**The Bishops C of E Learning Academy have been considering wellbeing during the pandemic.** **(Excerpts from their Healthy Schools Award January 2021)**

There has been much discussion amongst staff, around the impact that Covid has had on both children and adult's emotional health and wellbeing and a recovery curriculum is being adopted, to help support the children. For example, the first week/two weeks of the term, were focussed around developing children's personal development, by completing lots of activities around answering their questions, listening to their concerns and worries, reassuring them and completing activities to boost their self-esteem. SLT provided staff with activity ideas, to boost pupil's self-esteem.

**Staff wellbeing**

Due to the increased challenges associated with Covid, the importance of staff wellbeing is really recognised within the school and all staff make a conscious effort to check in with one another.

Members of SLT attended ‘Mentally Healthy Schools’ training, which they were able to cascade down to other staff members and parents, as and when appropriate.

Staff wellbeing champions have been selected and trained by the trust - they deliver updates at weekly staff meetings… [and] help to boost staff wellbeing, in various creative ways - for example, for World Mental Health Day (10th October 2020) all staff were provided with an inspirational quote and chocolate bar.

All staff toilets are equipped with well being boxes and posters - providing staff with tips around keeping a check on their emotional health, as well as signposting to sources of support.

Last academic year, a whole trust well being survey was completed - this has fed into various strategies, such as a termly wellbeing newsletter, which is published to all staff.

**Pupil Wellbeing**

All pupils are aware of the way, we as a school adopt a trauma informed approach across the school - we have open conversations with pupils, around emotional health and wellbeing. We emphasise our mental wellbeing, is not a constant and it varies day by day and even hour by hour; we importantly strive to provide children with strategies they can use when they are experiencing a range of emotions and act as an emotionally available adult for pupils.

Across the school, we continue to work on the development of Growth Mind set and Mindfulness in classrooms - some classes for example, are providing the children with regular opportunities to take part in relaxation/mindfulness activities.

There is a new PHSE curriculum is in place, involving a Philosophy for Children approach (P4C) to teach children coping strategies for a range of emotions. A stimulus is used and philosophical questions are generated, by the pupils which are supported by the teacher.

Linked with our weekly PSHE sessions and ad hoc days, we teach children about the work of different charities and organisations, for example, during our 'Speak Out' assembly, the children learnt the contact details for the NSPCC and also about the great work that they do. Children again respond to their learning, for example by writing post it notes about what they have learnt, which is shared in our whole class PSHE journal and then revisited at a later date .

As a school, we have a half termly focus, which links to our Christian values, such as: compassion and respect. We have whole school days, which focus on exploring our values and the subject is explored on a weekly basis. Assemblies are provided to staff, to help increase their confidence around supporting children to acquire understanding and skills in these areas. Parents are always made aware of our whole school focus and children's work is also shared with them and celebrated.

Work around children's emotional health and wellbeing, is shared with parents via Dojo and our weekly newsletter. Weeks, such as anti-bullying week are also actively recognised and discussed with parents, as well as children.

The importance of staying connected is emphasised to all pupils - now more than ever, with the extra pressures on children, with covid, staff act as emotionally available adults for pupils. Any concerns regarding pupils are reported to our designated safeguarding leads and follow ups, with targeted support services are arranged, as and when appropriate.

**Pupil Voice**

School Council meetings continue to be held virtually, where set agendas are discussed. Meetings are recorded and then shared in each class. School councillors discuss relevant points raised and feed back to the rest of the class.

Pupil conferencing continues to take place, as part of the termly monitoring timeline, but in a covid safe way. Children are invited to share their thoughts and feelings around their wellbeing… This feeds into work and input delivered in the classroom, for example worry boxes have been introduced within our upper Key Stage Two classes.

Due to the nature of P4C, children provided with weekly opportunities, to have open discussions,

regarding their thoughts around a wide array of subjects. As they are able to steer discussions, this ensures they are able to share their views - teachers make a conscious effort to check in with pupils during these times.

Children have … recently completed questionnaires to share their views around a wide array of wellbeing areas, including emotional wellbeing.

All teachers are encouraged to have informal discussions at lunchtimes and break times with pupils, to gauge how children are doing and managing.