

Pupils Wellbeing Offer at Trafalgar

Please find below a list of all the wellbeing measures put in place by the school to support the wellbeing of all our children

Category	Details	Objective
We take great care in planning transitions for children	Parents evenings Open afternoons (with family, to share learning) Regular communications with parents/carers Handover with nurseries/ feeder schools (telephone conversations, emails, face-to-face meetings including safeguarding and wellbeing). Transitions activities prior to joining school (class visit, transition booklets etc) Class visits for children when moving to the next Year Group Greenway transition day for YR2 children Transitions topics discussed at school Some children have 1:1 support to help with transitions. Visual timetables Plan “fun start”, “fun finish” to help with transition from home to school Pre-warn children/parents of changes to usual routine Flexible –start early/little late, arrangements for lunch	Ensuring children are emotionally and physically prepared to deal with change / excited for school
Inclusion / Learning Support	For all children Quality First Teaching – we ensure that we prioritise quality teaching for all children Readiness to learn approach – we ensure that the children are ready to learn School plan curriculum to meet the needs of OUR children. Use hard and soft data to assess progress of all groups. Assessment informs planning. Leaders identified for specific groups.	Ensuring all children feel and are included in the school community Ensuring all children are supported to achieve the best of their own abilities

	<p>Inclusion Governor monitoring Mild/hot/spicy challenges for different abilities Carousels of activities to ensure we work in small groups</p> <p>For SEND children As a school we believe all teachers are teachers of SEND. The SENCO is a member of SLT and champions the needs of SEND children. SENCO oversees gold plans, provision mapping, planning of who does what and when (children and staff). Provision maps detail what is done termly. Progress SEND in half termly pupil progress meetings. SEND children can be supported by a school adult when they attend an extracurricular activity (according to goodwill and availability of staff)</p> <p>Accessibility Disabled toilet is available for use. Accessibility plan on our website School is single level, with ramps available if needed. Set up for visually impaired children/adults. Staff make changes to learning environment to meet needs of the children School provides alternative formats for pupils and parents</p>	<p>Ensuring children with special needs or disabilities are fully included</p>
<p>Curriculum – PHSE (Personal, social, health and economic)</p>	<p>PSHE underpins all school does School Vision and Values Home School agreement Assembly themes include: preparing for change, being a good friend</p>	<p>Ensuring children are learning values and lessons to help them become more emotionally resilient / compassionate</p>

	<p>Regular assemblies promote positive and aspirational social, moral, spiritual and cultural development</p> <p>Growth value characters</p> <p>PSHE-class weekly</p>	
Religious Education	<p>Includes:</p> <p>Christianity</p> <p>Diwali</p> <p>Judaism</p> <p>Islam</p>	Promoting different faiths and cultures, reinforcing sense of belonging, diversity and inclusion
Diversity and representation in curriculum	<p>What we do to ensure all children (and their families) from different background feel represented in the curriculum:</p> <p>Staff take an interest in our children, chat to them about eg home, what they like to do.</p> <p>Value EAL families and their contributions.</p> <p>Take an interest in language, culture.</p> <p>School currently reviewing curriculum provision to ensure it is more diverse and representative.</p>	Reinforcing sense of belonging and inclusion
Curriculum – PE, and wider curriculum	<p>Weekly PE lessons</p> <p>Daily mile</p> <p>Walk to School programme</p> <p>Cycling programme (Reception)</p> <p>Encourage bike/scooter use to/from school, with new bike shed area</p> <p>Physical activities/zoning provided at break and lunch e.g. planned activities on rota, trim trail, ship</p> <p>Covid-impact catch up sessions with external coach.</p> <p>Experts from school community to lead supervised activities e.g. rugby.</p>	Keeping children physically active and teaching the importance of being active

Curriculum – Relationship Education	<p>What we have done so far in terms of Relationship Education:</p> <p>Age-appropriate discussions about challenging others behaviour/language-circle time. Children are encouraged to tell an adult if upset/or tell their parents Internet safety taught-age appropriate. Stranger/Danger Privacy/intimate care talk Relationship Education parent survey to establish current needs at the school</p>	Keeping children safe and promoting healthy relationships
Staying Healthy	<p>Water only / easy refill Fruit/healthy items only for snack Healthy, locally sourced and fresh menus (Easylunch provider) Healthy Eating curriculum Oral health</p>	Teaching children the importance of being healthy
School environment	<p>What we do to ensure the children have a comfortable learning environment:</p> <p>Easy access to water throughout the day, including reminders throughout the day Free access to toilet throughout the day LAs are on duty at lunch times so always a familiar adult.</p> <p>What we do to ensure the children have a safe learning environment:</p> <p>Easy access to first aid (most support staff are trained) Headteachers as Safeguarding leads, SENCO, Senior Teacher as Deputy DSL.</p>	Ensuring school environment is safe, comfortable and fit for learning

	<p>All staff responsible for safeguarding. Governor Safeguarding Lead monitoring Frequent reminders of how to move around safely (“Corridor creepers”) Fire safety practice Practice using PE equip safely</p>	
Mental health Intervention	<p>ELSA (Emotional literacy support assistants) Bucket Time Counsellor Art Therapist Family Link Worker Parent partnership workshops (led by Family Link Workers)</p>	Supporting children’s wellbeing in challenging times
Mental health Support	<p>See above Circle time as a group or whole class, in assembly, in lessons, on-going dialogue Address issues through discussion, stories, with individuals. Mental health first aid (one staff member trained) Therapeutic Thinking training (focuses on how all children and young people are to be supported, particularly in terms of their emotional wellbeing)</p>	Monitoring and supporting children’s wellbeing at school
Wellbeing measures	<p>Classrooms have eg quiet spaces, tent if needed. Playground zones-quiet area, ball games, pirate ship etc. Individual staff using Zones of Regulation for certain children. Emotion cards/displays Forest School Outdoor learning All year outdoor learning for Reception Reward system for achievement Child’s voice is frequently sought and recorded on activities by adults/child depending on best way. 2 stars and a wish.</p>	Keeping children engaged in their learning / promoting love of learning

	<p>Children's out of school achievement are celebrated eg swimming, gym, music.</p> <p>Parents wellbeing survey after lockdown to assess children's wellbeing needs</p>	
<p>Fun activities boosting wellbeing (some of it delivered by FTS*)</p>	<p>School fair*</p> <p>Family movies*</p> <p>Christmas market*</p> <p>Class shows/performances</p> <p>Panto*</p> <p>Easter egg hunt*</p> <p>School discos / school leaver disco*</p> <p>School trips</p> <p>Dress up days (Trafalgar day, Red Nose Day, World Book Day, etc)</p> <p>Dress down days</p> <p>Golden Time</p> <p>Class treats</p> <p>Art & craft activities</p> <p>Firemen visit/Key author visits</p> <p>Before and after school clubs (see further down)</p>	<p>Making school and learning fun</p>
<p>Socialising measures (to help children form friendships and deal with conflict)</p>	<p>Friendship bench</p> <p>Playground buddies, lunchtime club.</p> <p>Adults look out for all children, esp. vulnerable ones at playtime.</p> <p>Paired up on arrival, particularly if mid-year</p> <p>Nurture groups by Inclusion Team</p> <p>Additional circle time activities to promote social skills</p> <p>Purchasing additional resources where relevant e.g. books/signage, to support development of social skills</p>	<p>Supporting children to have healthy relationship / supporting their emotional intelligence / being a good friend</p>
<p>COVID</p>	<p>See risk assessment/Outbreak plan on school website</p>	<p>Mitigating risk of COVID on children</p>

		Supporting children's wellbeing
Breakfast/After school clubs	Mindfulness Yoga After School Club Ollie Heath Musical Club KICKS Nutritional Ninjas Karate Science	Supporting children's love of learning and wellbeing
Policies and strategies that support wellbeing	Policies that help to support children's wellbeing at the school: Keeping Children Safe in Education (Staff and governors refresh knowledge, keep up to date-annually). Equality and Diversity Relationship Education Wellbeing strategy (in development) Anti-Bullying Policy Processes in place for reporting and dealing with discrimination / racial incidents etc	
How we monitor pupil's wellbeing	Measures in place to monitor pupil's wellbeing: Whole school focus on listening to the children On-going, ethos/values On-going professional dialogue e.g. weekly meetings in teams/staff, discussing children Half termly pupil progress meetings Gold Plan termly meetings, and more frequent meetings where required Maintaining good relationship with parents/carers, other professionals, to ensure we have a rounded picture School councils meet regularly. Annual parent survey – to include wellbeing questions going forward	Ensuring wellbeing measures fit strategic objectives

