

# Well-Being and Equity Strategy / Policy

## Glanhowy Primary School Ysgol Gynradd Glanhywi



Adopted by Governing Body: Summer 2024

Date to be reviewed: Summer 2027

*Glanhowy Primary School, Tredegar Cluster*

**Well-being and Equity Strategy / Policy 2024**

## 1. Preface

This Well-being and Equity Strategy brings together in one document all the actions we are taking to improve outcomes for all learners but in particular, vulnerable groups of learners.

## 2. Vision

We have the expectation that all learners feel welcomed into their learning environment and can achieve their best, but equally when emotionally or academically challenged they know where to access support and what support is available for them.

## 3. Definition

Wellbeing is about feeling good and functioning well in terms of physical, intellectual, emotional and mental wellness. It is assumed a high level of wellbeing means in some sense the child's condition and experiences are positive. Therefore, we assume a learner with a high level of wellbeing can academically perform well and demonstrate a good level of resilience.

Equity in education focuses on fairness meaning personal and social circumstances, for example, gender, disadvantaged due to poverty, or ethnic origin, should not be an obstacle or barrier to achieving educational potential.

## 4. EAS Professional Learning Offer

The EAS, in collaboration with Local Authorities will offer a range of professional learning opportunities for Wellbeing and Equity which will adopt the principles of the Professional Learning Model for Wales.

The EAS Professional Learning Offer is available to all schools and settings within the region and will be delivered in collaboration with Local Authorities.

The diagram illustrates the eight key development areas:



At Glanhwy Primary School we have begun to organise our own direction of work within these areas.

### ***Wellbeing:***

A wellbeing lead has been appointed and attends all Well-Being and Equity meetings organised by EAS. Relevant information is passed on to SLT and staff through staff meetings on a weekly basis. Wellbeing and attitudes to learning are monitored twice annually through the PASS Survey. This information is used to inform planning and wellbeing interventions.

### ***Curriculum:***

The school has a designated 'Professional Learning Lead'. The lead attends regular meetings regarding the new curriculum and disseminates this during whole school staff meetings. The Health & Well Being Topic is being covered as part of the yearly overview in the Summer Term. The AOLE leads conduct monitoring activities to evaluate progress against the Progression steps and the coverage of the What Matters statements. The school adheres to the Relationships and Sexuality Code and utilises discreet teaching to introduce and develop understanding on key topics within the code. We are a school that participates in the Design to Smile programme and staff have recently received up to date training in April 2024.

### ***More Able:***

Glanhowy was recognised for the NACE award initially in 2022 and has successfully completed re-accreditation in March 2024. One of our core aims within our ethos of DRICE is to ensure there is an appropriate level of challenge for all learners.

### ***Aces:***

The school well-being lead is also the school cluster lead. The cluster lead has attended training to deliver ACE Awareness training to all the schools in the cluster. Unit one of the training has been delivered to the school in October 2018. All teaching and support staff are 'Ace Aware'. The school has received Level 2 ACE informed practice training in September 2019. In October 2023 all staff received Level 3 ACE training to keep up to date with information and strategies that are appropriate for the classroom.

### ***PDG:***

FSM pupils within the school are identified and known to class teachers. The Pupil deprivation grant is used to fund intervention groups for these pupils. There are intervention groups from Y1-Y6 and are monitored termly to ensure progress has been made.

### ***Multilingual Children:***

The inclusion manager ensures referrals for pupils who are of global majority are made to GEM's and any other outside agencies when needed. At Glanhowy we have a number of families who have English as an additional language. Where appropriate GEM's are involved giving support to class teachers, children and families. Class teachers also have a point of contact to a translator should this be necessary. Class teachers engage with the families daily and hold parent consultations twice during the year.

### ***Family & Community:***

At Glanhowy we recognise the importance and value of including our whole school community and the impact it has on wellbeing and attitudes within our school.

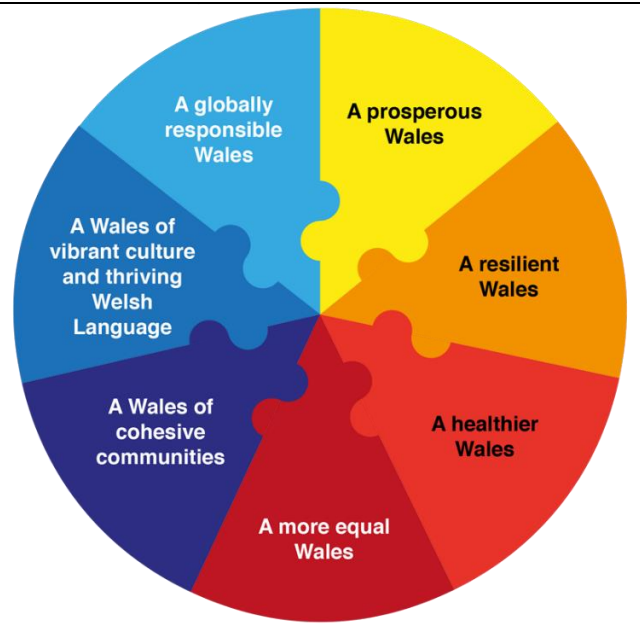
- Termly Showcase events
- Reception Pory Drwy Stori Sessions
- Parents Consultations
- Glanhowy Garden Parties

The local area has a Community Centre which has been an essential source of support to our families in unprecedented times.

## 5. National Context

### Wellbeing of Future Generations Act

Wales is the only country with a Wellbeing of Future Generations Act which became law in April 2015, and into operation in April 2016. This Act places new requirements on the Welsh Government and all public bodies to work together to develop practice to promote the seven wellbeing goals that aim to improve social, economic, cultural and environmental wellbeing. There is an expectation that all public bodies, including Local Authorities derive their own objectives from the seven areas. The seven wellbeing goals are:

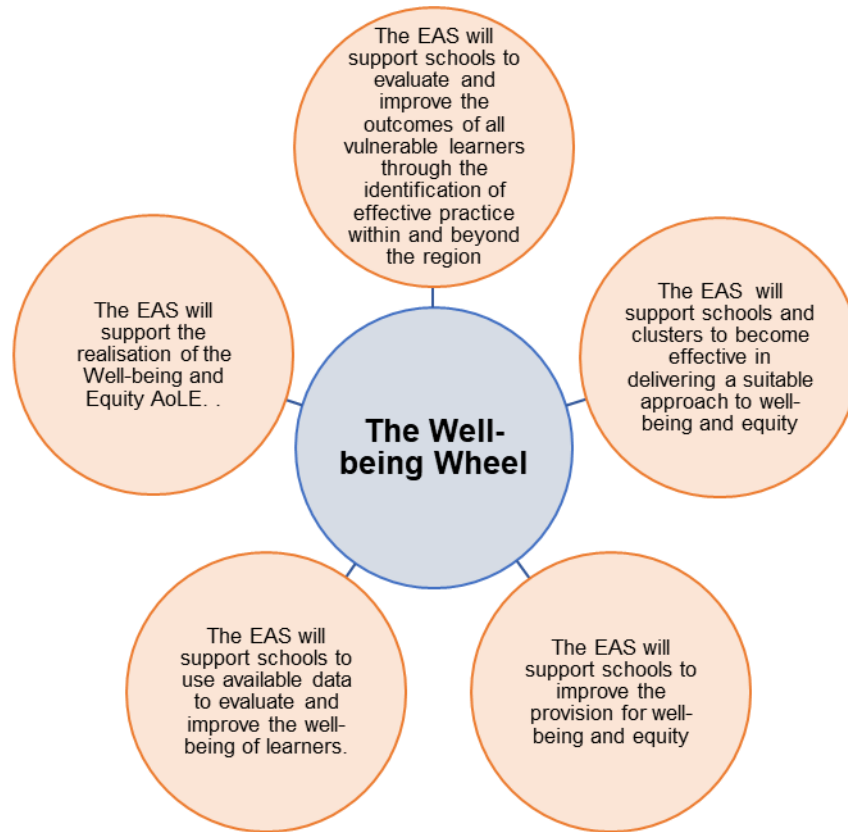


### Local Authority wellbeing objectives

The Act establishes Public Services Boards in each Local Authority area. They are required to assess the state of wellbeing locally, set objectives and produce a plan designed to improve economic, social, environmental and cultural wellbeing in their local area, maximising their contribution to the wellbeing goals.

## 6. Regional Context

The EAS Consortia published their Wellbeing and Equity Strategy in October 2018. The diagram below illustrates how the EAS will work in close collaboration with Local Authorities and partners to realise the well-being goals for the region.



## 7. Reference Groups

- Whole school staff, Governors, Parents (Carers) and Pupils.
- Professional Partners – Healthy School Officers, Police Liaison Officers, PCSO's, schools within clusters, LNS Schools, School Nurse, ACE Support Hub, Public Health Wales, LA Officers

## 8. Progress of Vulnerable Learners and Progress

As a school we will:

- provide excellent leadership in this area of work;
- ensure excellent classroom teaching and learning is accessible to all learners;
- effectively track and measure the progress of all learners on a regular basis using both quantitative and qualitative data;
- effectively track and measure the impact of school-based intervention programmes and
- monitor the impact of PDG expenditure.
- Monitor and track termly the progress of the bottom 20% learners in year groups 2-6 identifying suitable universal and targeted intervention
- Use a PCP (Pupil Centred Planning) approach when considering progress and needs of our Vulnerable learners and our learners who we have considered to have ALN.

## 9. Effective practice in wellbeing and equity

The effectiveness of this strategy will be evidenced through:

- All schools will have a Well-being and Equity Strategy/policy approved by Governors.
- The Inclusion Lead will play a strategic role within the school/setting.
- The school/setting has a named Governor linked to Wellbeing and Equity and meets with the Wellbeing Lead on a yearly basis.
- The school will have an effective tracking and monitoring system in place to review all learners.
- Learners have access to all appropriate school-based intervention and ordinarily available provisions
- Both the school and Cluster has received Adverse Childhood Experience Training and used the content to shape the way vulnerable learners are supported within the school and at transition within the cluster.
- The AOLE leader will reflect and evaluate the delivery of the Health & Wellbeing curriculum through a rigorous MER cycle annually reporting findings with the schools' link governor.
- A tiered provision map has clearly been established in the areas – Ordinarily Available provision, Targeted Provision and Additional Learning Provision (ALP) This has been segregated into different provision maps across the school and the Learning Resource Base
- School Self Evaluation reports will accurately evaluate strengths and areas for development for well-being and equity which are effectively detailed within the School Development Plans;
- The PCP approach ensures that the views of all professionals involved with a child's care, health and education are considered in order for the learners to thrive and make progress.
- In October 2022, Glanhowy was awarded the Wellbeing Award for schools. A prestigious award recognising the work and commitment all stakeholders have ensuring that Wellbeing at Glanhowy Primary School is a priority.

### ***10. Links to other key documents***

- Behaviour Policy
- Inclusion Policy
- Looked After Children/Known Adopted Children Policy
- More Able and Talented Policy
- ALN Policy
- Anti- Poverty Strategy.

### ***11. The Wellbeing of Staff***

At Glanhowy Primary School we believe and recognise that our staff are our most important resource and all are valued, supported and encouraged to develop personally and professionally within a caring, purposeful learning community.

We recognise that there is a direct correlation between the well-being of our staff and the well-being of our pupils, and that the culture and ethos of a school is determined by the extent to which staff work towards a shared vision.

We believe that it is essential that all staff feel valued as a team member, have the opportunity to express their views and are supported to manage their workload within a culture that supports a healthy work-life balance. We embrace the many school practices that support staff health and well-being, to minimise the harmful effects of stress and ensure that there is cohesion in working towards health and well-being for all staff.

This outlines some of the ways in which we commit to maintaining staff well-being and it recognises that each individual member of staff and their circumstances are different but provides an overview of the basis on which everyone can contribute and expect to be treated.

- Fortnightly staff meetings
- Ongoing professional learning for staff including the Wellbeing Bulletins dispersed from the local authority weekly
- Performance management
- Care, support and guidance conversations to support wellbeing
- All staff encouraged to contribute to the School Development Plan
- Inclusion of all staff during INSET and twilights
- Administrative staff who are supportive to the wider workforce.
- Approachable SLT
- Good communication systems to limit stresses potentially caused by lack of clarity (Whatsapp group)
- Staff wellbeing days

## ***12. Inclusion and Learners with ALN***

Glanhowy Primary School prides itself on being a fully inclusive community for pupils of all abilities, challenges, race, gender, and social origin. A criterion of the school's success will be its ability to meet a wide and varied range of learning needs. The school also recognises that many pupils throughout their full time education will experience a time when they need targeted support from time to time, a few pupils will require provision which is 'additional to' or 'different from' the education provision made generally for pupils.

New legislation under the ALNET 2018 and ALN Code 2021 the government made key changes to provide a statutory framework for provision of children and young people with ALN.

Both the ALN system and the Curriculum Framework are designed to deliver an inclusive and equitable education system in Wales. The Curriculum for Wales seeks to allow for a broadening of learning, ensuring that all learners with additional learning needs are supported to overcome barriers to learning and achieve their full potential. The main changes for schools and professionals working with all learners between 3-25 are:

1. Language & Key terms
2. Streamlined, clear pathway for provision
3. Increase accountability and collaboration of all professions to create an holistic view of the learner through a PCP approach
4. Fair and transparent system with rights to appeal decisions

The main purpose is for early identification of the need in order to eradicate the barrier with the right support and provision to have positive outcomes for learners