

Nurturing Wellbeing at East Sheen

As you know ESPS is working towards a Wellbeing Award to gain formal accreditation for and acknowledge that our children's wellbeing is at the centre of everything we do here to the extent that it is written into our vision statement:

Our purpose is to nurture happy, confident children who think deeply about themselves and others in preparation for the challenges ahead.

We do this by inspiring and celebrating:

- curiosity and love for learning
- collaboration and kindness
- creativity and enthusiasm
- resilience and achievement

We aim to achieve the award in the most part by providing evidence of the excellent practice which is already embedded in daily school life. The award is developed in partnership with the National Children's Bureau (NCB) and is intended to help schools prepare and equip themselves to promote emotional wellbeing and positive mental health across the whole-school community. NCB bases the award on evidence that shows that wellbeing is of central importance to learning and attainment, with high levels of wellbeing associated with improved academic outcomes. Conversely, pupils who have mental health problems are more likely to have academic difficulties at school and experience social disadvantage later in



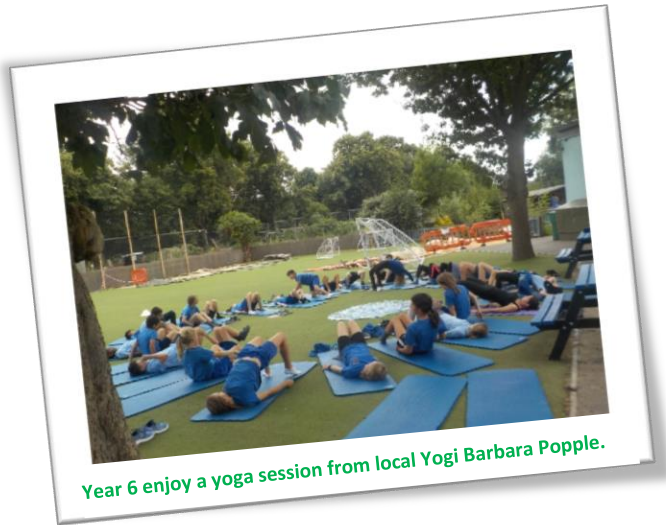
adult life. ESPS is very proud of the progress we're making towards the award and

so we would like to update you about our current position. Last September the wellbeing faculty asked parents, staff and pupils to complete a questionnaire. The results were then analysed and shows that our school is already doing a significant amount to maintain the positive wellbeing and mental health of our community.

There is however always room to improve.

The following shows the combined results

of those questionnaires, which have been the basis for planning ways to improve wellbeing across the school.



Pupil and parents felt that they would like more Information about the Wellbeing Award.

Hopefully this newsletter has helped to make it clear what the award is and why we are trying to achieve it. In June we had a whole week dedicated to wellbeing with the focus 'Time to Talk' which aimed to strengthen mental health and wellbeing by helping individuals to feel connected. You were notified of what was planned for wellbeing week and provided with suggestions of how you could help support this at home. The ideas within this were suggested as a focus during wellbeing week but we hope that these may have given you some ideas of ways that you can continue to support your child's wellbeing or may even have made you aware of the many things you already do to support your children's mental health. We have also set up a web page on the school's web site to provide you with more information about maintaining positive mental health. Hopefully this newsletter will

also help you to feel more informed about our plans to keep East Sheen a mentally healthy school.

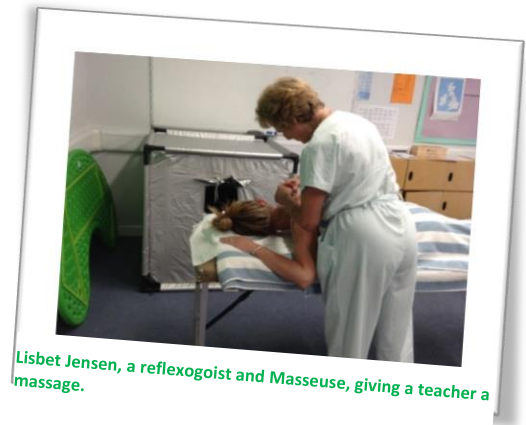
Parents would like more information to assist them in understanding their role in promoting wellbeing.

Our new wellbeing page on our website will provide you with information and links to other websites with valuable information about what you could be doing to support and promote wellbeing across the community.

https://www.childrensociety.org.uk/sites/default/files/TCS_FIVE_WAYS_TO_WELLBEING_CHILDREN.pdf
<http://www.rbmind.org/index.asp>

Staff would like to improve the support available for their emotional wellbeing and mental health.

During wellbeing week Joe Foley and Lisbet Jensen kindly volunteered their services to provide staff with free massage and reflexology treatments to help them reduce their stress. The staff have also been sent links to local providers of psychological services which provide courses on various aspects of mental health:



Lisbet Jensen, a reflexologist and Masseuse, giving a teacher a massage.

Richmond: <https://www.richmondwellbeingsservice.nhs.uk/groups-courses/all-courses/>

Wandsworth: <http://www.wandsworthccg.nhs.uk/localservices/hub/pcps/Pages/default.aspx>

Hammersmith and Fulham: <http://www.backontrack.nhs.uk/workshops/>

Kingston: <http://www.kingstonwellbeingsservice.org/>

The leadership team and governing body have made it their goal to take staff workload into consideration when making strategic decisions for the future. During



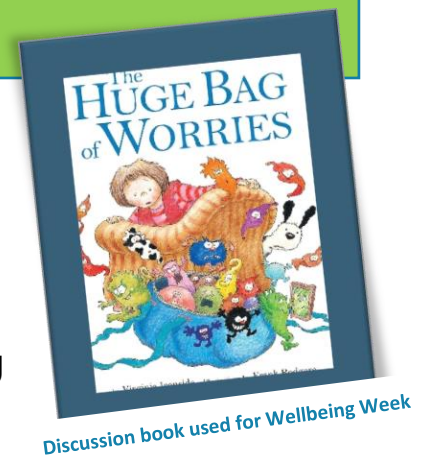
Fitness club run by Miss Swift

Inset day after half-term, all staff received training on strategies to maintain their own and their students' mental health. One of the strategies which the staff really enjoyed was to think of three good things from the day to train the brain to focus on the positive aspects of our lives because the brain naturally tends to focus on the

negative. The staff have also started to try this with the children throughout the school. Miss Swift has also been promoting staff wellbeing by providing a fitness club before and after school. This has been well attended and enjoyed by staff.

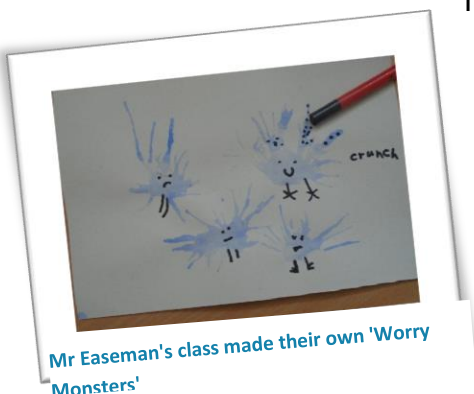
Staff, pupils and parents felt that we could do more to encourage people to talk about mental health.

The focus of our last two wellbeing weeks has been aimed at destigmatizing mental illness and we have worked on developing the vocabulary required to enable everyone to discuss this in a respectful and open way as well as teaching relaxation techniques and strategies for maintaining good



Discussion book used for Wellbeing Week

mental health. As a thinking school, we have adapted some thinking tools. One of these tools is called 'Habits of Mind' and is aimed at teaching children positive attitudes and dispositions that are helpful with life. By using the memorable phrases staff are continuously



Mr Easeman's class made their own 'Worry Monsters'

promoting positive mental attitudes. The habits of mind phrases are: taking good risks; sticking with it; thinking flexibly, good questions; thinking about thinking; thinking together; stop and think; use your knowledge; new ideas; that's funny; wow; five senses; being clear; listening; get it right; learning forever. In the coming year, we aim to focus on one of these habits of mind each week to enable children to more fully understand how they can adopt these attitudes. Parents can help their children by being good role-models and showing these positive attitudes and encouraging children to adapt these.

Parents felt that we need to more fully engage the whole community on mental wellbeing.

Hopefully, as parents you are beginning to feel more involved in mental wellbeing with an invitation to contribute during wellbeing week by providing more

opportunities to talk with your children. We will hold another wellbeing week in the spring when you will be given the opportunity to get involved. We also are hoping that our website will help provide a designated space to provide information about how you can engage on mental wellbeing. We are also planning on holding a Family Day when we will invite families



to participate by sharing in a cultural day to enjoy and celebrate our diversity. The Parent Teacher Association (PTA) have an important role in taking care of the mental wellbeing by arranging a wide range of social events with an open invitation for all families to participate and gain that all important sense of belonging. Class

representatives also make class lists to ensure that all groups are in contact with their immediate school community helping them to get involved throughout the school year. This hopefully helps everyone to feel that they are a valued part of our school community.

The children felt that we could improve at identifying and acting on pupils' mental health issues.

There are robust safeguarding systems already in place that allow teaching staff to raise concerns when a child is exhibiting behaviours indicating poor mental health. However more can be done before it gets to this stage and a large part of this is teachers developing positive relationships with children so that they feel able to talk before it is affecting their mental health. When we met with the Pupil Leadership Team they felt that it is hard to find opportunities to talk to teaching staff without peers hearing. They felt they needed a system of letting teachers know that they needed to speak to them about something privately. They offered a number of ideas. The wellbeing team is planning on implementing an emotional check-in system throughout the school and provide children with a method of signalling their need to talk to a teacher.

We hope you now feel fully informed about our work towards achieving the Wellbeing Award and remember that maintaining your mental health is also important to us!