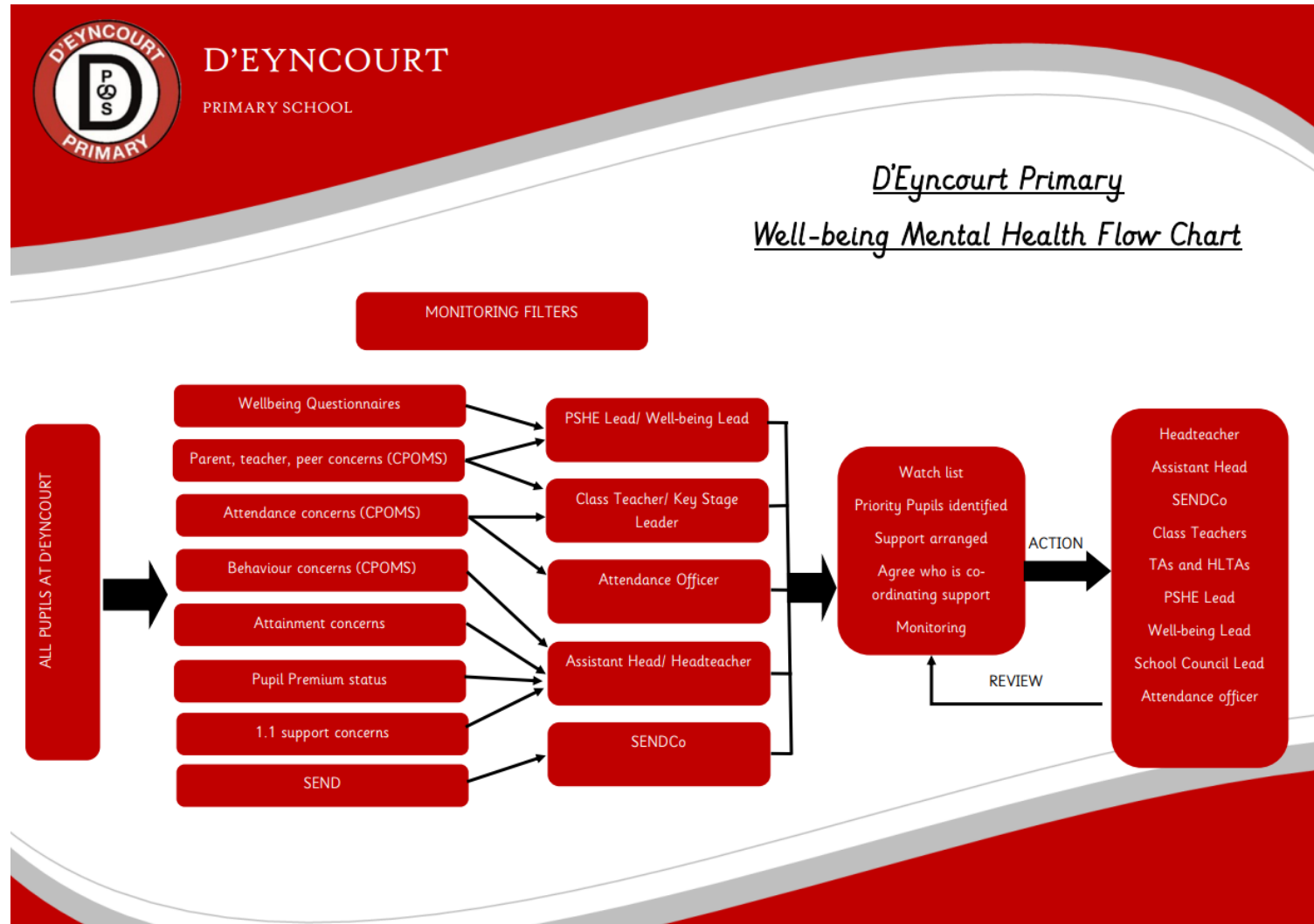


Headteacher's Report – Autumn 2025

Wellbeing	D'Eyncourt • Achieved the WAS Award in June 2022 and this will be renewed in October 25. • Kapow PSHE/RSE curriculum supporting well-being and feelings etc • Continued emphasis on CPD and training – Mental health etc • Well-being and Safeguarding Leads offering support and interventions across school • Whole school displays well-being focus (see wellbeing tour on school website) • Increased time in Wild Tribe for all year groups. • Celebrating focus days/events- European Language Day, Mother Tongue Day, Bastille Day, Macmillan Cake Sale, Black Out Day, Children in Need, Diwali, The Big Green Week, • School visits/residentials arranged – D'Eyncourt – Yr 2/3 Chasewater May 26 / Yr 6 Pioneer June 26- Visits are arranged throughout the year to support learning and an overview of these is maintained by EVC leader (James Taylor) • Increase in parent workshops for mental health/low mood and anxiety for pupils • Wellbeing events held in school e.g #HelloYellow, Odd Socks Day and Anti-Bullying Week, Anti Bullying Charter • School website helps improve communication outside of school – children are able to use the 'Are you worried?' tab to discreetly let staff know if they need help with things, this supports the worry boxes in our classroom that are monitored daily by staff. • Wellbeing Ambassadors /Peer Mentors support children with wellbeing/mental health as and when required. • Wellbeing surveys completed yearly • Ofsted 2022 commented on personal development of pupils and wellbeing of staff- plus comments from 2025 within our SEF show a positive picture across the school. • Senior Mental Health Leader has completed DfE approved training – Sarah Ford • Peer Mentors embedded across the school • Reflexions group supporting parents and pupils in school. • Educational Psychology Service • Open door policy across school

The journey so far - What we have done.. **WHOLE SCHOOL**

A clear way of identifying children with mental health needs has been established, allowing children to get the support they need and by who.





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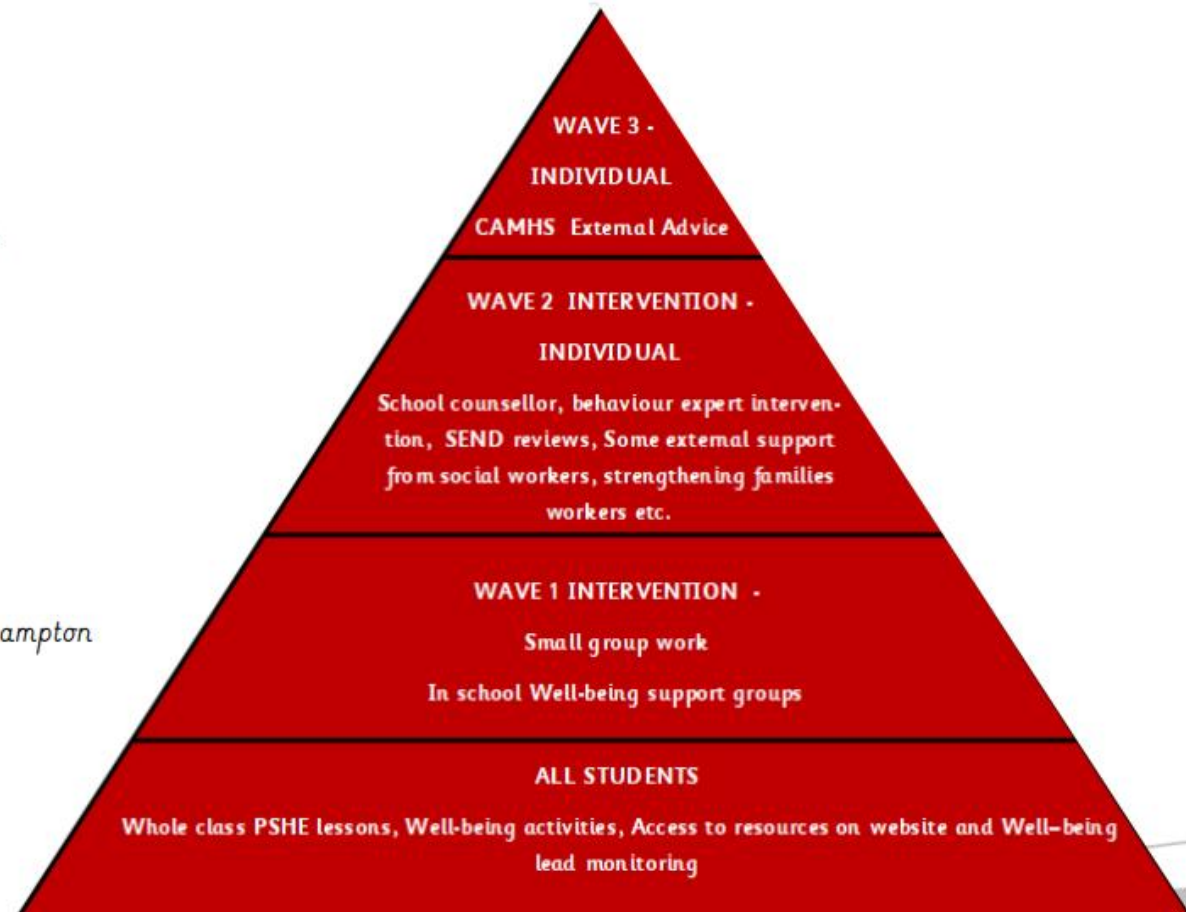
Supporting Mental Health and Wellbeing at D'Eyncourt Primary School

Agencies who we work with to support children's specific needs:

- Early help Assessments - Wolverhampton LEA Safeguarding Team
- School Health Service
- Child and Young Person Mental Health Service (CAHMS)
- Wolverhampton Education Psychology Service
- Speech and Language therapists
- Owl Behaviour consultancy - Tracy Brandwood
- WELL – Wellbeing and Emotional Literacy Leader by the Wolverhampton

Outreach Service

- Base 25 Counselling Service Wolverhampton
- Power 2, Wolverhampton
- Reach and Unite Outreach and Empowerment (RUOE) Support





D'EYNCOURT

PRIMARY SCHOOL

Supporting Mental Health and Wellbeing at D'Eyncourt Primary School

<i>Liaison Role</i>	<i>Referral protocols</i>
• Early help Assessments - Wolverhampton LEA Safeguarding Team • School Health Service • Child and Young Person Mental Health Service (CAMHS) • Wolverhampton Education Psychology Service • Speech and Language therapists • Owl Behaviour consultancy - Tracy Brandwood • WELL – Wellbeing and Emotional Literacy Leader by the Wolverhampton Outreach Service • Base 25 Counselling Service Wolverhampton • Power 2, Wolverhampton • Reach and Unite Outreach and Empowerment (RUOE) Support	Referral from school or social care Referral from school/ class teacher or parent NHS— Workshops for parents, staff and pupils to support anxiety , mental health and emotional well-being for free. Referral process for parents Educational Psychologist observes pupils in school if parents/staff have any concerns, write a report to support further. Gives strategies in place to support pupils when accessing the curriculum and changes to the environment. Meetings with parents and staff to support children at home (paid service) NHS referral service. Supports staff with interventions to develop speech and language Referral from class teacher/ SLT. Observe children in the classroom, Boxall profile looking at development strands, provides support strategies for in class for teachers and parents at home (paid service) Referral from class teacher/ SLT. Observations in the classroom if parents/staff have concerns . Assess children. Write a support plan and report. Meetings with parents and staff to support. Referral from class teacher/ SLT or from NHS. Referral from school or social care Referral from school or social care

The journey so far - What we have done.. WHOLE SCHOOL

Since 2024, D'Eyncourt joined the Wolverhampton Reflexions support team. We have a liaison who works with our wellbeing lead to see what support is needed in school.

Reflexions provide preventative and early intervention mental health support within Education Settings for children and young people with mild to moderate mental health difficulties.

They work with children and young people who may need support with:

- Presentations related to anxiety/worry or low mood
- Sleep difficulties in the context of anxiety or low mood
- Anxiety/avoidance
- Panic attacks
- Parent-led intervention for support with child or young person's symptoms relating to anxiety
- Support in understanding emotions and managing relationship with emotions



The journey so far - What we have done.. WHOLE SCHOOL

Working with children and young people and/or their parents:
Reflexions provide Cognitive Behavioural Therapy (CBT) interventions. CBT focuses on your thoughts and behaviours, and how these impact on your emotional wellbeing. They work with children and young people to help them understand their difficulties and support them to learn skills to manage them.

Working with Education Settings:
Reflexions work alongside the Senior Mental Health Lead and Education Staff to identify, discuss and plan for children and young people's mental health and emotional wellbeing needs

They offer:

- Mental Health Assessments
- 1:1 interventions with young people and/or their families
- School Assemblies
- Parent/Carer Workshops
- Staff Training for Education Staff
- Drop in sessions
- Psycho-educational Groups and Workshops



The journey so far - What we have done.. WHOLE SCHOOL

Tracy, from OWL Behaviour Consultancy, has been working with us for many years supporting targeted pupils and families.

OWL Behaviour Consultancy supports young people, their families and schools with behaviour challenges and emotional issues. Many barriers have been overcome which has allowed a consistent, thorough approach, meeting the needs of young people as they arise.



Tracy offers bespoke behaviour intervention to schools and families. The approach is flexible intervention in Schools through assessing and finding strategies for behavioural concerns that have an effect on a child's emotional growth or learning abilities. Specialising in interactive direct work with young people either through 1 to 1, small group or whole class approach. Grounding in Nurture theory (Margery Boxall) and Attachment theory.

She also assists teaching staff in developing positive working relationships, managing disruptive behaviour in the classroom and the effects on other students. Behaviour assessments offer assistance to help rectify any identified issues and help children and families understand specific circumstances that could result in a particular behaviour.

The journey so far - What we have done.. **WHOLE SCHOOL**

What is EBSNA?

‘Emotionally-based school non-attendance’ (EBSNA) is increasingly understood as a multi-faceted difficulty, with a range of school, home and individual factors contributing to a child’s or young person’s anxiety around attending school.’

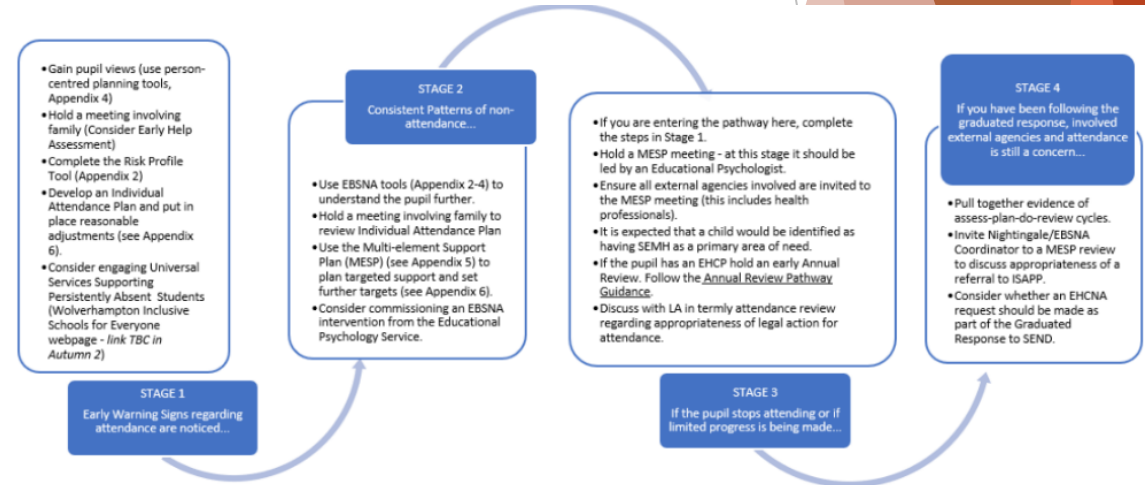
(Sawyer, 2023)



Whole School Approach

Generally, schools will achieve this [good attendance] by promoting children and young people’s mental health and wellbeing through a **whole-school approach to pupil mental health**, and by developing a trusted relationship with parents/carers and families that involves them in the conversation about the school’s ethos, and emphasises the importance of supporting mental health and regular attendance. (DfE, 2023)

Over the last few years, we have needed support with the EBSNA pathway to support vulnerable children. Our SENDCo works with the LA, the family and the pupil to provide support to those pupils who are struggling. Staff receive training routinely to enable the right support to be given.

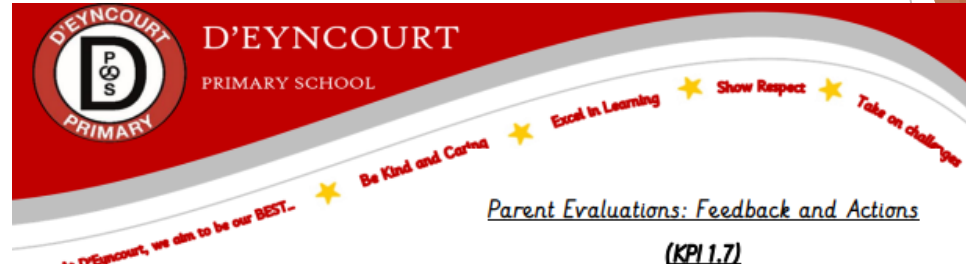


The journey so far - What we have done.. WHOLE SCHOOL

Each time we complete any questionnaires and ask for feedback from parents/carers, staff or pupils, we consider what we can do about it and act appropriately.

This is discussed in SLT meetings where we see if there are any changes we can make which will provide support.

We then complete 'You said, we did' documents to support actions to ensure that where changes are made, they have an impact.



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Be Kind and Caring Excel in Learning Show Respect Take on challenges

Parent Evaluations: Feedback and Actions
(KPI 1.7)

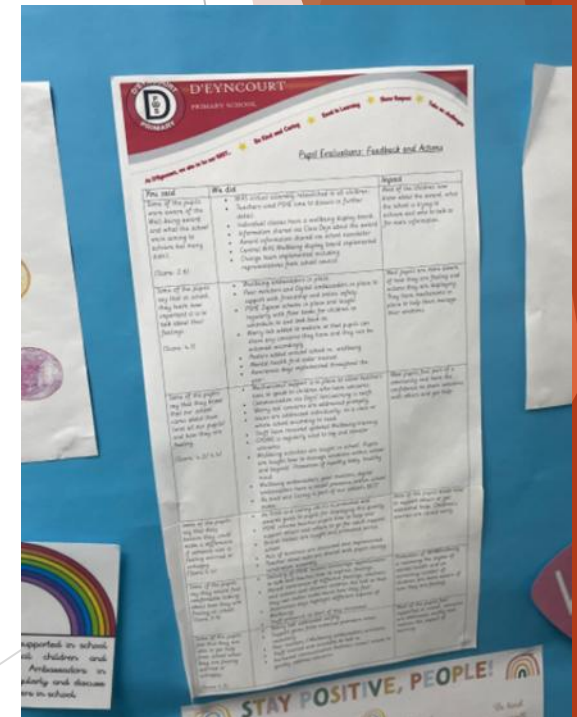
You said	We did	Impact
Most of the school community was aware of the Wellbeing award and what the school were aiming to achieve (Score: 4.6)	- Information shared via Class Dojo about the award - Award information shared via school newsletter - Award discussed in class and PPT shared with children during assembly - Mental health and wellbeing feature regularly on the school newsletter - Wellbeing award section updated for re-verification the website - Monthly wellbeing/mindfulness activities added to Class Dojo - Mental health and wellbeing week celebrated and information shared with parents, staff and children via Class Dojo - Regular updates with ideas for support etc uploaded onto Class Dojo regularly	Most of the school community now know about the award and what the school is trying to achieve. All stakeholders are supported through the school community.
Some of the school community knew who to talk to if someone at school was worried or unhappy. (Score: 4.4)	- Class Dojo now used regularly to allow parents/carers and children the opportunity to contact staff where necessary. - Pathways of support – clearer for parents. Now using Reflexions service and Owl Consultancy to provide support for more children - More parent/carer workshops and events to signpost parents/carers to the right support - Head and AHTs available on the gate morning and end of day for parents/carers to discuss issues. - Worry area on website for any of the school community to leave their worries and contact/support is provided. - Wellbeing intrinsic to performance management meetings so is discussed and support implemented where necessary	Most of the school community are now comfortable in knowing where to go if they have any concerns. Parents/carers say that staff are approachable and listen to any problems they have. .
Some of the school community didn't know whether the school actively encourages everyone to be open about how they are feeling (Score 4.3)	- Through PSHE lessons, we have encouraged children to be open to discuss how they are feeling – this has been prevalent with year 6 leavers so we have targeted support for them during SATs and in the transition phase offering support for the children and parents/carers - In mental health awareness week, we shared the five ways to wellbeing daily to parents and carers via Class Dojo – feedback was good	Most of the school community know now that we have an open door policy and they can share their feelings with us.

The journey so far- What we have done.. WHOLE SCHOOL

- These 'You said, we did documents' have been posted around school for children, staff and parents to see. We have also had an assembly to discuss findings and share what we are doing.
- This has enabled us to listen carefully to what stakeholders wanted and actioned what was needed.

You said	We did	Impact
Some of the school community was aware of the Well-being award and what the school were aiming to achieve but some didn't. (Score: 4.1)	- Information shared via Class Dojo about the award - Award information shared via school newsletter - Award discussed in class and PPT shared with children - Mental health and wellbeing feature regularly on the school newsletter - New Wellbeing award section added to the website - Mental health and wellbeing week celebrated and information shared with parents, staff and children via Class Dojo. - Regular updates with ideas for support etc uploaded onto Class Dojo regularly.	Most of the school community now know about the award and what the school is trying to achieve.
Some of the school community knew who to talk to if someone at school was worried or unhappy. (Score: 4.3)	- Class Dojo implemented to allow parents/carers and children the opportunity to contact staff where necessary. - Head and AHT available on the gate morning and end of day for parents/carers to discuss issues. - Worry area on website for any of the school community to leave their worries and contact/support is provided. - Wellbeing added to performance management meetings so is discussed and support implemented where necessary	Most of the school community are now comfortable in knowing where to go if they have any concerns. Parents say that staff are approachable and listen.
Some of the school community didn't know whether the school actively encourages everyone to be open about how they are feeling (Score 4.1)	- Through PSHE lessons, we have encouraged children to be open to discuss how they are feeling – especially with regard to lockdown - In mental health awareness week, we shared the five ways to wellbeing daily to parents and carers via Class Dojo – feedback was good - Worry tab added to website so the school community can share any concerns they have and they can be actioned accordingly	Most of the school community know now that we have an open door policy and they can share their feelings with us.
Some of the school community felt involved in the plans for emotional wellbeing and mental health (Score 3.5)	- Through raising awareness via Class Dojo and staff being more visible to the school community, everyone feels more invested in supporting mental health and wellbeing. - Regular updates to the school website and Class Dojo keep school community in the know.	Children comment that they feel listened to and valued. Parents have a better understanding of what the school is doing and how they can support.

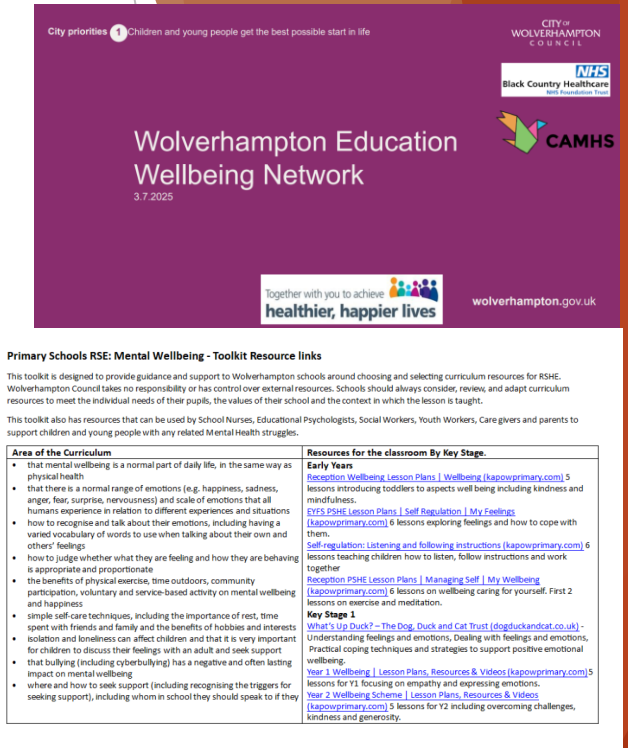
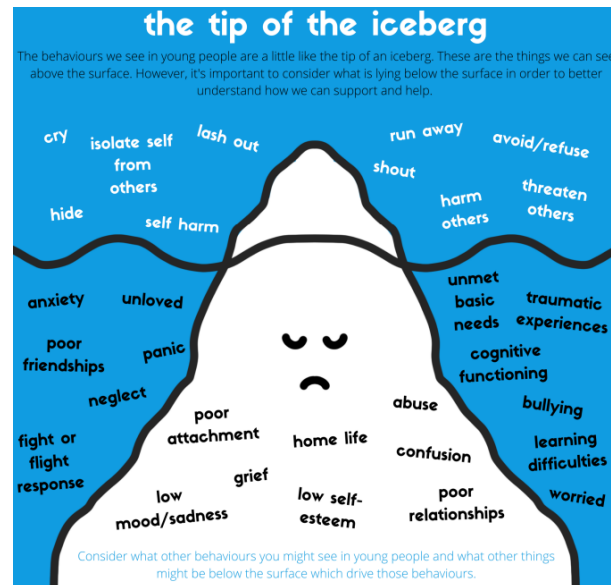
You said	We did	Impact
Some of the staff were aware of the Well-being award and what the school were aiming to achieve but some didn't. (Score: 3.9)	- Information shared via Class Dojo about the award - Award information shared via school newsletter - Emails to staff to inform - Spoken about in staff meetings - Wellbeing display board implemented - Wellbeing lead spoken to staff about it - Change team implemented	Most of the staff now know about the award and what the school is trying to achieve.
Some of the staff thought that the school actively encourages the staff to be open about their feelings (Score: 3.7)	- Staff encouraged to talk to each other - Regular meetings to share feelings - Open door policy from SLT - Worry tab added to website so the school community can share any concerns they have and they can be actioned accordingly - Posters added around school re. wellbeing - Mental health first aider trained	Most of the staff know now that we have an open-door policy and they can share their feelings with us/colleagues
Some of the staff felt they had the knowledge and skills needed to address emotional well-being and mental health (Score 3.9)	- Training provided for staff via Flick - WELL refresher training provided for all staff - Well-being days provided - Training needs to continue regularly – added to agenda for next academic year - Mental health first aider trained	Most of the staff know how to address wellbeing now and refresher training planned to continue throughout.
Some of the staff felt they knew what to do if someone was showing signs of emotional or mental distress (Score 3.9)	- Board in staffroom with useful contacts established - CPOMS in use to record any incidences - Safeguarding and mental health in staff policy updated for all staff to read - Training provided - Training needs to continue regularly – added to agenda for next academic year - Mental health first aider trained	Most of the staff know how to address wellbeing now and refresher training planned to continue throughout.
Some of the staff felt that the school offers good quality support for staff's emotional wellbeing and mental health	- Regular wellbeing updates provided - Open door policy clear - Wellbeing days implemented - Staff treats provided - Staff shout outs implemented in assembly - Posters added around school re. wellbeing	Most of the staff feel supported in school and refresher training planned to continue throughout.



WHOLE SCHOOL

We have completed extensive research and read many materials to support the mental health and well-being of our whole school community. Since Miss Ford has undertaken the Leading Mental Health In Schools module course at the University of Wolverhampton she has applied many of the practices to our school. Network meetings are held termly via Teams/in person to gain more support within the city.

Since being involved with Education Support, many resources have been given to staff to support wellbeing with many self-help guides available to all staff in the staff room/online.



The journey so far - What we have done.. **WHOLE SCHOOL**

Miss Ford attends the Mental Health and Well-being Network meeting regularly. This involves meeting with professionals from the LA and other schools, sharing good practice and receiving important updates.

Relevant training is given and participants have the opportunity to discuss what is happening in different schools and what support is available.

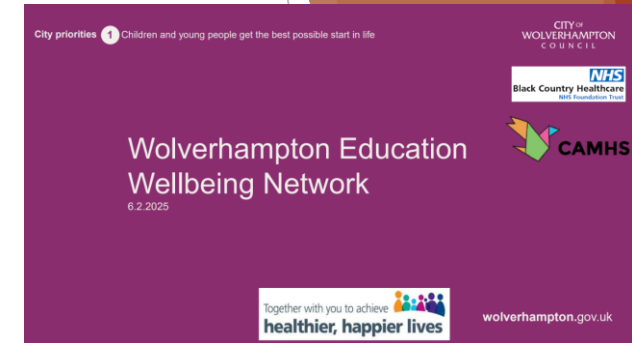
It gives us the opportunity to bring any issues we have to the forefront and advice is offered and sometimes further training is provided in subsequent meetings.

Hi all,

I hope you are all ok as I know this is a busy time of year with SATs, exam prep, transition planning and Jubilee events all happening. I wanted to email with a few updates that may be of interest to you.

Mental Health Awareness Week:

- As I am sure you are aware, it is Mental Health Week this week. I would love to hear on the MS Teams channel about things that have been happening in your setting and also any key themes that may have arisen that you would like us to cover in the **network**.
- I also wanted to share that Base 25 created some slideshow/videos about Loneliness and about the offer of support that they have. There is a video for primary, secondary and specialist settings that can be found here: https://drive.google.com/drive/folders/159x8ajHSXG4pjWcyDnwr_m7sOAz1evF?usp=sharing



12:00PM – 1:00PM	Lunch / Networking / Registration
1:00PM – 1:10PM	Welcome and Introductions Dr Elaine Perry (Senior Educational Psychologist)
1:10PM - 1:25PM	City of Wolverhampton Education Updates Brenda Wile (Deputy Director of Education)
1:25PM – 2:10PM	Introduction to the THRIVE Framework for system change: Networking Activity Mags Courts (Head of CAMHS Commissioning) and Kush Patel (Childrens Innovation Lead)

Break - Tea/Coffee and Networking

CAMHS support for vulnerable groups within the city and supporting these pupils in school: Reflective Session

Andrea Ehgartner (Systemic Psychotherapist, CAMHS) and
Dr Emily Mason (Forensic and Clinical Psychologist)

Public Health Offer Updates

Sunita Pallan-Jhalli (Senior Public Health Specialist) and
Hettie Pigott (Senior Public Health Specialist)

The journey so far - What we have done.. **WHOLE SCHOOL**

At our school, we use the Zones of Regulation approach to help children understand and manage their emotions effectively. All staff have received training in this framework and it has been fully implemented across all classes.

The Zones of Regulation use four colour-coded zones to help pupils recognise how they are feeling - whether they are calm, frustrated, tired, or overly excited - and teach strategies to help them return to a regulated, ready-to-learn state. By using a consistent whole-school approach, we support children in developing their emotional literacy, self-regulation skills, and confidence in expressing their feelings in a healthy and constructive way.

What might you do in each zone?

The **ZONES** of Regulation®

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control

Blue Zone Tools	Green Zone Tools	Yellow Zone Tools	Red Zone Tools
Talk to Someone Play with a friend Go outside/Run Smile/Think happy deep breaths Take a nap Stretch/stand up Jump/Ask for help	eye contact Good body language Sit up/sit still Good attitude Good listener focused feeling okay Paying Attention	deep breaths Positive Self-talk Ask for help do your best Jump Around Take a nap Think positive Calm down	deep breaths apologize Quietly stomp feet hug or talk to Someone count to 10 slowly color/run Do something else



The four zones are:

BLUE GREEN YELLOW RED



The journey so far - What we have done.. WHOLE SCHOOL

- A child and staff 'change team' has been formed and meetings are held to plan actions. E.g. The pupils wanted 'Friendship stops' to support children at break and they are now on the playgrounds.
- The school website has been updated regularly to encompass the well-being message. The site contains information about Well-being and shares information for parents/carers about the Well-being Award. The self-help advice and websites that could be useful for staff, parents and children are checked and updated regularly.
- Our 'Are you worried?' online worry box is used regularly by children. Any worries can be shared at any time and staff can respond and deal with accordingly.

An example:

A new concern has been submitted. The details are as follows:

Name: [REDACTED]
Class: 3/4 B

My work is going to be hard

Date: 9/18/2025 2:49:11 PM



Worry Form

Sep 30, 2025

If you are worried about anything you can fill out the form. We are here to listen to your feelings and we will try our best to understand and give you support you need.

Start now



Are you worried?



This webpage is here for you to use if you feel worried.

If you are a pupil at D'Eyncourt Primary School who is worried and you want to send a message to someone at school, you can fill out the form below. We are here to listen to your feelings and we will try our best to understand and give you support you need.

Are you worried?

This webpage is here for you to use if you feel worried.

* Required

1. NAME *

Enter your answer

2. CLASS *

Enter your answer

The journey so far - What we have done.. PUPILS

Pupil interviews are carried out regularly to gain valuable pupil voice.

Feedback from the range of interviews completed in autumn term shows a very positive response to pupils overall mental health and wellbeing. Where children have made suggestions for improvements, actions have been taken and the impact reviewed.

You said:

- ▶ You have opportunities to share your feelings and emotions during PSHE lessons, assemblies and there is always someone there if you need someone to talk to. Some children wanted more worry boxes which we are implementing now and other children wanted a quiet area to go to. We now have a fantastic sensory room which is used regularly by children who need it. This term, we are starting 'Wellbeing Wednesdays' where children can come inside at lunch and complete some mindfulness activities if they wish. We have also implemented this during discos/parties in case children need that calming space to relax.
- ▶ That you felt that you could support and help another if they were feeling sad. You thought of many ways to entertain children if they're down - making them laugh and ensuring all children have someone to play with. The children wanted support for online activities so our Digital Ambassadors are working to create self-help videos.
- ▶ That teachers know when you're upset as they can tell by your face and if something isn't right. You felt that the staff were welcoming and friendly and would support anyone if they needed it.
- ▶ You do feel comfortable in most cases in speaking to staff if there was a problem. A few of you said that you don't always like sharing how you feel and sometimes prefer to speak to an adult at home. We have an open door policy which means that parents/carers approach staff regularly to share any issues.

The journey so far - What we have done... PUPILS

Well-being Champions

- Our school believes that the emotional health and well-being of everyone is really important and that if we are not emotionally healthy and if we do not feel good, we will not be able to learn effectively.
- To help promote emotional health and well-being and remind everybody of its importance, we have emotional Well-being Champions. This is a group of children from years 3 to 6 who have undertaken training in school.
- The emotional Well-being Champions meet regularly to discuss activities to promote and remind everyone of the importance of well-being and of how good emotional health and wellbeing can be realised.

The journey so far - What we have done..PUPILS/STAFF



Wellbeing Update

Wellbeing is still a huge priority in school. This term we are updating our Wellbeing award for Schools status and we have our 3-year reassessment—stay tuned for more about this! There will be a staff survey to complete in the coming weeks and I'd appreciate your support. Reassessment is looking at being in November 2025.

The Well-being champions from last year will continue this term to work on their ideas from the summer term – I will meet with them next week to start their ideas in motion. We have been working on a way to implement the 5 ways to wellbeing and how to actively promote wellbeing in school. Here are some of the brilliant things that they've come up with to do in school – some we already do! They are based around the 5 ways to wellbeing; Connect, Learn, Be Active, Take Notice and Give.

Connect

- Continue the 'Worry Box' system which the Wellbeing Champions check on a weekly basis
- 'Morning Greeters' at the gate, who stand alongside teachers welcoming children into school to start each day with a smile – some of the wellbeing champions would love to do this!
- Have a Buddy Stop / Playground Buddies / Playground Pals – somewhere to go on the playground to find someone to play with - work with peer mentors with this
- Have a 'WOW Wednesday!' lunch time club – the idea of this club is to be out on the playground and field every Wednesday with a different game/activity each week. The champions will demonstrate the game/activity and then encourage others who are feeling 'left out' or not sure what to do at lunch time to join in
- Have a reading area or 'book nook' and Lego table on the playground – wellbeing champions to organise

Keep Learning

- Through assemblies and on Class Dojo, encourage children to learn a new skill in their own time and to send in photos of them doing so – make a display!
- Learn new words that relate to wellbeing
- Have a 'WOW Wednesday!' lunch time club – teach children something new – whether it's a new game or new dance routine!

Be Active

- Run a 'Be Active' day during Wellbeing week where, children can so do activities such as dance, an obstacle course and running!
- Happiness walks to be organised by the Wellbeing Champions round the field
- Have a 'WOW Wednesday!' lunch time club – the idea of this club is to be out on the playground and field every Wednesday with a different game/activity each week getting children active and interested in sport.

Take Notice

- Put a range of questions up around school to encourage children and adults to take notice of others' emotions such as: can you find someone who needs a helping hand today?
- Play relaxing music at lunchtime in the dinner hall to encourage mindfulness and calm when eating lunch
- Have a Buddy Stop / Playground Buddies / Playground Pals – somewhere to go on the playground to find someone to play with – work with peer mentors with this

- Put posters around the school, with inspirational quotes and positive affirmations
- Through assemblies' children to 'take notice' of what is happening in the wider world – such as children who don't have access to school; women who don't have rights etc. to encourage students to feel grateful and appreciate more what they do have in their lives such as free education, healthcare etc

Give

- Run a weekly 'Mindfulness Club' where students can come along and spend some quiet time colouring, listening to music and making posters to display on the Wellbeing Board
- Develop a short film to share with the school about mental health awareness and share simple things that children can do to look after their own health and support others.

Staff wellbeing

Don't forget that school has signed up to Education Support – a very valuable tool to support mental health and wellbeing. Over summer, I have printed many of their guides off and they are available to read in the staff room on the wellbeing display as sometimes it is easier to read a paper copy than read online.

Education support provide lots of services which could be useful to any of us at ant point. The website is filled with useful webinars and resources to support so have a look on the site if you need that support. <https://www.educationsupport.org.uk/>

Education Support

We're Education Support, the only UK charity focused on the mental health and wellbeing of teachers and everyone working in education.

That's why we provide you and your colleagues with a wide range of services, information and events to help you feel energised, inspired and informed.

What we do:

- Helpline**
Call us to talk to a qualified counsellor. We'll offer you immediate, confidential emotional support. Don't wait for a crisis to call. 08000 562 561 Call us. We'll listen.
- School and FE leaders service**
Our fully funded professional supervision gives leaders a safe and confidential space to talk about, and process challenges they face at work.
- Employee Assistance Programme**
Get emotional and practical support to help you and your colleagues to thrive at work.
- Resources**
Discover articles, videos and guides to keep you informed and inspired.
- Webinars**
Our regular webinars provide practical advice and tips on the issues that matter to you.
- Grants**
Get help to manage short-term money worries. Our friendly grants team are here to support you.

Visit our website or scan the QR code to find out more
[educationsupport.org.uk/help](https://www.educationsupport.org.uk/help)

Education Support

The journey so far - What we have done.. PUPILS

Awareness Days

- Awareness days and weeks in school play a vital role in promoting positive mental health by creating opportunities for open conversations, education, and empathy. They help break down stigma, encourage children to talk about their feelings and teach the importance of looking after their emotional wellbeing.
- Through themed activities, assemblies, and class discussions, pupils learn about topics such as kindness, resilience, and self-care in an engaging and age-appropriate way. These special days also help build a supportive school community where mental health is valued, and every child feels seen, heard, and understood.
- As part of this work, parents and carers are also signposted to resources and support, helping them care for their child's mental health as well as their own.



Miss Ford
D'Eyncourt

May 16



This week, we've been shining a light on the importance of mental health and wellbeing as part of Mental Health Awareness Week.

In our PSHE lessons, children have taken part in thoughtful discussions about how we can look after our minds just like we look after our bodies. We talked about kindness, how we feel and the small things we can do each day to feel calm, confident, and connected.

It's been inspiring to hear pupils share their ideas about what makes them feel happy, safe, and supported, and how they can help others too. 💬 ❤️

At D'Eyncourt, we believe it's always okay to talk about how we feel – and that looking after our mental health is something to be proud of. Have a wonderful weekend! 😊 🌈

8 likes 308 views

The journey so far - What we have done.. PARENTS

- ▶ In 2019, we set up 'Class Dojo' here at D'Eyncourt. The children in each class were each given a little 'monster' and they earned 'Dojo Points'. Initially, it was used in-school as a way of rewarding children for behaviour, effort or achievement but it also encouraged pupils to show skills or values - whether it was working hard, being kind, helping others or something else. Each week, the Dojos were counted and the winning class celebrated in assembly.
- ▶ However, during the pandemic in 2020, Class Dojo became vital in linking pupil and parents/carers with staff providing support when it was needed the most. We linked over 350 parents to the site. It provided us with the opportunity to share children's work, achievements, events and most importantly, support emotional well-being. Individual portfolios were established for each child where parents/children could upload tasks, photos and videos showcasing their talents.
- ▶ Now, Class Dojo is the main tool we use for communicating with parents/carers. Families get updates when the children get a 'Dojo point' for a wide range of things such as: 'Great effort in class', 'Being helpful' or 'Showing resilience'. Staff use the Class Stories function to share information/pictures about their class and there is a private message function where parents and staff can message each other. This has enabled us as a school to share vital information and provide much-needed support for our families.



The journey so far - What we have done.. PARENTS



Supporting Your Child's Return to School

As we get ready to welcome our pupils back after the summer break, we know that returning to school can bring a mix of excitement and nerves – for both children and parents!

Here are a few gentle tips to support a smooth transition:

- ✓ Start easing back into routines – earlier bedtimes and wake-ups help!
- ✓ Talk positively about school – focus on friends, learning, and fun.
- ✓ Listen to your child's worries – even small things matter to them.
- ✓ Reassure them that it's normal to feel nervous, and that staff are here to help.
- ✓ Pack bags and uniforms the night before for a calm morning.

Let's make this a happy and confident start to the new school year! 🌟

7 likes 133 views



August 2025 at D'Eyncourt – Let's smile, be kind and move! 🌟

This month, we're combining kindness and movement to help our community feel their best—inside and out! 🌟

💖 **Action for Happiness Calendar:** As you know, each day brings a simple activity to boost happiness, build connections and spread positivity. Check out the daily actions and see how many you can try this month!

🏃 **30-Day Fitness Challenge:** Alongside our happiness focus, we're sharing a fun daily fitness challenge designed just for children! From hopping, jumping and skipping to dance routines, each activity gets hearts pumping and bodies moving in a playful way!

Let's make August a month full of energy, kindness, and fun—one day at a time!

6 likes 281 views



This month, let's jump into July with energy, optimism, and a spirit of adventure! The days are long, the sun is shining and it's the perfect time to refresh your mindset and boost your wellbeing. Each small action you take can bring fun not just in your life, but in the lives of those around you.

The "Jump Back Up July" calendar is packed with simple, daily ideas to help you stay active, embrace new experiences, and nurture positive connections. Whether it's trying something new, reaching out to a friend, or taking a moment to appreciate the little things, each step brings us closer to a happier, more fulfilling life.

Let's make this month count—one joyful jump at a time! 🌟

3 likes 307 views

The journey so far - What we have done.. PARENTS



Good afternoon, hope you are all keeping well.

Next week is Children's Mental Health Week, and to celebrate, we will be holding a 'dress to impress' day on Friday 11th February. Children can express themselves on this day by wearing their favourite colour, a range of colours or a whole unique outfit. Please ensure children have sensible shoes to avoid potential hazards on the playground.

This year's theme is Growing Together and in school, we will be providing lots of opportunities for children to explore this theme by getting involved in creative arts and crafts, storytelling, music, planting and creating displays.

D'Eyncourt Primary School is proud to offer a variety of support and guidance on the subject of mental health and wellbeing, not just to children, but our whole school community. Support us to continue to expand on our resources and support offer by purchasing a 'selfie' of your child/children 'dressed to express'. Photographs will be available to buy for just £2. Please make your contribution on Pay360.

We would also love to see parents and carers 'dressed to impress'. Why not surprise your child and get involved by dressing up when you come to collect at bedtime?

Any questions, please do not hesitate to contact either myself or your child's class teacher.



This week, we've been shining a light on the importance of mental health and wellbeing as part of Mental Health Awareness Week.

In our PSHE lessons, children have taken part in thoughtful discussions about how we can look after our minds just like we look after our bodies. We talked about kindness, how we feel and the small things we can do each day to feel calm, confident, and connected.

It's been inspiring to hear pupils share their ideas about what makes them feel happy, safe, and supported, and how they can help others too. 💖💖

At D'Eyncourt, we believe it's always okay to talk about how we feel – and that looking after our mental health is something to be proud of. Have a wonderful weekend! 🌈🌈

8 likes 305 views



The journey so far - What we have done.. PARENTS

Miss Ford
D'Eyncourt

May 12



Mental Health Awareness Week - Monday 12th - Sunday 18th May 2025

Mental Health Awareness Week is an annual event in the UK dedicated to raising awareness of mental health and promoting mental wellbeing for all. Organised by the Mental Health Foundation, the week provides an opportunity to reflect on mental health, spark conversations, and support those experiencing mental health challenges.

The theme for 2025 is 'community'. Social connections and community are vital for mental health and wellbeing. Through meaningful relationships and community participation, we gain support systems that help us navigate life's challenges. Communities provide emotional support, companionship, and a sense of belonging that reduces isolation.

This Mental Health Awareness Week, help us make sure no one gets left behind. If you or anyone you know needs support, visit

<https://mentalhealth-uk.org>

<https://www.mind.org.uk/get-involved/mental-health-awareness-week/>

Mrs Palmer
D'Eyncourt

Apr 3



Professionals available to talk to in the hall! Come and have a chat!

5 likes 285 views



Miss Ford
D'Eyncourt

Oct 10

In the past week I have...



Happy Hello Yellow Day!

Good morning all! Today we're joining thousands across the country to celebrate mental health awareness and remind everyone that how we feel matters!

At school, we're sharing activities with the children to help them learn about looking after their wellbeing but it's just as important to remember that everyone's mental health matters, including our amazing staff and you, our parents, and carers.

To help you take a moment for yourself, we've got a fun Wellbeing Bingo game to try! Take a look at the bingo card and see how many squares you can tick off - maybe you've had a good laugh, gone for a walk, or enjoyed a quiet cup of tea.

How many can you cross off this week? We'd love to hear if you've managed to tick them all off or tell us your favourite wellbeing activity in the comments below!

Let's make time for ourselves and spread some positivity this Hello Yellow Day!

#HelloYellow #YoungMinds #WellbeingBingo #MentalHealthAwareness

10 likes 222 views

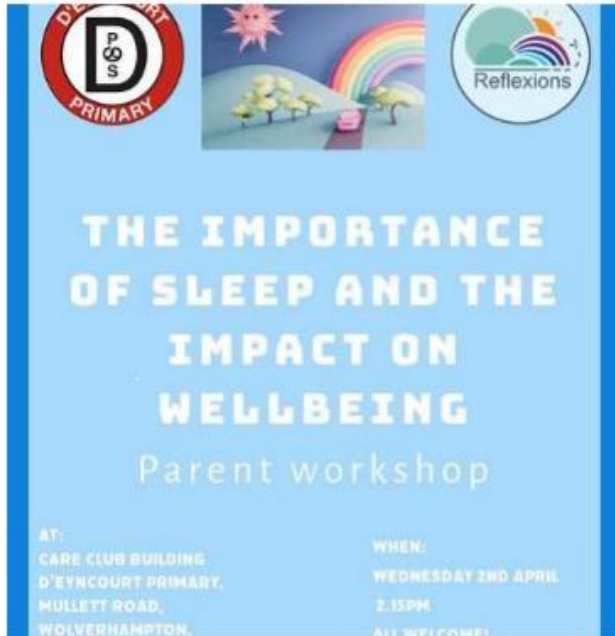
The journey so far - What we have done..

PARENTS



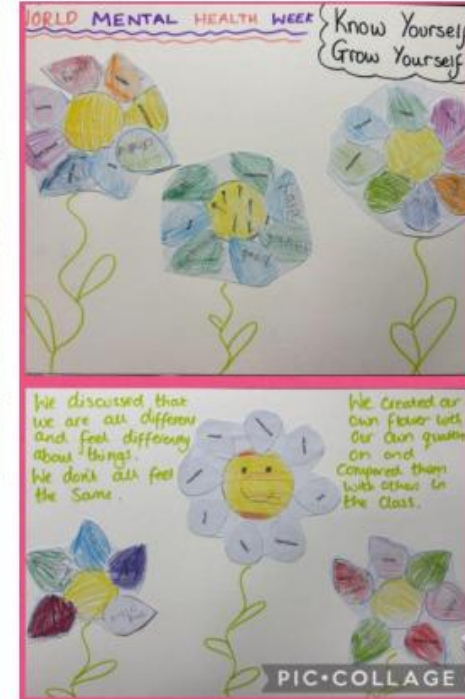
Miss Ford
D'Eyncourt

Apr 1



Just a reminder that we have this parent and carer workshop on in school this week. If your child struggles with sleep, come along for some tips from the Reflexions team. It's at 2.15pm, Wednesday 2nd April in the Care Club building. 😊

2 likes 286 views



As we were leaving school today, this was the fabulous sunset over the playground and it made us stop and take notice for a couple of minutes. It really brightened our day.

This week, we are celebrating kindness in school for Anti-Bullying Week. Kindness is more important today than it has ever been. After everything that has happened over the last couple of years, it has shown how little acts of consideration can brighten the lives of the people around us. This is one of the reasons, that 'One Kind Word' has been chosen as the theme of Anti-Bullying Week this week.

We have been encouraging our children to share kind words to one another so, as you're reading this, is there something you could do to brighten someone's day?

You could ask if someone's OK? Pay someone a compliment! Send a quick text! Say you're sorry. Make someone a cuppa!

In a world that can sometimes feel like it's filled with negativity, one kind word can provide a moment of hope. It can be a turning point. It can change someone's perspective. It can change their day. It can change the course of a conversation and break the cycle of bullying.

Best of all, one kind word leads to another. Kindness fuels kindness.

It starts with one kind word. It starts today. ❤️

54 likes 273 views

The journey so far - What we have done.. PARENTS

- Information has been provided to parents/carers via fortnightly newsletters, the school website and Class Dojo about well-being.



D'EYNCOURT
PRIMARY SCHOOL

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Well-being Award

At D'Eyncourt, we value the health and wellbeing of all our pupils, staff and parents and carers. We are excited to announce that D'Eyncourt has signed up to the Well-being Award for Schools, administered by Award Place, in partnership with the National Children's Bureau. This award will demonstrate how wellbeing and mental health in our pupils, staff and parents are at the forefront of our school's vision of leading a mentally healthy school.

We are committed to supporting the emotional health and wellbeing of our pupils and staff. We know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the view that positive mental health is everybody's business and that we all have a role to play.



At D'Eyncourt, we aim to be our BEST!

Our whole school ethos, 'Aiming to be our BEST' encompasses our Well-being message to all of our stakeholders. It is at the heart of everything we do. We aim to create a happy, safe environment where we value kind and caring individuals who can achieve to the best of their ability. Our morals are shared with everyone so that we create a whole school community with mutual respect for one another. Each individual is challenged through the curriculum to achieve their true potential and all stakeholders, whether pupils, staff or parents/carers take a part of D'Eyncourt with them for the rest of their lives.

QUICK LINKS

- Admissions
- Aims and Vision
- Gallery
- Governor Hub
- Ofsted
- Health and well-being
- Are you worried?
- Safeguarding
- Staff Sharepoint
- Term Dates

UPCOMING EVENTS

20 JUL Inset Days July 20, 2022 - July 21, 2022

The FIVE Ways to Well-being



Research shows there are five simple things you can do as part of your daily life - at school, work and at home - to build resilience, boost your wellbeing and lower your risk of developing mental health problems. These simple actions are known internationally as the Five Ways to Wellbeing!



CONNECT

This is about strengthening relationships with others and feeling close to and valued by others. This is critical to boosting wellbeing.

You need to connect with the people around you: with family, friends, colleagues and neighbours.



BE ACTIVE

Being physically active, through the day, improves physical health and can improve mood and wellbeing and decrease stress, depression and anxiety.

Go for a walk or run. Skip outside in your garden! Play a game!



TAKE NOTICE

This is about paying more attention to the present moment, to thoughts and feelings and to the world around us. This also boosts our wellbeing.

Why don't you remark on the unusual? Notice the changing seasons. Savour the moment!



KEEP LEARNING

This is about being curious and seeking out new experiences at school, work and in life. Generally, positively stimulates the brain.

Why don't you try something new? Rediscover an old interest. Take on a new responsibility!



GIVE

Carrying out acts of kindness, whether small or large, can increase happiness, life satisfaction and general sense of wellbeing.

Do something nice for a friend. Thank someone. Volunteer your time.

Well-being
Useful links

Anna Freud



CAMHS Resources



Childline



Kidscape



Mental health foundation



Mind



Nhs



NSPCC



Partnership for children



place2be



young minds



.Gov



The journey so far - What we have done.. STAFF

- This year, our school has signed up to Education Support so all staff and their families have access to support 24-7.
- Education Support offers confidential and free emotional, financial, and practical support for the mental health and wellbeing of teachers and education staff in the UK, providing a 24/7 helpline, grants for money worries, and Employee Assistance Programmes (EAPs) for organisations. The charity also conducts research on staff wellbeing and offers resources and services to help schools foster a positive workplace culture.

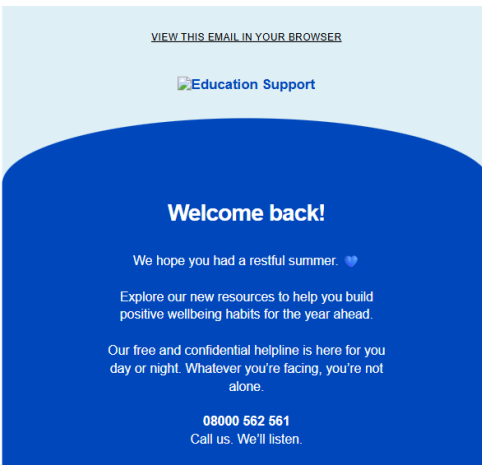
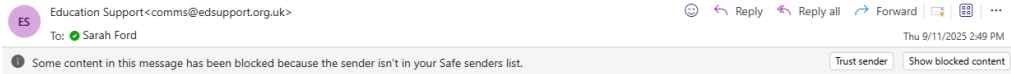
You're all signed up!

You'll receive a monthly newsletter from us with the latest mental health and wellbeing resources, events and news for teachers and education staff, straight to your inbox :)

And just a heads up - you don't have to wait for our monthly newsletter to hit your mailbox. You can find lots of tips, advice and support on our [website](#). Follow our social channels to get all latest from us on a daily basis.

Did you know that our [Teacher Wellbeing Index](#) reported 78% of education staff experienced symptoms of poor mental health due to their work?

That is why we continue to work hard to achieve our mission - to improve the mental health and wellbeing of teachers and education staff. See what we offer below.



How can we support you?

I need urgent help

I'm struggling or feeling unwell

I'm looking for information & advice

I need support with my finances

I want to improve staff mental health & wellbeing

The journey so far - What we have done.. STAFF

- Our staffroom has been developed to include self help and well-being areas.
- A staff shout out board was introduced and added to regularly
- Whole staff CPD has been held - in meetings and on INSET days



Supporting Staff Wellbeing

This is something I will be working on a lot this term although we can all contribute to helping one another through.

My door is always open if you need to talk

- [Schools in Mind](#)
- www.mentallyhealthyschools.org.uk
- www.mindfulteachers.org
- www.educationsupportpartnership.org.uk
- [NHS – Five steps to mental wellbeing](#)

Supporting Staff Wellbeing

The journey so far - What we have done..STAFF

- In the staffroom, there is a Staff Wellbeing board, where there are lots of resources for staff wellbeing.
- We have printed resources for staff to look at and the Education Support phone number is available for all staff who need it.
- Staff all received this information via a Staff meeting and there are regular emails to update with new information.



Staff Mental Health and Wellbeing Plan

Teachers and education staff

Rediscover the joy of your role

Introduction

When did you last create a lightbulb moment in class? Which text book or part of the curriculum do you really like to geek out on? Who is your favourite pupil?

Sit with those questions and picture the answer for a moment.

We know there's a lot of challenges in teaching, but there are incredible moments of joy too. How often, and how deeply, are you able to connect to those sources of joy?

According to researchers at the University of Warwick, happiness in the workplace increases how effective you are at your job. In fact, their recent study found happiness at work made employees around 12% more fruitful. But it's not just about professional achievements and doing the best for your pupils. There are other, more far reaching benefits of enjoying what you do.



www.educationsupport.org.uk



Ofsted inspections & beyond:

feeling calm and confident in the spotlight

Published October 2022

Introduction

It's natural for human beings to seek feedback. We know this from our pupils, our loved ones and even our friends. It's also natural to want to grow, learn new things and be challenged. We need to know we are doing a decent job — we want to be doing a decent job.

And yet, the words 'feedback' and 'accountability' can make stomach muscles tighten, and palms sweat, for many education staff. The same can be said of 'review', 'appraisal' or 'Ofsted'.

At some point in the next few working weeks, it's possible that you — and your effectiveness in your role — will be in the spotlight. It could be at your performance appraisal meeting, during a book-look, learning walk or parents evening. And if you're in an Ofsted window, the chances of a visit are high.

Here, we'll share practical tips that might help ease the pressure if you're nervous about these periods, or have difficult feelings of being monitored or judged in your role. We'll provide tools to help look after your mental wellbeing and ask you to consider the important difference between stressors and stress. And we'll also look at top stressors experienced by education staff, from Ofsted to exams, and try to bust some common myths surrounding them.



www.educationsupport.org.uk



Education Support

We're Education Support, the only UK charity focused on the mental health and wellbeing of teachers and everyone working in education.

That's why we provide you and your colleagues with a wide range of services, information and events to help you feel energised, inspired and informed.

What we do:

Helpline

Call us to talk to a qualified counsellor. We'll offer you immediate, confidential emotional support. Don't wait for a crisis to call. **08000 562 561** Call us. We'll listen.



School and FE leaders service

Our fully funded professional supervision gives leaders a safe and confidential space to talk about, and process challenges they face at work.



Employee Assistance Programme

Get emotional and practical support to help you and your colleagues to thrive at work.



Resources

Discover articles, videos and guides to keep you informed and inspired.



Webinars

Our regular webinars provide practical advice and tips on the issues that matter to you.



Grants

Get help to manage short-term money worries. Our friendly grants team are here to support you.



Visit our website or scan the QR code to find out more

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



Introduction

Developing a staff mental health and wellbeing plan is a great place for schools to start when outlining their commitment to prioritising the wellbeing of school staff. It's a place where school leaders can set out clear areas of focus, agreed actions and measures of success while being clear about who is responsible for delivering on the actions included in the plan.

A good plan isn't something that is developed and then sits on a shelf. It should be regularly reviewed, measured against, updated and communicated to staff. When it comes to staff mental health and wellbeing this is vital, because the needs of school staff will consistently change. Your plan may form part of a wider mental health and wellbeing strategy, which sets out your schools overall vision and aims when it comes to prioritising staff mental health and wellbeing.

Your plan doesn't need to be complicated. It needs to be clear and it needs to be understood by all staff if you want them to engage with it. It should also be realistic and acknowledge that supporting staff mental health and wellbeing isn't always easy. Some things will take a lot longer to embed, while something like rolling out line manager mental health training, may be much simpler to do. Trying not to over promise, and under deliver, will help in engaging staff in the plan and providing the confidence that the commitment is there to deliver on it.



www.educationsupport.org.uk



The journey so far - What we have done... STAFF

that wellbeing guy 

Please rate the following statements:

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I usually look forward to training sessions and workshops.	☐	☒	☐	☐	☐
I would look forward to an experience like this in the future.	☐	☐	☐	☒	☐
My experience today has been inspiring.	☐	☐	☐	☒	☐
I now have a greater understanding of how to unlock my wellbeing.	☐	☐	☐	☐	☒
I understand the impact my own attitude can have on others.	☐	☐	☐	☒	☐
I would recommend this course to a friend or colleague.	☐	☐	☐	☐	☒

On a scale of 1 to 10, how would you rate this course? (Where 1 is lowest and 10 is highest) 10

Please describe the main benefits of your experience today?

*Learning new methods for myself & to share
how to improve my well-being.*

Please share any other comments you have about the course.

I have really enjoyed this course! Thanks!! ☺

that wellbeing guy 

Please rate the following statements:

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I usually look forward to training sessions and workshops.	☐	☒	☐	☐	☐
I would look forward to an experience like this in the future.	☐	☐	☐	☐	☒
My experience today has been inspiring.	☐	☐	☐	☐	☒
I now have a greater understanding of how to unlock my wellbeing.	☐	☐	☐	☐	☒
I understand the impact my own attitude can have on others.	☐	☐	☐	☐	☒
I would recommend this course to a friend or colleague.	☐	☐	☐	☐	☒

On a scale of 1 to 10, how would you rate this course? (Where 1 is lowest and 10 is highest) 10

Please describe the main benefits of your experience today?

It made me realise how much my attitude impacts others. Some things that I'd normally mean about are definitely more hills. I need to be a flamingo.

Please share any other comments you have about the course.

The delivery of the information was particularly engaging. - Thank you! ☺

that wellbeing guy 

Please rate the following statements:

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I usually look forward to training sessions and workshops.	☐	☒	☐	☐	☐
I would look forward to an experience like this in the future.	☐	☐	☐	☐	☒
My experience today has been inspiring.	☐	☐	☐	☐	☒
I now have a greater understanding of how to unlock my wellbeing.	☐	☐	☐	☒	☐
I understand the impact my own attitude can have on others.	☐	☐	☐	☒	☐
I would recommend this course to a friend or colleague.	☐	☐	☐	☐	☒

On a scale of 1 to 10, how would you rate this course? (Where 1 is lowest and 10 is highest) 10

Please describe the main benefits of your experience today?

Being Positive. Knowing what is really important to me and others

Please share any other comments you have about the course.

Fantastic course! Not what I expected. Great content. Great presenter. Very funny. Enjoyed the course - made it really interesting!

that wellbeing guy 

Please rate the following statements:

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I usually look forward to training sessions and workshops.	☐	☐	☐	☒	☐
I would look forward to an experience like this in the future.	☐	☐	☐	☐	☒
My experience today has been inspiring.	☐	☐	☐	☐	☒
I now have a greater understanding of how to unlock my wellbeing.	☐	☐	☐	☐	☒
I understand the impact my own attitude can have on others.	☐	☐	☐	☐	☒
I would recommend this course to a friend or colleague.	☐	☐	☐	☐	☒

On a scale of 1 to 10, how would you rate this course? (Where 1 is lowest and 10 is highest) 10

Please describe the main benefits of your experience today?

Strategies to implement in work & home life. Realisation of little things I already know but didn't consider could have such an impact on my life.

Please share any other comments you have about the course.

We received whole school staff training on an INSET day with 'That Well-being Guy' who made everyone think about their own mindset and their approaches to different situations. This was some of the feedback given which was so positive.

The journey so far - What we have done..WHOLE SCHOOL

- Staff and Child mental health policies introduced.
- All relevant policies audited to support mental health.
- Staff Performance Management targets linked to personal well-being
- Staff Well-being days added to timetable
- Staff involved in staffing choices for the next year
- Pizza and treats given out periodically
- Well-being is now an agenda item at Governors meetings

Mental Health and Wellbeing

- Participation in creative arts can have a positive impact on the wellbeing of those engaged in collaborative design and creative practice. We encourage children to develop this aspect of their wellbeing throughout the design process and to be as expressive as possible when engaging and creating art.



Mental Health and Well-being Policy



Staff Well-being Policy



3. School Improvement through professional and personal well-being
Teaching Standard:
Personal & Professional Conduct
Develop strategies to improve my own personal and professional well-being

- Actively be responsible for my own well-being and workload
- Actively keep up to date on all forms of school communication so can be organised and plan ahead.
- Know what winds me up and causes anxiety
- Have a positive mind set and encourage others to think more positively
- Know who I can go to for help and build support networks
- Show that I value others, have compassion and empathy
- Take time for myself away from work

Directed Time
PPA Time
Staff Curriculum Meetings
Release time
Coaching sessions as and when needed

Regular meetings with LT to discuss progress

Meet regularly with other staff involved.

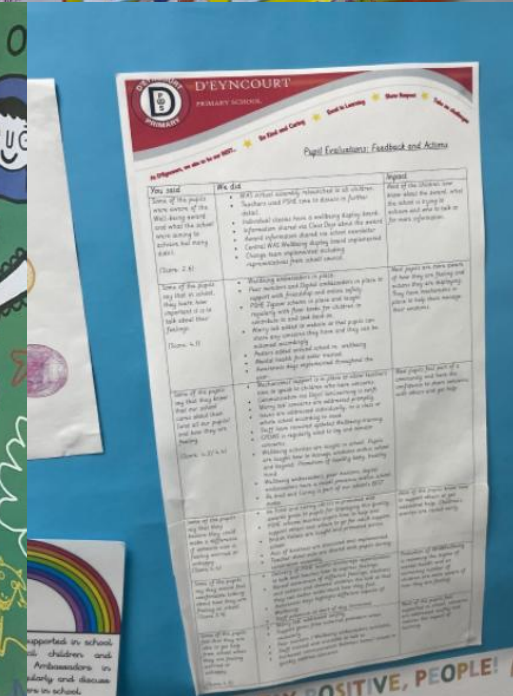
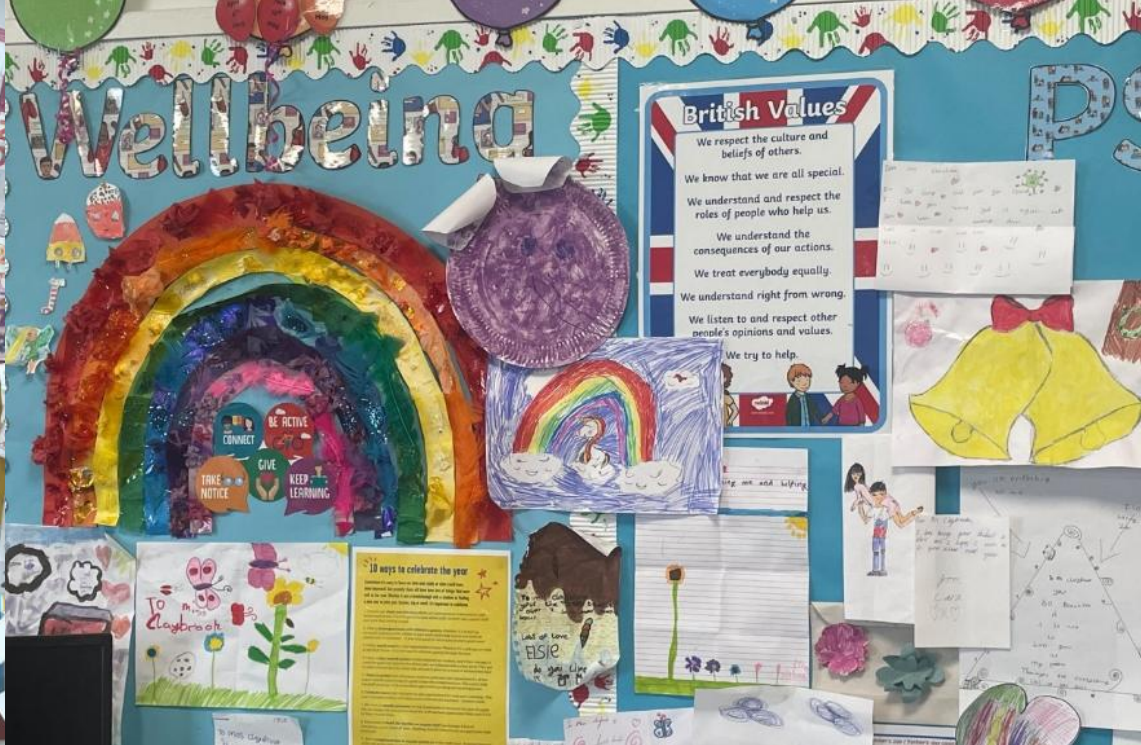
Well-being leader available to support as and when needed.

Mental Health first -aider established to offer support.

The journey so far - What we have done.. **WHOLE SCHOOL**

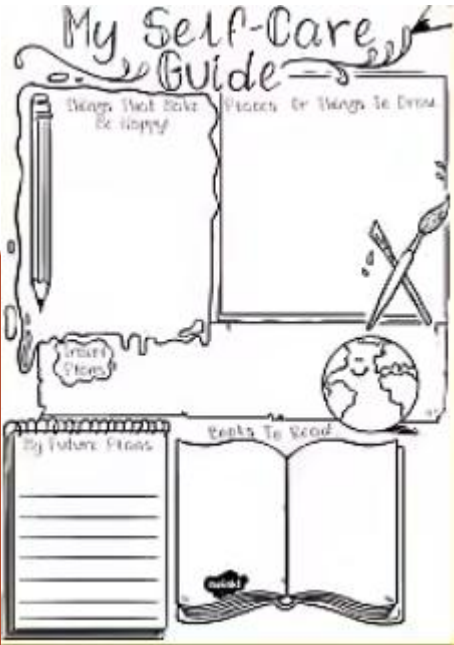
- All classrooms have a well-being display board/Zones of Regulation area.
- In-corridor displays and posters to support well-being are around school.
- New books and resources purchased to support well-being in school.
- Mental health First Aider trained - Having a qualified Mental Health First Aider in school provides a point of contact for a member of staff who is experiencing a mental health issue or emotional distress. This interaction could range from having an initial conversation through to supporting the individual to get appropriate help in a crisis. Mental Health First Aiders can spot the signs of mental ill health and are valuable in providing early support for someone who may be developing a mental health issue.



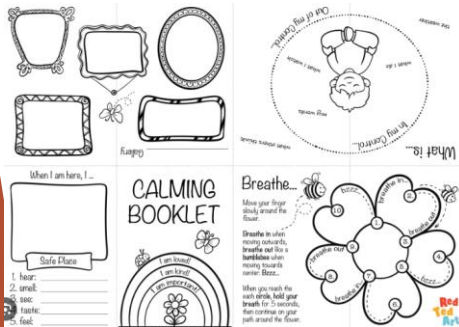


The journey so far - What we have done.. PUPILS

- Dedicated sessions are allocated into the class weekly timetable for nurture, well-being and mindfulness. This could be as the children arrive in the morning or after lunch before afternoon lessons resume. Quiet music is also played in some lessons to keep children calm and relaxed. We use Class Dojo for this.
- Dedicated assemblies are now timetabled into the assembly provision to discuss mental health and general well-being.



The journey so far - What we have done.. PUPILS



Clubs that support mental health and wellbeing in our school, such as mindfulness, yoga, and board game clubs, offer valuable opportunities for children to develop emotional resilience, reduce stress, and build positive social connections. Mindfulness activities help the children become more aware of their thoughts and feelings, encouraging self-regulation and calmness. Yoga promotes physical relaxation and improves concentration, while also teaching breathing techniques that can ease anxiety. Board game clubs foster teamwork, patience, and problem-solving skills in a fun, low-pressure environment, helping children strengthen friendships and communication. Together, these clubs create a supportive space where children feel safe, valued, and better equipped to manage their emotions and relationships.

With support from Wolves FC, we offer a range of sports clubs designed to support all children from Reception to Year 6. These clubs help pupils develop important life skills such as teamwork, resilience, communication, and emotional regulation. By making wellbeing a priority, these clubs create a safe and inclusive environment where every child can thrive both emotionally and socially.

The journey so far - What we have done.. PUPILS

Leadership groups have been developed across school to share our wellbeing message as well as our school morals. BEST Ambassadors, Well-being Champions, Peer Mentors and Digital Ambassadors are all established to promote self esteem and resilience.



Peer mentors have received steps training (and will continue to receive training) through Wider Learning to support at break times/lunchtimes. The programme is designed to equip pupils with skills and expertise to effectively and safely support their peers and to develop roles and responsibilities in school that promotes a safe and positive ethos and culture. The programme builds self-awareness, increased resilience, raised self-esteem and confidence. It develops character and provides pupils with skills to support and mentor their peers in a range of settings..

The role of Digital Ambassadors in school is to support the safe and responsible use of technology among pupils. They help promote online safety, assist with digital learning across the school, and act as positive role models for using technology respectfully and responsibly. Digital Ambassadors also help set up equipment, support teachers during computing lessons, and lead initiatives to raise awareness about internet safety. Their role encourages leadership, teamwork, and a strong understanding of the digital world.

The journey so far - What we have done.. WHOLE SCHOOL

- CPOMS Safeguarding platform is in place and clear procedures have been developed so incidents are dealt with swiftly. All safeguarding and behaviour concerns are recorded on CPOMS and SLT deal with issues when necessary
- Play Therapy - offered in school for selected children.
- A comprehensive PSHE curriculum has been adopted (Kapow PSHE). Kapow offers a clear programme for Primary PSHE including statutory Relationships and Health Education, in a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others.
- The strands of learning relate to family and relationships, health and wellbeing, safety and the changing body, citizenship and economic wellbeing.



Kapow
Primary™

The journey so far - What we have done.. PARENTS



The FIVE Ways to Well-being have been shared with our whole community

Research shows there are five simple things you can do as part of your daily life – at school, work and at home – to build resilience, boost your well-being and lower your risk of developing mental health problems. These simple actions are known internationally as the Five Ways to Well-being!

The '5 Ways to Well-being' can be seen around school and tips and advice regularly goes out to parents/carers via Class Dojo.



Visitors feedback

We have set up a way for visitors to the school to leave valuable feedback – this provides us with ways that we can improve our practise. These comments are so valuable to us as they enable us to know how visitors perceive the school.

D'Eyncourt Primary Visitor Feedback Form

Thank you for taking the time to visit our school. We are very proud of our pupils and staff and hope your visit was successful. Please complete our visitor feedback form to support us improve our service.

What was the purpose of your visit today? *

Measuring height and weight of reception pupils

Did you feel welcomed when you arrived at school?

☒ Yes

☐ No

Did the School meet your requirements?

☒ Yes

☐ No

What could the School do to improve your experience?

Have bigger rooms as it can be a tight squeeze using the meeting room- however this is not the schools fault.

What was your overall impression of D'Eyncourt Primary School?

A friendly school that always welcomes you with a smile. The ladies in the office are always happy to accommodate any requests and helped me with the equipment. Staff are very approachable and there is a warm atmosphere there.

D'Eyncourt Primary Visitor Feedback Form

Thank you for taking the time to visit our school. We are very proud of our pupils and staff and hope your visit was successful. Please complete our visitor feedback form to support us improve our service.

What was the purpose of your visit today? *

1.1 session with pupil (Play therapy)

Did you feel welcomed when you arrived at school?

☒ Yes

☐ No

Did the School meet your requirements?

☒ Yes

☐ No

What could the School do to improve your experience?

Maybe a slightly larger room so I could leave some of my equipment here for my weekly visits. I have a large sand tray and would like to leave it but unfortunately the SEND room is a little small.

What was your overall impression of D'Eyncourt Primary School?

D'Eyncourt is a lovely school. I am always welcomed and shown to the room where I will be working. The pupil who I work with is always polite and courteous too. When booking my appointment I requested that the room be private as the discussions that I have are confidential and I didn't want people coming in and out. The room is always ready for my session and we have not been disturbed during the sessions which is brilliant.

Impact - final feedback from Questionnaires

Following everything we have done, all stakeholders at D'Eyncourt feel safe and happy with their learning.

From the recent questionnaires, the children said:

My school really cares about all its pupils and how they are feeling.

Teachers can always tell if we are sad because they care about us

All of the teachers adore the pupils

All of the staff are very kind and friendly

Teachers care about everyone

When someone is crying or hurt a teacher goes over to them instantly

They help you feel comfortable

Staff will ask if something happened if they see us alone and unhappy

That's why school helps everyone they take care of us

The teachers are kind and help us

They make sure we aren't being bullied and make sure we are happy

I believe I can make a difference if someone else is feeling worried or unhappy.

We can make a difference

I believe I can since I have been trained as a peer mentor and our school cares

In our school if someone is worried you can make a difference

In our school we let anyone who is lonely play with us

We have peer mentors to play with you and cheer you up

I can play with them and be kind

You can go and ask if they're ok

You can play with people who are unhappy or feeling worried

In our school, we learn about how important it is to talk about our feelings and emotions.

We have many lessons on how to express our emotions which helps us

In our school we are encouraged to show our feelings and not keep it bottled in

We talk about feelings and we have wellbeing ambassadors to help if people are feeling sad

Our school has many lessons about wellbeing and we also have wellbeing champions

If you don't tell someone about it you keep thinking about it

We have wellbeing ambassadors in school and we have assemblies about feelings and mental health

We have a website where you can tell how you are feeling and they help you

We have wellbeing ambassadors and we have a worry box

Teachers have always said it is better to talk to someone about it

The school really cares about what I think and listens to what I have to say.

We have lots of roles in school like wellbeing ambassadors, best ambassadors, eco committee and digital ambassadors

My school accepts me and shows how I could grow up to hopefully be successful

Our school has teachers, peer mentors and best ambassadors who will listen

They always give us a chance to share our thoughts and feelings

Are school always listens to what I say if I need help because if we tell them stuff they'll sort it out

Teachers can always come up to you and ask if you are ok

Yes we have a safe kind hearted school

Impact - final feedback from Questionnaires

Following everything we have done, all stakeholders at D'Eyncourt feel safe and happy with their learning.

From the recent questionnaires, the staff said:

As a school we do lots to promote mental health, like Hello Yellow Day.

I know this because it is embedded into our curriculum. We take part in several mental health days and weeks where the children are encouraged to share their thoughts and feelings. We also have our children wellbeing ambassadors who are available to support any of children. We have also made ourselves accessible outside of school through our wellbeing page on the school website, where the children can also log any concerns they have whilst they are at home.

We have regular curriculum meetings and school-based initiatives based around children's wellbeing.

It is constantly discussed and considered. it is often at the forefront of thinking when making decisions as a school. Pupils are involved with the Wellbeing discourse through assemblies, PHSE lessons, roles and responsibilities including Wellbeing Ambassadors, School Council, peer mentors and BEST ambassadors.

Well being of children at this school takes top priority

Everyone involved with the school needs to support and look out for each other when it comes to emotional wellbeing and mental health.



Average score 4.7

Evidence

Yes, we have shared on many occasions that our school is like a family and we are there for one another. No problem is too small and we are there to lend a helping hand.

We are a very close knit group of staff who understand each other well and notice when things aren't right. Our PHSE curriculum and assemblies are very clear on the role that pupils and staff can play to support each other's mental health and wellbeing. the Headteacher has also introduced us to Education support for external support with wellbeing.

SLT are approachable Any problems are sorted Any issues or concerns are addressed Things put in place to support wellbeing and mental health

Staff, especially management are always concerned about staff's mental health and will happily put their time aside to support.

Conversations are open and honest with each other. Senior management are always available to talk to about any concerns. School has bought into Education Support to provide external support. Counselling is available through OWL, Base 25 and other organisations for pupils and school can provide a similar service for staff members that need it. SLT are in regular contact with a number of parents who require support for their own needs and as a school we are always very accommodating for parents who struggle with their own Mental health needs, offering support and guidance where possible.

Impact - final feedback from Questionnaires

Following everything we have done, all stakeholders at D'Eyncourt feel safe and happy with their learning.

From the recent questionnaires, the parents/carers said:

We have had experiences with all of our children who have attended and had support from the school.

If my child isn't happy they won't learn.

My child is happy at school and if there was a problem I would speak to the school directly.

They tell me they are happy. They run into school when the gates open

Well being is at the heart of everything.

Mrs Darby is very approachable.

Staff are always on hand to support me or my child.

We have parents evening but I know I can message my child's teacher on dojo if I need to.

I have spoken to a teacher before and it was sorted the same day

I know I can talk to Mrs Darby at any time about my child. The whole team of staff are so caring and approachable.

Headteacher and leadership team are on the front gates daily to talk about any issues.

The school really cares that everyone has good emotional wellbeing and mental health.

They always send monthly goals for kids / families

There are lots of updates on dojo and my child talks about wellbeing.

There is a lot of information shared on dojo for parents.

Its constantly discussed especially through dress down days and class dojo

Class dojo has activity sheets to help families

On the newsletter there is a page with tips!

It is encouraged on the newsletter and through workshops. One recently was on SATs worry which was useful.

Always different links on dojo and they hold teas and coffees on certain days

Workshops are useful for this.

I am happy to talk to the school about my child's feelings.

Staff are always approachable. I can also use dojo to communicate with my child's teacher or another teacher.

Depends on the child

The school is approachable and very supportive of my child's well being and if I have had any concerns, they have been addressed straight away.

I have had to call Mrs Darby before about an issue and it was sorted.

Impact - final feedback from Questionnaires

- Staff confidence has grown – staff have more understanding of the emotional needs of the whole community
- Staff are becoming increasingly open regarding discussions about well-being and mental health
- Staff are more able to spot signs and symptoms and risk factors associated with poor mental health
- Clear staff policy for logging a concern – CPOMS
- Staff are all aware of the award and contribute to the improvement of the school

Moving forward...

The understanding of mental health and well-being has been improved since undertaking the Well-being Award for Schools, however, our job is not done. Well-being remains a high priority at school and it is our job to ensure that all stakeholders are happy and healthy – this will allow our school to flourish!

We will continue updating our platforms for parents and carers with useful information and links for further support.

Audits will take place frequently to ensure there are no gaps in our provision.

We will continue to seek advice from outside professionals and continue a clear programme of CPD for all staff.

Moving forward... Children



- ✓ Well-being questionnaires will continue to be completed and well-being will be a part of whole school focus.
- ✓ Regular assemblies and lessons will continue for all pupils.
- ✓ Worry boxes in classes and online will continue for children to share their concerns.
- ✓ Staff are always ready and willing to listen to any concerns children may have and children encouraged to discuss any issues they have with trusted adults in school.
- ✓ Pupils will have varied experiences including a range of visitors, trips and extra curricular clubs to be organised.
- ✓ Children with roles and responsibilities to continue including BEST Ambassadors, Well-being Champions, Peer Mentors, School Councillors and Digital Ambassadors incorporating well-being into all areas.

Moving forward... Staff



- ✓ Performance management targets will continue to focus on well-being.
- ✓ Well-being will continue to be an important part of the School Improvement Plan and School Self Evaluation.
- ✓ Well-being questionnaires will continue to be completed and well-being will be a part of whole school training and CPD.
- ✓ Regular CPD planned based on need
- ✓ School will continue to support staff with Education Support
- ✓ Regular updates on staff board will continue with useful information shared.
- ✓ Meetings organised when needed and emails sent when a meeting isn't necessary
- ✓ Wellbeing days given.
- ✓ Curriculum enhancement to continue enabling our pupils to experience a range of visitors, trips and extra curricular clubs.

Moving forward... Parents and Carers



- ✓ We will continue to increase parental engagement – getting parent/ carers into school for more meetings, workshops and events.
- ✓ Well-being coffee morning to be established again in Autumn term to share important messages
- ✓ Continue to update Class Dojo, website and notice board outside school with information for parents/carers regarding well-being and mental health.
- ✓ Continue to ensure communication links are in place so parents/carers can keep in touch with school.
- ✓ Open-door policy to continue and reduce stigma in talking about issues.



D'EYNCOURT

PRIMARY SCHOOL

At D'Eyncourt, we aim to be our BEST..



Be Kind and Caring

Excel in Learning

Show Respect

Take on challenges

We already have a wonderful D'Eyncourt family and we are so happy to continue supporting everyone to become the BEST they can be. A problem shared is a problem halved.

Together we are stronger!

