

ST MICHAEL AT BOWES

**“An inclusive Christian community, building
on firm foundations for successful lives”**

Sandwell Well-being Chartermark

**‘Not looking to your own interests but each of you to the
interests of the others.’ Philipians 2:4**



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- ▶ On the 17th March 2021, SMAB was officially awarded the Sandwell Well-being Chartermark in recognition of the work the school does to support the well-being of pupils, staff and parents.
 - ▶ The Chartermark followed the school's work over a period of three terms.
 - ▶ The following pages provide an overview of the process and outcomes.

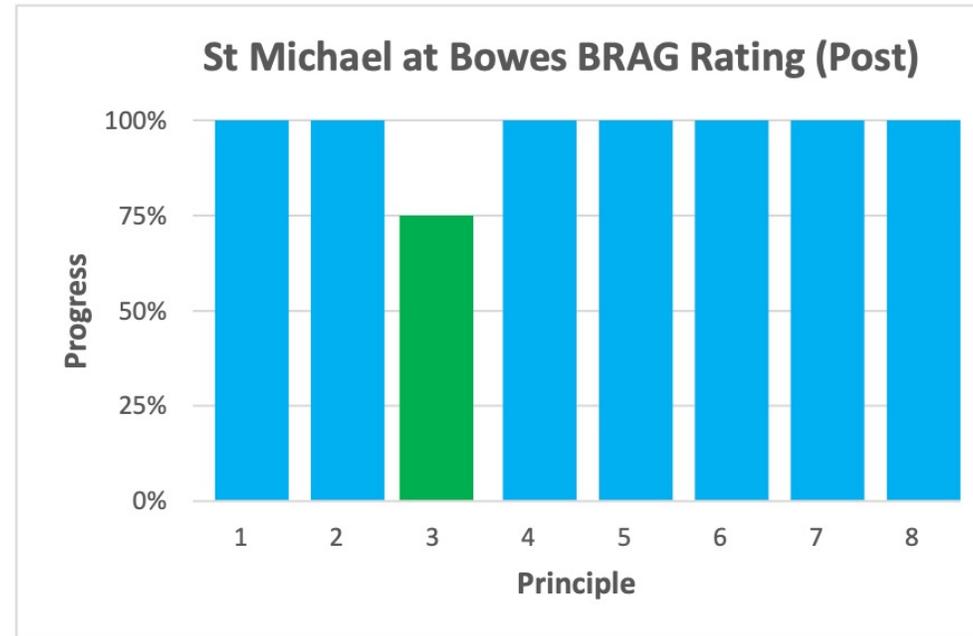
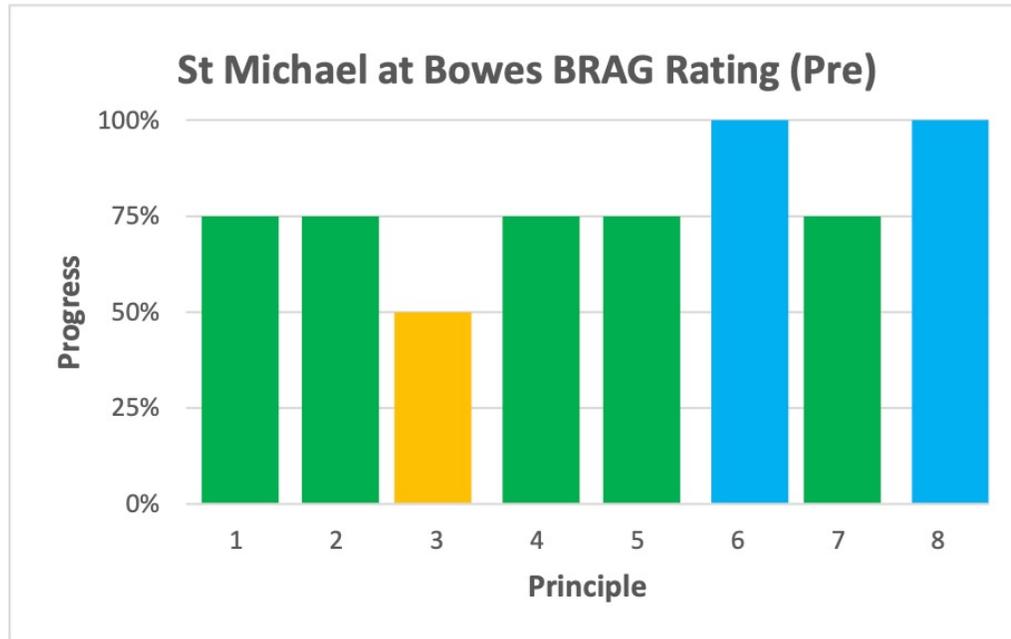
The Chartermark criteria are underpinned by the eight principles that have been identified by Public Health England in response to recent NICE guidelines (2015):



With the support of a team of professionals in the field of mental health and well-being, we evaluated ourselves against each of these areas. Surveys were carried out with parents, pupils and staff at the beginning of the process to identify strengths and areas for development for each of the eight principles.

- ▶ Once the results of the surveys had been collated by the team, we held a meeting to identify where SMAB already had strengths in these area and where work needed to be done. Together we drew up an action plan to identify how we could address our areas for development and further improve our areas identified as strengths;
- ▶ We began our journey from a very positive baseline. Already we had our practice in two areas identified as exemplary and five more as good.
- ▶ We began addressing our development areas immediately... then Covid-19 struck!
- ▶ This gave us the opportunity to test or policies and practice under very different circumstances.

Comparison of Performance at the Start and End of the Project



Principles:

- 1 Leadership
- 2 Ethos & Environment
- 3 Curriculum, Teaching & Learning
- 4 Pupil Voice
- 5 Staff Development
- 6 Identifying Needs & Monitoring Impact
- 7 Working with Parents/Carers
- 8 Working with Targeted Support

Colour	Definition
B	The school has made exemplary efforts in this criterion, there has been a clear impact on well-being either prior to the audit process or in response to the action plan.
G	The school has made good effort in this criterion, there has been some observable impact on well-being either prior to the audit process or in response to the action plan. Consistent whole school implementation is still ongoing .
A	The school has begun to make efforts in this criterion, there is an emerging or potential impact on well-being either prior to the audit process or in response to the action plan.
R	The level of effort requires attention and improvement, there is little or no evidence of an observable positive impact on well-being either prior to the audit process or in response to the action plan.

A Summary of the Actions Taken:

- ▶ Curriculum resources were reorganized and streamlined for ease of storage and access by staff and pupils;
- ▶ The school's Workload and Well-being group investigated how best to support staff who needed to take time off work due to sickness. They also met regularly to evaluate workload to ensure deadlines etc. were well spread out during the school year;
- ▶ The DHT met with the chair of the PTA to look at recruitment and new ideas for events to bring the community together and raise much-needed funds for the school (sadly this work was curtailed by lockdown but is continuing as restrictions are slowly lifted);
- ▶ New systems were put in place to ensure all home learning tasks were acknowledged appropriately and celebrated;

Summary of Actions Continued...

- ▶ The school consulted with families on the content of the new PSHE curriculum, containing more direct teaching relating to well-being as well as content to address the new requirements for RSE teaching in schools. The feedback was overwhelmingly positive;
- ▶ Trauma training for staff was arranged for Autumn 2020 but has had to be rescheduled due to restrictions. Staff undertook several online training sessions related to well-being during lockdown;
- ▶ All members of the school community have access to support for their mental health, coaching is provided for staff and posters are around the school, directing everyone to organisations that support with mental health concerns;
- ▶ Communication systems were streamlined, with new channels developed during lockdown to make more efficient use of technology;

Summary of Actions Continued...

- ▶ Communication with parents was further strengthened, especially as face to face contact was no longer possible or very limited. Use of Class Dojo and Microsoft Teams meant that staff, parents and pupils was generally immediate and both systems continue to be used like this now all pupils are back on-site;
- ▶ Our journey does not end with the Chartermark. Every day we work to improve our provision for all members of our school community.

*‘Love your neighbour as you love yourself,’
Matthew 22:39*

Quotes by our stakeholders taken from feedback surveys at the end of the process:

- ▶ “The school makes me feel special by greeting me each day with delight” (pupil)
- ▶ ‘Recognition for hard work and innovative ideas does not go unnoticed and SLT are always asking and sharing everyone’s thoughts and feelings to keep us in the loop and ensuring we are the best we can be.’ (staff)
- ▶ “People are encouraged, staff and pupils, to be open about their emotional state. I have seen SLT be supportive to colleagues, and this has made me feel valued as a staff member.” (staff)
- ▶ “The teaching of Growth Mindset is exceptional.” The atmosphere and support by teaching assistants and teachers to instill confidence is really noticeable.” (parent)
- ▶ “I feel as though this school has hit the nail on the head with their expectations from staff and managing stress.” (staff)
- ▶ “The school really have to be commended for the speedy and meaningful way it responded to remote learning in terms of a balance with work and well-being. The learning has been as meaningful as it can be and the plans for re-opening with a focus on re-establishing routines and well-being etc. is excellent.” (parent)
- ▶ “Communication over Class Dojo with class teachers has been amazing. All of the teachers respond and it has made dealing with little issues so much easier.” (parent)
- ▶ The school helps my son to adapt to the new environment for him, it helps him to learn English. The behaviour of the teaching staff is amazing!” (parent)
- ▶ “I like how the teachers are extremely caring and how everybody respects each other and are honest with each other.” (pupil)