

Sandwell Well-Being Charter Mark
Moat Farm Infants Audit 3
Renewal Report – 7th January 2022



A Whole School Approach to Supporting Well-being

Developed by Dr Colette Soan and Dr Helen Tyson (Senior Specialist Educational Psychologists at Inclusion Support), In Collaboration with Sandwell Council's Public Health Department. This report was written by the Inclusion Support Sarah Corns

Introduction

The Sandwell Well-being Charter Mark was originally developed in 2015, following publication of Public Health England's guidance for schools and colleges and changes to the SEND code of practice to include social, emotional and mental health.

This revised and updated version of the Charter Mark includes updated expectations in relation to the 8 principles that reflect the changes that have happened since 2015, in policy, legislation and the lived experiences of children in Sandwell.

This update acknowledges and responds to the updated Public Health guidance *Promoting children and young people's health and well-being: A whole school and college approach (2015,2021)* the influential Green Paper of Children's Mental Health "Transforming Children and Young Peoples mental health provision". It also acknowledges the new statutory guidance for relationship and sex education and compliments the content of the new education inspection framework from Ofsted.

Six years on from the first edition, the world has changed dramatically, particularly in relation to the impact of the Covid-19 pandemic. This updated version encompasses the lived experiences and changing needs of children in Sandwell; and our aim is that it will support our schools to have confidence in supporting children's well-being in this new and evolving context.

The landscape of support for children's emotional well-being in Sandwell has also changed, since 2015. Mental health has become more widely spoken about and the CAMHS Transformation agenda and Mental Health green paper now expect better integrated working between health, education and care professionals to support CYP wellbeing. These key policy drivers lead to the emergence of MHSTs to support young people and we acknowledge this new layer of support operating in Sandwell within this edition. In Sandwell, the Voluntary and Community Sector are now an even more significant part of the wider community system for children's well-being, receiving additional funding from the LA to support and further develop their work in this area. We hope that these developments mean that schools are now even better placed to work closely and collaboratively with a range of professional across the Sandwell system when implementing their bespoke charter mark actions plans.

Helen and Colette

Your Charter Mark Journey

Where are we now?

- Moat Farm Infants achieved their Sandwell Well-being Charter Mark award in 14th July 2019. After 3 years, or at the change of Head Teacher, a review takes place to assess whether the school's adherence to the Charter Mark criteria has been upheld.
- The Research Team from Inclusion Support have visited the school to undertake the required data collection for audit 3, gathering the views of parents, pupils and staff.
- Data has been collated and explored, leading to the production of a renewal report.

What happens next?

1. An action plan meeting will be held to explore the voice of the school community gathered in audit 3. A bespoke action plan will be co-developed.
2. The school's progress will be reviewed collaboratively, and it will be decided if the criterion for renewing the Charter Mark has been met. This decision can then be shared with staff, pupils, and parents.
3. After 3 years, or at the change of Head Teacher, a further review takes place to assess whether the school's adherence to the Charter Mark criteria has continued to be upheld.

Data Collection

Collection Method

This document incorporates the various feedback collected during the second audit process. This process has combined parent, staff, and pupil views to develop a guide for completing the charter mark principle checklist.

The hard data collected from Moat Farm Infants included; staff sickness levels, pupil absence, complaints, exclusions (permanent and temporary) and Preventing Primary Exclusion involvement. This information can be seen below.

The views of the staff, parents and pupils were collected through questions which incorporated the key areas from the 10-element map.

An online survey was used to collect staff views. This questionnaire had a total of 20 questions and had an overall response number of 21 in the renewal audit.

Focus groups were used to collect the pupil views, with pupils from years 1 and 2 participating in the focus groups. The pupils received a simplified version of the 10-element map questions to aid their understanding. The view of the parents was elicited through a parental online survey.

This report explores the views of the school community in relation to the Charter Mark criteria.

Hard Data

[Consider how to include info from the hard data shared here]

Focus Groups & Questionnaire Data

Principle 1: Leadership and Management

A Charter Mark school will provide evidence of leadership and management that supports and champions efforts to promote emotional health and well-being.

	Criteria (What this looks like)	Area of Success	Area to Enhance
1a	A Lead Professional has been identified for SEMH in school (E.g. Designated Mental Health lead/Mental Health Champion)	Mental health lead Natalie Skidmore Deputy Mental Health Lead	
1b	The Designated Mental health lead sits on SLT, and if this is not possible there are direct links to SLT	Natalie is the Assistant Head teacher and is a member of SLT	
1c	The designated mental health Lead has CPD opportunities/time and there is a SEMH CPD log	Booked onto course with DfE	
1d	The school have or are working towards having a well-being governor	Anna Massey – chair of governors New staff do work with children as part of the interview process	
1e	School improvement plans, and policies address social and emotional well-being (e.g. bullying and discrimination policies)	Children views are gained through monitoring; asking for feedback about behaviour is managed; gaining their opinion which is then woven into policies; the behaviour policies are shared with parents and asked for feedback but not involved in writing policies parents consulted by questionnaires to get opinions eg remote learning and use that to feedback into policies	

Principle 2: Ethos and Environment

A Charter Mark school will be underpinned by a physical, social and emotional environment that promotes respect and values diversity.

	Criteria (What this looks like)	Area of Success	Area to Enhance
2a	All staff were given the opportunity to participate in the Well-Being Charter Mark Process through contributing their views	Staff: 21 staff completed the Survey	A further 47 reviewed the survey but did not complete it
2b	The school have completed at least one action plan activity that relates to improving the physical environment.	Pupils: <ul style="list-style-type: none"> Pupils explained they liked their playground and play equipment 	Pupils: <ul style="list-style-type: none"> pupils explained they would like some additional play equipment such as slides to enhance playtime.
		Parents: <ul style="list-style-type: none"> Parents commented on the space available to play School being clean and tidy Positive classroom displays 	<ul style="list-style-type: none"> Some of the resources such as books could be updated More outside equipment More time at forest school School meals need enhancing – more vegetarian choices Entry to nursery and reception too narrow
		Staff: School is spacious and clean Inside: <ul style="list-style-type: none"> Warm and welcoming Nice displays- not over stimulating lockers for the children Lot of learning opportunities Outside: <ul style="list-style-type: none"> Forrest school, in tree and grassed area Outside classroom Views available from school 	Inside: Use more natural resource Refresh some furniture Space for intervention Blinds -operational Outside: <ul style="list-style-type: none"> Grow fruit and vegetables Additional equipment for the forest school in EYFS. More time to spend outside Climbing frame Refreshing markings on playground
2c	There is evidence of a culture of safety e.g. clear actions to prevent and tackle bullying & discrimination.	Pupils: <ul style="list-style-type: none"> Pupils explained how they play together and supported their friendships 	
		Parents: <ul style="list-style-type: none"> Parents were aware there are policies in place to prevent and tackle bullying. 	

		Staff: <ul style="list-style-type: none"> Behaviour and bullying policies are in place 	
2d	There is evidence of a culture of inclusiveness where all young peoples' concerns can be addressed	Pupils: Explained they talk to their teachers with any concern.	
		Parents: <ul style="list-style-type: none"> Teachers listen to children's concerns Worry doll project? Staff care for the children cheering them up. Most parents thought the child had a good relationship with the teacher 	<ul style="list-style-type: none"> Would like children to go to the toilet if needed during class time Allowing extra time for children with communication difficulties to express their views. Some children concerned they will be told off
		Staff: <ul style="list-style-type: none"> Curriculum promotes different cultures such as RE and promotes diversity, fund raising days. 	
2e	There is evidence that the school gives messages that all people are cared for and valued, including those from vulnerable groups	Pupils: <ul style="list-style-type: none"> Teachers listen to them Help them to feel happier 	
		Parents: <ul style="list-style-type: none"> Through the availability of teachers Greeting in a morning update controlled state school communication Behaviour management Problems managed Parental consultation 	<ul style="list-style-type: none"> Updates on targets and curriculum for children who receive one-to-one support to enable parents to continue support at home Photographs of childrens work Additional praise or work milestones i.e. Stickers and praise postcards PTA Some teachers listening and responding to parents concerns
		Staff: Identified <ul style="list-style-type: none"> Termly well-being and fundraising meetings Recognition for work-praise boards/in person thanks/treats/lunches Communication WhatsApp and briefings Feedback on lessons 	Staff: <ul style="list-style-type: none"> Continue with what you are doing Personal communication about good work
2f	There are clear examples of how diversity is understood	Pupils:	

	<p>and celebrated across the school</p>	<p>Parents:</p> <ul style="list-style-type: none"> • Different religions are celebrated, • Promotion of British values • School values. • Promotion of equality • Circle time and specific curriculum 	<p>Parents:</p> <ul style="list-style-type: none"> • Assembly • Support parents promote further at home and to aid their understanding • Visits from faith leaders
		<p>Staff:</p>	
<p>2f</p>	<p>There are clear examples of how the school consistently promotes mutual respect, successful relationships and a sense of belonging</p>	<p>Pupils:</p> <ul style="list-style-type: none"> • Most pupils like attending school • Help with friends 	
		<p>Parents respected:</p> <ul style="list-style-type: none"> • Consultations • Approach staff • Communication • Listen to concerns • Asking if children are okay • Comforting children in distressed <p>belonging:</p> <ul style="list-style-type: none"> • social events (coffee mornings school plays and performances, assemblies) • Inspire sessions • Understood impact Covid has had <p>children's roles and responsibilities:</p> <ul style="list-style-type: none"> • Tidying up • Taking care of each other <p>after school clubs:</p> <ul style="list-style-type: none"> • After school club – support with learning • Football 	<ul style="list-style-type: none"> • Enforce rules further • Follow up on events <ul style="list-style-type: none"> ○ If child distress in the school ○ Children and parents witnessing traumatic event outside of school • Improved communication <p>belonging:</p> <ul style="list-style-type: none"> • After-school events working parent's <p>children's roles and responsibilities</p> <ul style="list-style-type: none"> • Would like to know more what is available • Opportunities more children to be involved <p>After-school clubs:</p> <ul style="list-style-type: none"> • Can be costly and inhibiting some children • More options • Unsure availability • Clubs are oversubscribed • Support for children who have physical or medical
		<p>Staff:</p> <p>Respected:</p> <ul style="list-style-type: none"> • SLT open door policy • SLT listen • PPA from home • Suggestions are considered • The external support provided if needed • Supportive colleagues 	<p>Staff:</p> <ul style="list-style-type: none"> • Further team building opportunities • Suggestion box • To visit other classes when possible

		Belonging: <ul style="list-style-type: none"> • WhatsApp group • Communication briefings/meetings • Team work • Secret Santa • Shout outs • Support from colleagues • Communication about work performance • Celebration of special events 	
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Examples:

Staff – “I think that SLT are doing enough at this time”

Parent - ***“I don't see anything at the moment that needs developing. My child enjoys school. I see that he's in a really good environment with his friends and teachers.”***

Parent - ***“They are [diversity] promoted well through marvellous me, through the work that they do through the topics and celebrations covered at school.”***

Principle 3: Curriculum, Teaching and Learning

A Charter Mark school will demonstrate high quality teaching for all that is strengths based, promotes resilience and cultivates a love of learning. Teaching promotes social, moral and cultural development and the curriculum includes the explicit teaching of social and emotional skills.

	Criteria (What this looks like)	Area of Success	Area to Enhance
3a	Children have access to a curriculum that directly promotes spiritual, moral and cultural development.	Pupils: <ul style="list-style-type: none"> Learn about different religions and cultures 	
		Parents: <ul style="list-style-type: none"> Learn about religions, cultures, British values, Homework Religious education History 	
		Staff: <ul style="list-style-type: none"> Writing curriculum Speciality weeks, Anti bullying week, British values Assemblies Brain breaks Start of the day Learning through play Lottie the school dog Play PHSE School Motto 	
3b	Teaching and learning is consistently delivered in a way that promotes feelings of competence and resilience in pupils.	Pupils: Pupils enjoy attending school	
		Parents: <ul style="list-style-type: none"> After school clubs Support dog Homework 	<ul style="list-style-type: none"> Would like further information about noting competence resilience
		Staff: <ul style="list-style-type: none"> School education visits School policies and behaviour management 	
3c	A relational behaviour policy is used to promote learning and successful relationships that support learning.	Pupils: <ul style="list-style-type: none"> Spoke about the rewards they receive for good choices and their learning 	
		Parents: <ul style="list-style-type: none"> The awards are given to children 	
		Staff: <ul style="list-style-type: none"> School have a bullying policy in place School have a behaviour policy in place Use of emotion coaching 	

3c	Differentiation and personalisation is in place to support the SEMH needs of vulnerable pupils and to promote their curriculum access.	Pupils: <ul style="list-style-type: none"> Teachers help them when stuck with their work Teachers praise their good work 	
		Parents: <ul style="list-style-type: none"> parents will contact staff with any concerns about their children's learning 	
		Staff: <ul style="list-style-type: none"> Use of specific interventions Forrest school Support from 1:1 staff Identified needs by SENCO Adaptations to the learning environment Additional time given to some pupils 	
3d	There is evidence of a SEL curriculum that teaches social and emotional and relational skills to all children in a developmentally appropriate way.	Pupils: <ul style="list-style-type: none"> the pupils have a variety of curriculum is that promotes social emotional learning 	
		Parents: <ul style="list-style-type: none"> After school clubs 	Parents: <ul style="list-style-type: none"> To give children further opportunities to voice their ideas For the above out comes to be shares with parents
		Staff: <ul style="list-style-type: none"> The curriculum used at school 	

Examples:

Staff - "Our school has a nurturing approach and fully supports the mental health of children. We have a visiting play therapist, a fabulous family support worker and lots of training on meditation and looking after children's mental well-being"

Staff- "RE, jigsaw, PE, sport clubs, music, forest school, snack and lunch time. Story time, library sessions, trips, assemblies. Visitors coming into school. Start of the school year class rules, going for golds, lots of achievement certificates."

Parent – "Homework about different faiths"

Principle 4: Pupil Voice

A Charter Mark school will be able to demonstrate that student voice and pupil involvement is encouraged, and their views are used to influence decisions. There is a strong partnership between staff and pupils and all pupils are involved.

	Criteria (What this looks like)	Area of Success	Area to Enhance
4a	A broad range young people that represent the school community have been supported to participate in the Sandwell Well-being Charter Mark process, and there is representation of young people from diverse groups.	Pupils: <ul style="list-style-type: none"> Several groups of pupils took part in the virtual focus groups. 	
4b	The views of vulnerable groups such as those with SEN, Disabilities, those with MH needs and LAC pupils are taken into account when decisions are made in school.	<ul style="list-style-type: none"> School informed us that the SEN/LAC have pupil voice termly. Communication difficulties – struggle to get their opinions due to understanding Children will make staff aware if they are not happy in the moment 	
		Parents: <ul style="list-style-type: none"> Parents were aware the children's voice is collected 	<ul style="list-style-type: none"> Would like to know more about what their have communicated in their views and what the outcomes are.
		Staff: <ul style="list-style-type: none"> School correct the voice of children who are looked after and those who have special educational needs regularly. 	Mike Turner also
4c	There is evidence that young peoples' views are listened to, valued and acted upon and decisions are made in partnership with them.	Pupils: <ul style="list-style-type: none"> Pupils explained their teachers listen to them 	
		Parents:	
		Staff: <ul style="list-style-type: none"> Needs are identified through relationships with parents and pupils 	
4d	There is evidence that young people know who they can talk to if they need help or support	Pupils: <ul style="list-style-type: none"> Pupils were happy to talk to their familiar teachers 	

Examples:

Principle 5: Staff Development

A Charter Mark school will demonstrate a commitment to staff well-being. It will also provide on-going training opportunities that equip staff to recognise and respond to the social, emotional and mental needs of pupils.

	Criteria (What this looks like)	Area of Success	Area to Enhance
5a	Structured support and training for Early Career Teachers (ECT) is available to support professional practice and their emotional well-being.	Staff: None at present Have continued NQT time into their second year to support them due to pandemic	
5b	A commitment to promoting and supporting the well-being of all staff at a whole school level is evident.	<ul style="list-style-type: none"> • Encouraged to selected days in the week to leave early • Support provided for work load • SLT listen to concerns • Encouraged not to work from home • Leave of absence and return to work policy • RQT time • Well-being meetings • SLT review practice • Supported by polices 	<ul style="list-style-type: none"> • Short Staffed • PPA time can become lost • Current monitoring system
5c	There is a comprehensive, needs-led, CPD offer that is available for all staff that includes training on supporting social, emotional and psychological well-being of pupils.	Training received: <ul style="list-style-type: none"> • Aces • Child protection/neglect • Dog mentoring • Emotion Coaching • Jigsaw • programmes and training through Educare • Relationship and mental health • Trusted Adult 	Ideal training identified staff feel would support their needs: <ul style="list-style-type: none"> • Refresher courses • Any • How to support childrens mental health • Mental health first aid • Supporting children with additional needs
5d	There is evidence that staff feel that their overall well-being is considered and supported by their school	<ul style="list-style-type: none"> • Encouraged not to work at home • Encouraged to leave early a couple of nights a week 	
5e	There are mechanisms for additional support for to be made available for staff who require it	<ul style="list-style-type: none"> • External support is available if needed. 	
5f	A graduated response to staff well-being needs is evident and embedded across the school	<ul style="list-style-type: none"> • Menopause policy is in place • SLT listen 	

Examples:

“All staff are very friendly, this school is the nicest school I have worked at. When ever i have expressed my views it has been acted on. I feel free to talk about my feelings and situations are given to me. I get asked Alison a daily basis of I'm OK. SLTs door is always and I always phone them if I need to.”

“I feel I can express my views and they are listened to, attended briefings every week, WhatsApp messages, wellbeing group, get feedback, have PR meeting. Get quick responses off emails. Get breakfast brought, morning drinks, lunch provided to say thank you.”

Staff Ratings

As part of the online survey conducted during the charter mark process, staff are asked to give a rating of how well their school achieves each of the areas explored (i.e. environmental quality, self-esteem promotion, emotional processing promotion, self-management skills and social participation). Below is a summary of those scores pre-charter mark cycle. The summary shows that staff's perceptions of how well their school achieves each principle score out of five.

Principle	Initial Staff Rating	No. of staff responding	Second Staff Rating	No. of staff responding	Third Staff Rating	No. of staff responding
<p>Physical Environment The physical environment looks at the school's outdoor and indoor learning environments, identifying the aspects which are aesthetically pleasing and areas which could be enhanced.</p>	4.36	25	4.00	16	4.05	21
<p>Ethos Ethos refers to your work setting and the ways in which values and diversity are respected and promoted</p>	-	-	-	-	4.19	21
<p>Self-Esteem Self-esteem refers to your perception of self-worth and how you feel valued with your work and how well your workplace promotes your self-esteem.</p>	3.90	21	3.60	15	4.29	21
<p>Emotional Processing Emotional processing refers to the extent to which you can express your feelings, and your emotions are considered important. For example, colleagues/managers listen when you express your feelings.</p>	4.00	22	3.69	16	4.19	21
<p>Self-Management Skills Self-management skills refer to the level of support offered by your workplace to reduce stress, managing workload and home life balance.</p>	3.86	21	3.53	15	4.0	21
<p>Curriculum The curriculum promotes explicit and implicit teaching about social, emotional and mental health such as through the RSE curriculum</p>	-	-	-	-16	4.30	20
<p>Social Participation Social participation refers to how you are encouraged to be actively involved in the day to day school life and promotes a sense of belonging.</p>	3.94	18	3.80	15	4.05	21

Principle 6: Identifying Needs and Monitoring Impact

A Charter Mark school will demonstrate an on-going commitment to monitoring pupils' well-being across the school and proactively identifying individual or groups of pupils who may require additional support with their well-being. Schools use data to inform their response to pupil needs, and when interventions and other support is put into place they monitor impact closely.

	Criteria (What this looks like)	Area of Success	Area to Enhance
6a	There are whole school monitoring systems in place that are used regularly to inform understanding of pupils' well-being across the school.		
6b	There are specific assessment systems in place to enable schools to better understand the needs of young people who require support with their well-being.		
6c	The Sandwell Well-being survey was used as part of the Charter Mark data gathering process	Was not used at this point in time	
6d	There are clear mechanisms for monitoring the impact of interventions and support plans that have been put into place to address mental health and well-being.		
6e	Schools liaise with a variety of partners who can support them to assess and monitor well-being across the school.	Work with family support worker	

Principle 7: Working with Parents and Carers

A Charter Mark school will demonstrate a commitment to working with parents and carers.

It will be evident that parent voice and partnership working is valued, and schools play an active role in supporting parents in a range of ways.

	Criteria (What this looks like)	Area of Success	Area to Enhance
7a	There is evidence of a comprehensive range of support available to parents to enable them to support their children's social and emotional development.	Parents: <ul style="list-style-type: none"> family support worker SEN worker 	<ul style="list-style-type: none"> unsure of what support is available
7b	Parents are signposted to a full range of support services within the community.	<ul style="list-style-type: none"> Most parents felt there was signposted to additional services for support if needed 	
7c	A diverse range of parents were included in the Charter Mark information gathering process.	<ul style="list-style-type: none"> The survey link sent out to parents at school. 26 parents responded 	
7d	Parents report feeling supported by the school and encouraged to work in partnership with them.	<ul style="list-style-type: none"> Identified who they would speak to concerns such as head or deputy, stuck on the door, senior leader teacher. 	<ul style="list-style-type: none"> would like more specific feedback individual child's learning i.e. weaknesses and gifts further understanding of family needs i.e. no computer the contact teacher in addition to one-to-one
7f	The school take active steps to include all parents including those who live in disadvantaged circumstances or may be vulnerable.		<ul style="list-style-type: none"> Would like more feedback when professionals visit to provide updates on the outcome
7g	There is evidence of good lines of communication between the school and parents and carers	<ul style="list-style-type: none"> Parents identified a wide range of communication methods used to disseminate information Marvellous Me Alternately methods used parents struggle with technology Most parents that they will consult their views and listen follow through on concerns 	<ul style="list-style-type: none"> Can be difficulties with the marvellous me prefer text messages Would like more contact regarding injuries To be given more time to express

Principle 8: Targeted Support and Appropriate Referral

A Charter Mark school will access additional/targeted support for pupils when this is required. This will be achieved through establishing strong links with providers and through the use of a clear response pathway.

	Criteria (What this looks like)	Area of Success	Area to Enhance
8a	Evidence that all staff have a secure understanding of the graduated response to SEMH, how to voice concerns and expectations within the SEND CoP for pupils with SEMH needs.	Support od given and specific guidance from the SENCO	
8b	A clear offer of SEMH support and intervention within the school that is available to pupils showing signs of difficulty.		
8c	Evidence of knowledge and use of the range of providers who can support YP with identified well-being needs e.g. VCS organisations, School Nurses, EPs and EMHPs, CAMHS.		
8d	Evidence of staff awareness of referral mechanisms and pathways for outside agency support (e.g. SPA).	Staff completing the survey were aware of the referral pathways and commented on the support they receive from school	

Appendix B – The 10 Element

Self Esteem Promotion:

How does school give you messages about being valued and important in the school community?

Emotional Processing Promotion:

How does the school show it respects your feelings?

Self-Management Skills Promotion:

How does school help you in looking after yourself/ cope with the demands of school life?

What aspects of the curriculum promote SEMH/ including taught elements?

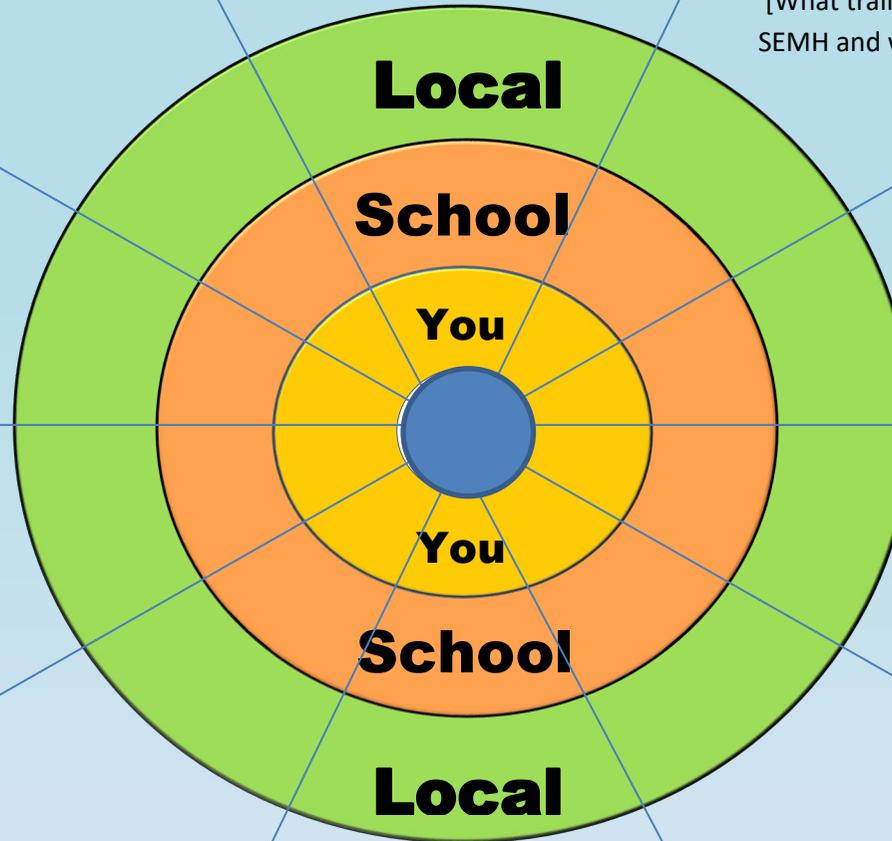
[What training have you had in SEMH and what would you like?]

Environmental Quality Promotion:

What are the positive things about the school buildings/ facilities that make you feel good

Social Participation Promotion:

How does school support you in being part of school life?



Social Participation Demotion (Social Exclusion):

When doesn't this happen?

Environmental Deprivation:

What are the not so positive things?

Self-Management Skills Demotion (Stress):

When doesn't this happen?

Emotional Processing Demotion:

When doesn't this happen?

Self-esteem Demotion:

When doesn't this happen?

Whole School Audit Tool

Adapted from: MacDonald and O'Hara (1998) *Ten elements of mental health, its promotion and demotion: Implications for practice*. Birmingham: SHEPS

Inclusion Support

Expertise Experience Excellence



Public Health Sandwell

Sandwell Well-being Charter Mark – Third Action Plan

Principle	Action	Review/Additional Comments
1 Leadership and Management	School are currently refreshing the books this academic year; they have also bought into an online platform for books as well; school to remind parents what is available.	
2. Ethos and Environment	School will continue to offer Forest School for year 1 (four form entry. Taster sessions will be offered to reception classes. Budget implications are restricting further opportunities for Forest school to be offered to the other classes and its impact on frequency.	
	School will consider more outside play equipment.	
	Once pandemic restrictions ease the plan will be reception classes to have the opportunity to grow vegetables. School need to identify a lead person and budget for KS1 pupils	
	Children are allowed to go to the toilet when need, at times may need to stagger numbers due to Covid-19.	
	School will remind parents through the newsletter of the nurturing ethos, and staff take the opportunity to learn and get to know the children. Furthermore, will remind parents to make contact if they have any concerns about their children. School have carried out some work on staff being present, listening more and taking the time.	

	To provide parents with photos of children's work	
	School use alternative ways to a PTA to include parents in the school community	
	The school Leadership will look at ways to use more personal communication to give praise	
	School have visits from faith leaders either virtually or in person such as the vicar. School will look at ways to include all additional visits from other faith leaders and. School look at ways to share with parents the visits that have taken place and the curriculum.	
	School to consider inviting parents into school and discuss their cultures and experiences with the pupils.	
	School have planned assemblies differently for this academic year and have included a range of patron saints in their assemblies	
	Remind parents of the ethos and that school embed follow ups within their practice	
	Workshops are now recorded allowing parents to watch at a time convenient to themselves; parent consultations are also virtual or through phone calls to suit working parent's schedules.	
	Remind parents of clubs and roles within school	
	School will continue to promote that all clubs are inclusive to pupils. Working closely with parents of a child with diabetes, a child with an EHCP as a 1-to-1 at the club, a child with physical difficulties now attends.	
	Once restrictions ease school will continue to provide connectivity between classes of sharing good practice, and will promote team building activities.	

	School will put a suggestion box in place for staff	
3. Curriculum, Teaching, and Learning	School will be celebrating Mental Health Week in March; create a newsletter related to mental health in children with some tips for parents	
4. Pupil Voice	School will continue to gain pupil voice and will look at ways this can be shared with parents eg. you said, we did board for parents	
5. Staff Development	School have already identified CPD for this year which is curriculum based; they do take into consideration individual needs	
6. Identifying Needs, Monitoring Impact	Continue to know children and families and use monitoring techniques to	
Working with Parents	School will continue to share reports from external professionals with parents; based on parent feedback the SENCo now offers appointments for discussion about the reports.	
	School to conduct parents If a child has any accident, parents are asked to sign the first aid book and documentation goes home; if a child has bumped their head, they have a sticker to indicate this has happened and parents receive a courtesy call	
Targeted Support	To continue with the current support school use for those pupils who need have additional needs	

Contact Details

Inclusion Support;
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B71 3DJ

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