

# Wellbeing Award for Schools (WAS)

## Verification Report

<b>School name:</b>	Brunswick Park Primary and Nursery School
<b>School address and postcode:</b>	Osidge Lane, Southgate, London, N14 5DU
<b>School telephone:</b>	0208 368 3468
<b>School website:</b>	<a href="http://www.brunswickpark.barnet.sch.uk/">http://www.brunswickpark.barnet.sch.uk/</a>
<b>Head teacher:</b>	Andy Griffiths (Exec Head)/ Jo Kennedy (Head of School)
<b>Head teacher's email:</b>	headofschool@brunswickpark.barnetmail.net / executivehead@chbp.org.uk
<b>WAS coordinator:</b>	Tracey Strachan
<b>WAS coordinator's email:</b>	tstrachan@brunswickpark.barnetmail.net
<b>Award verifier:</b>	Mark Jennett
<b>Award adviser (if applicable):</b>	mark.jennett@btinternet.com
<b>Date of verification:</b>	20 May 2019

### Commentary on the evidence provided:

What emerges most strongly from the evidence provided is that this is a school which really listens and responds to all its stakeholders. They are really concerned to bring a diverse community together and feedback about how the school supports children and adult EWMH is excellent.

The coordinator is also to be commended on her excellent analysis of stakeholder feedback which has informed the school's vision and detailed EWMH planning in the SIP.

### Strengths identified during verification:

The school has worked hard to provide individualised support for a range of vulnerable pupils both 1:1 and in small groups.

There is focused work in the PSHE curriculum and elsewhere which addresses the impact of things like social media and concerns around body image on EWMH

The school has used zones of regulation, traffic lights etc with SEN and other vulnerable children and is planning to roll this out to the whole school

Children have conducted surveys on what helps them to feel safe, contributed to wellbeing boards and circle times, made videos about bullying and other issues related to wellbeing and are involved as playground buddies and wellbeing champions.

The school promotes the links between physical and mental health. Children talk about how physical activity helps them to work off frustration and to concentrate.

There are wellbeing assemblies and weekly circle times and EWMH is integrated in the PSHE and RE curriculum.

The school recognises the value of aspects of provision such as the homework club as a calm and safe space for children facing housing issues and other pressures. Vulnerable children come in early to do work and also receive additional emotional support if required. Booster clubs help to promote self-esteem.

The school works closely with parents and communicates with them about EWMH through weekly updates, the summer fare, questionnaires, meetings, parent champions etc. It is effective at signposting them to further support where needed. There are a number of activities aimed at bringing their diverse community together – e.g. coffee mornings for parents during play and stay sessions and a bring and share picnic before children start school. The PTA have set up a uniform bank and the school uses the tapestry system to share children's work with parents and encourage them to share with the school what they are doing at home. Parents with skills in psychology and counselling run workshops for other parents. The school utilises breakfast club to ease transitions at the start of the day and ensures that no one is excluded by providing free breakfasts where necessary. Information in parent newsletters and on the school website has reduced stigma around talking about EWMH issues.

Parents say that staff respond very quickly to concerns and that teachers very accessible and 'emotionally aware'. They see the school as nurturing for families

Wellbeing is a standing item on SLT and governor agendas and features in staff bulletins.

Staff feel supported and talk about the schools' 'family first mantra' – "if you need to get home, or you're ill etc you just go". There is a wellbeing board in the staffroom and information elsewhere across the school. There is timetabled supervision for senior leaders and governors similarly support the Executive Head. The school have responded to staff requests – for example by replacing formal observations with peer to peer support, changing marking policies, providing 3 full mornings out of class for joint planning etc and a personal day for all staff. Wellbeing is included in staff appraisals and there are buddies and mentors for new staff.

Staff have received mindfulness training which they have found helpful for their own wellbeing as well as that of their pupils. They have also received inputs from the Charlie Waller Trust and key staff have attended training on research based MH interventions, anger management strategies etc.

Staff confirm that they feel supported and feedback since the school began the award process has been excellent.

The school, has strong relevant links with local commissioning and community groups.

#### Areas for development:

As planned, continue to roll out Zones of Regulation across the whole school.

#### Verifier recommendation:

I am delighted to recommend that the school be awarded the Wellbeing Award for Schools for a period of three years.