

GREASBY INFANT SCHOOL



Our Vision for Wellbeing

Greasyby Infant School is committed to developing a positive wellbeing culture. As a school, we take all aspects of our wellbeing seriously and aim to promote an environment where we can all give, share and connect.



Give:

- Welcome packs for new pupils, student teachers & staff.
- Raise money for national charities such as Comic Relief, Marie Curie etc.
- Harvest collection
- Collection for families in Ukraine.

Keep Learning:

- Transition events for Year 2 moving to the junior school.
- Adapt and change the environment on a regular basis to meet the needs of all learners.
- Outside agencies to support learning in all areas of the curriculum.
- Celebrate international days & religious occasions.
- After school clubs
- School trips to excite and encourage all learners.
- Chinese New Year.

Be Active:

- Termly Judo sessions
- Weekly PE sessions
- New playground equipment
- Cosmic Kids Yoga
- Sports Days
- Athletics at Greasyby Juniors.
- Elephant Walk/Hop-a-thon/ Race4Life

Take Notice:

- Use the Enchanted Forest.
- Plants and animals around the school.
- Mrs Horne's Memorial to enjoy books and plants.
- Meditation for children.
- Thumbs Up & Flourish work with our children to notice their triggers.

Connect:

- Connect with schools in our area and beyond.
- Invite parents in for coffee mornings, religious celebrations, end of year concerts.
- Transition mornings for all year groups.
- Transition events for Year 2.
- Open-door policy for all.
- Updated playground equipment.
- Refugee Week & Global learning.
- Language lessons—Spanish, French & Mandarin.

Our Wellbeing

We are a rainbow of possibilities.

Our new wellbeing motto can be found on display around school & will soon feature on all the letters we send out through the office. Congratulations Freddie!



The Wellbeing Award



= 1.0 to 2.9



= 3.0 to 3.9



= 4.0 to 5.0

Pupil Feedback

Objective	Score
I know about the Wellbeing Award for Schools.	3.2
In our school, we learn about how important it is to talk about our feelings and emotions.	4.7
I can help someone if they are feeling worried or unhappy.	4.7
My school really cares about me and how I am feeling.	4.6
My school really cares about all the children and how they are feeling.	4.6
I feel comfortable to talk about my feelings in school.	4.1
My teacher knows when I am feeling worried or unhappy.	4.5
I can get help at school when I am feeling worried or unhappy.	4.8
My school really cares about what I think and listens to what I have to say.	4.7

Evaluation 1— January 2022

Parent/Carer Feedback

Objective	Score
I have been informed about the Wellbeing Award for Schools.	3.7
I have a good understanding of the importance of emotional wellbeing and mental health on my child's performance in school.	4.6
I understand my contribution in promoting emotional wellbeing and mental health within the school.	4
Everyone involved with the school needs to support and look out for each other when it comes to emotional wellbeing and mental health.	4.8
The school really cares about the emotional wellbeing and mental health of everyone involved with the school.	4.2
It is clear that emotional wellbeing is valued and important across the school.	4.2
The school actively encourages parents to be open about how they and their children are feeling.	4
If needed, I would feel comfortable talking about my own emotional wellbeing and mental health with the school.	3.4
If needed, I would feel comfortable talking about my child's emotional wellbeing and mental health with the school.	4.7
The school seeks out and listens to my views and needs about its approach to emotional wellbeing and mental health.	3.9

Pupil

Objective	Score
I know about the Wellbeing Award for Schools.	4.6
In our school, we learn about how important it is to talk about our feelings and emotions.	4.9
I can help someone if they are feeling worried or unhappy.	4.9
My school really cares about me and how I am feeling.	4.9
My school really cares about all the children and how they are feeling.	4.9
I feel comfortable to talk about my feelings in school.	4.5
My teacher knows when I am feeling worried or unhappy.	4.8
I can get help at school when I am feeling worried or unhappy.	4.9
My school really cares about what I think and listens to what I have to say.	4.9

Evaluation 2— March 2023

Parent/Carer Feedback

Objective	Score
I have been informed about the Wellbeing Award for Schools.	4.1
I have a good understanding of the importance of emotional wellbeing and mental health on my child's performance in school.	4.8
I understand my contribution in promoting emotional wellbeing and mental health within the school.	4.3
Everyone involved with the school needs to support and look out for each other when it comes to emotional wellbeing and mental health.	4.8
The school really cares about the emotional wellbeing and mental health of everyone involved with the school.	4.5
It is clear that emotional wellbeing is valued and important across the school.	4.5
The school actively encourages parents to be open about how they and their children are feeling.	4.3
If needed, I would feel comfortable talking about my own emotional wellbeing and mental health with the school.	3.7
If needed, I would feel comfortable talking about my child's emotional wellbeing and mental health with the school.	4.7
The school seeks out and listens to my views and needs about its approach to emotional wellbeing and mental health.	3.7*

Thank you to everyone who completed the online survey. We want to continue our work towards these objectives and would love to hear your ideas. Your views are important to us. Please contact Mrs Whelan via Tapestry or the School office.

Our Provision for Wellbeing

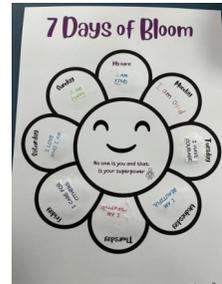
Thumbs Up



Sue and Cath come into our school every Tuesday afternoon to work with selected children. They work on building resilience, raising self-esteem and introducing the 'pause' button (stopping and thinking before responding). Sue and Cath also work with all our children during Mental Health week identifying strengths and understanding our triggers. The children love how interactive the sessions are.

Flourish

Kate from Flourish is currently working with our Year 2 pupils on their transition to the junior school. The children all speak very highly of her and have recently enjoyed making bravery balloons. Kate also works with our children during Mental Health week on their 'bouncebackability'.



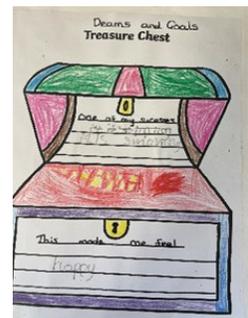
Commando Joes



This year we have been able to work with Commando Joe's. Their programme encourages children to be reflective, thinking about how their actions make others feel and the importance of trust and respect. The children worked hard to develop their teamwork and communication skills.

Jigsaw

We continue to teach PSHE on a weekly basis. Each half term we cover a new topic such as 'dreams and goals' but every session has a well-being focus. All our children across the school are trying hard to be reflective and are building upon their meditation skills during their 'Calm Me' time.



Pupil Voice

"My school really cares about me. The teachers give you advice when you are stuck."

"I can talk about my feelings at any part of the day"

"Talking about your emotions makes you feel better".

"The teachers help me to correct my mistakes".

"I love having time to complete mindfulness colouring. It means I have to think about the positives".

Parent Feedback:

"My son always talks positively about what he has been up to with Sue and Cath from Thumbs Up."

"I have noticed a real positive change in my son' confidence and the way he reacts to certain situations."

"GIS is a happy, positive and incredibly welcoming school".

"we're really grateful for the School putting us forward for the Timid2Tiger programme. We found some of the discussion on how to deal with anxiety very useful".



Check out the Mental Health & Wellbeing page on our school website for more information and support.