

# **Pupil Health and Wellbeing Action Plan 2020-2021**

Updated May 2021

**Focus:** At Stanley Crook Primary School, we are committed to supporting the emotional health and wellbeing of our pupils, their families and our staff. We know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the view that positive mental health is everybody's business and that we all have a role to play.

**Outcome:** *A child centred, whole school approach to Pupils Health and Wellbeing where children can voice their worries and concerns through a range of activities throughout the curriculum and feel happy and safe in an excellent learning environment.*

Actions	Measures	Evaluation/Progress	Next steps
<p>Promoting Positive Mental Health-</p> <p><b>Physical aspect-</b></p> <ul style="list-style-type: none"> <li>• Forest Schools- Fruits of the Forest Programme</li> <li>• Monthly P.E challenges</li> <li>• Continue with P.E curriculum</li> <li>• Movement breaks</li> <li>• P.E (EE involvement start April 2021- following COVID restrictions)</li> <li>• Bike ability</li> </ul>	<ul style="list-style-type: none"> <li>• Forest Schools- children at school and home learners have the opportunity to learn key skills including team building, improving confidence and self-esteem activities. Help to improve listening and attention. Each TEAM included in a weekly timetable to access outside learning.</li> <li>• Monthly P.E challenges- helps engage children in school and home learners. Encourages physical activity- competition aspect- certificates awarded at the end of each month. Supports inclusion for everyone and experience success.</li> <li>• P.E curriculum- Every team follows P.E curriculum- children have time to enjoy physical aspect- again working as a T.E.A.M- apply social skills in a different environment. Home learners set the same tasks and asked to upload evidence via class dojo.</li> <li>• P.E There is a huge amount of support, which is due to be carried over to next year as we have not accessed the full SLA due to COVID. Some of the SLA to carry forward is given below: - A full festival &amp; competition package - 3 terms of Grab a Grown Up - 6 cluster-based twilight CPD sessions - 6 in-house CPD sessions - 6 central venue leagues - 1 Intra school sports day - 15</li> </ul>	<ul style="list-style-type: none"> <li>• Different award levels to achieve- evidence through monitoring.</li> <li>• Feedback from pupils has evidenced positive impact of the Forest School Programme on mental health, wellbeing and attitudes. Recent questionnaires showed over 98% of pupils enjoy Forest Schools and feel that this programme supports their wellbeing.</li> <li>• Following involvement in training on 'Wellbeing in School', school has supported several other schools in their development of a wellbeing strategy (including developing a Wellbeing Policy, Wellbeing Surveys, Sports Challenges, Wellbeing Champions).</li> <li>• Excellent feedback regarding bike ability with a high percentage of children accessing the course, learning new skills whilst improving responsibility and self-esteem.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to review provision in line with phases of Curriculum Recovery Strategy.</li> <li>• Prepare Case Study for Sep 2021.</li> <li>• PE- Continue to review EE involvement in P.E provision.</li> </ul>

lunch clubs - 6 (12 hours) of PE 6 after school clubs - 1 term of Fundamental Movement

- April 2021- All teams have participated in many physical activities promoting team building, self confidence and self-esteem including several Intra School Festivals such as golf, rugby and rounders through Education Enterprise.
- Movement breaks- children regularly participate in super movers/go noodle regularly to boost physical activity throughout the day.
- Bike ability- May 2021- children gaining practical skills and understanding how to cycle safely on today's roads. Promotes responsibility and self-esteem.



- **Interventions-**
- Apple's Friends Programme- (Positive Growth Mindset)  
Apple's Friends is a school based social emotional learning programme for 7 – 9 year olds. The programme is taught to the whole class
- Therapeutic Story Writing- (Providing a forum for listening and talking)
- Promotes the use of therapeutic story writing by educational professionals supporting pupils with emotional and behavioural difficulties.
- Getting Along (KS1) using mindful and relaxation techniques to improve mental health and wellbeing.
- Financial Education (Year 6 Only) is a planned

- Wellbeing Wednesday- each team delivers a mindfulness/ wellbeing activity.
- Home learners- Wellbeing Live sessions-Mon 1:30pm KS1, Wed KS2- all teams throughout the day.
- 1:1 Team's meetings (provided to offer further support/chat)
- Team Cowell- links with Apple's Friends
- Team Walliams/Morpurgo- resources/ guidance given to staff to complete in class and set via class dojo for home learners.
- TSW- Class teachers provide time to listen, share worries through class tasks.
- KS1- Getting Along Monday live session- covering a variety of topics- completed in class on a Friday.
- FE Activities for Year 6 children included on Wellbeing Wednesday.
- CMHW- daily activities in each team-promote mental health and wellbeing- virtual assembly, poster competition- wellbeing diary task.
- Safer Internet Day – providing children with opportunities to develop skills to stay safe online.
- Passport Intervention start November 2021 (selected year 5 children who has been identified needing extra support)
- MHAW (April 2021)- All teams completed a number of activities focussing on positive mental health relating to this year's theme of 'Nature.'

- Assessments completed Dec 2020 show that 100% of pupils were making good or better progress within the Wellbeing assessment framework. This framework has also been introduced to KS1 'GETTING ALONG' programmes also.
- Where appropriate, pupils from ALL intervention programmes receive bespoke 1:1 meeting with Mrs K.
- Monitoring –attendance registers and engagement levels are recorded.
- WB 01.02.21 – All Teams evidenced increases in home/ remote learning engagement and submission of work.

	Engagement in Home/ Remote Learning (%)	Engagement in submission of work (%)
DONALDSON	82 (+2)	80 (+4)
DAHL	78 (+5)	84 (+8)
COWELL	58 (+3)	51 (+3)
WALLIAMS	77 (+7)	94 (+10)
MORPURGO	94 (+1)	94 (+4)

- CPOMS- used for regular updates for Vulnerable children and to communicate with parents of children who have not engaged in home learning (support/ action/ intervention). This provides an effective link between staff and HT regarding early identification of need/ early intervention/ action/ support etc.

- Review Sep 2021- appointment of children for each intervention-teacher communication/meetings
- Next steps- for individual children and their next targets
- Monitor provision in each class – Are the children following Apple's Friends Golden Rule? Positive improvements in pupil's mind-set/attitudes to learning?
- Continue 1:1 meeting, scheduled weekly for children needing extra emotional and social support.
- Assessment- Teacher's to use assessment strategy termly- highlight any concerns within their team to SLT.
- Assess impact of Passport Intervention (Jan 2022). Content of sessions and progress made via Wellbeing Intervention assessment framework.

programme of study that equips young people with the knowledge, skills and confidence to manage their money well. It ensures learners grow to understand their attitude to risk, and become aware of their own behaviour and emotions when making financial decisions through real-life scenarios.

- Children's Mental Health Week (Feb 2021)
- Passport Intervention- social and emotional intervention- 17 sessions based on 5 modules



- For example, target children – through early identification, action and support – have significantly improved engagement within 'wellbeing' live sessions.
- Evidence of home/ remote learning via portfolio- folders with paper copies.
- Evidence of children reaching specific targets (including self-confidence and resilience) therefore leaving intervention groups and to be continued to be monitored by class teacher. (Assessment completed March 2021) New groups of children identified to participate in small intervention groups.

<ul style="list-style-type: none"> <li>• <b>Pupil Voice-</b> children have the opportunity to express their views and benefit from active participation with the school community</li> <li>• Increases confidence, self-esteem</li> <li>• Improved behaviour and learning</li> <li>• Improve peer relationships</li> </ul>	<ul style="list-style-type: none"> <li>• School councillors- timetabled on a Friday- opportunity for councillors and wellbeing champions to answer questions from the children in their classes. Report to Mr C. Promotes responsibility.</li> <li>• Health and Wellbeing Champions (currently 3 children, change termly basis)- feedback received from children Dec 2020. Added to monthly newsletter. Change champions termly.</li> <li>• Playground Leaders</li> <li>• Buddies</li> <li>• Newsletter involvement (worker and write of the week, Headteachers award)- pupil voice comments added.</li> <li>• Pupil questionnaires in class (Jan 2021)- paper copies recorded</li> <li>• Monthly Wellbeing Newsletter introduced. Written by Wellbeing Champions and children at Stanley Crook Primary School- submitted the last Wednesday of each month.</li> <li>• September 2021 all children in school will be participating in an 8-week intervention programme called '<b>The Worry Wizard</b>', which seeks to support children to cope with changes/transition, deal with feelings of anxiety in a healthy way and develop positive coping strategies. It will also provide children the opportunity to voice any concerns and worries.</li> <li>• Big-Foot 5-week transition programme to work with year 6 pupils beginning the 14th June to support transition to secondary.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of Pupil Voice via newsletter</li> <li>• Class dojo posts evidence Pupil Voice in action and highlights impact of pupil voice on changes to provision in school</li> <li>• Pupil questionnaires evidence high levels of engagement (+95%) with pupil voice strategy and positive impact on wellbeing and wider provision in school (+95%).</li> <li>• Paper copies recorded</li> <li>• Evidence of pupil voice via monthly wellbeing newsletter written by children at Stanley Crook Primary School. Evidence to be included from Big Foot Arts Education programme and the impact on the children.</li> <li>• Positive parent feedback regarding Wellbeing Newsletter.</li> <li>• Wellbeing Champions promoting positive strategies to help support children's mental health across the teams at Stanley Crook Primary- positive feedback from 1:1 meeting with Wellbeing Champions.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue communication with pupils and wellbeing champions</li> <li>• Involve class teachers to monitor effectiveness.</li> <li>• Assess impact of 'The Worry Wizard' Intervention- (Dec 2021)</li> <li>• Monitor progress of year 6 children involvement in Big Foot Arts Programme. Impact on social and emotional needs relating to transition to secondary school. (July 2021)</li> </ul>
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<p><b>Supporting families and the local community</b></p> <ul style="list-style-type: none"> <li>• Food parcels</li> <li>• Learning resources</li> <li>• Laptops/iPad</li> <li>• Delivering home learning resources</li> <li>• Providing struggling families with school uniform</li> <li>• Breakfast and wraparound support</li> <li>• Snacks</li> </ul>	<ul style="list-style-type: none"> <li>• Over £3000 in grants and family support packages have been provided since September. This has been shared in grant allocations between 21 families.</li> <li>• Many food parcels have been delivered to struggling families within the community to help support mental health of parents and children.</li> <li>• Learning resources, stationary/ whiteboards etc. Learning packs delivered to families.</li> <li>• All children have access to electronic devices e.g., Laptop/internet.</li> <li>• Uniform has been ordered and issued to vulnerable families. Clothing donations have been welcomed by several families over the past year.</li> <li>• Christmas presents - (charity- donated presents to school to pass onto struggling families)</li> <li>• Children can access a Free breakfast club from 08:00 and wraparound care till 16:15 daily. - to support working parents</li> <li>• Provisionally from June 21<sup>st</sup> 2021- children will be able to access wraparound till 5:30pm.</li> <li>• Healthy snacks are available to children throughout the day- fruit, yogurts and cereal bars.</li> </ul>	<ul style="list-style-type: none"> <li>• SIMS used to record grant allocations and distribution of funds/ equipment etc.</li> <li>• CPOMS utilised to evidence action and support provided to families. This system is also used by all staff to record concerns and to alert HT to possible actions required.</li> <li>• Budget Review – March 2021 completed.</li> <li>• Feedback from families has provided a range of evidence of the positive impact these grants have made.</li> <li>• Excellent feedback from Social Services to school regarding involvement in distributing grants/ funds and supporting vulnerable families.</li> </ul>	<ul style="list-style-type: none"> <li>• School Covid Hardship Fund reviewed in April</li> <li>• Other charitable grants reviewed.</li> <li>• Wraparound charges suspended until Christmas 2021 (ideally, this will be in place for 2021/22 academic year).</li> <li>• Constant review and communication with vulnerable families who may be in need of support.</li> </ul>
<p><b>Communication-</b></p> <ul style="list-style-type: none"> <li>• Class dojo</li> <li>• Phone calls to families</li> <li>• Newsletters</li> <li>• TEAM</li> </ul>	<ul style="list-style-type: none"> <li>• Class dojo- parent and child communication- feedback of work submitted- encourages teacher-child communication for home learners</li> <li>• Regular phone calls to parents- check in- ask if they need any support- check on wellbeing.</li> <li>• Newsletters inform parents of government changes, upcoming events, children's achievements</li> </ul>	<ul style="list-style-type: none"> <li>• Parent feedback has been excellent with regards provision and learning set for home/ remote learners. Feedback on the range of support which school has provided to families has also been excellent.</li> <li>• Feedback on 'live' lessons has been excellent with parents requesting more access to this resource.</li> </ul>	<ul style="list-style-type: none"> <li>• Internet upgrade?</li> <li>• CPOMS</li> <li>• SIMS</li> <li>• Review July 2021</li> <li>• Monitor families who may need electronic devices to support learning at home.</li> </ul>

	<ul style="list-style-type: none"> <li>Wellbeing Newsletter- written by the children at Stanley Crook Primary School.</li> <li>TEAMS- At least 5 live sessions from each team delivered weekly. With additional 1:1 'meetings' for pupils, if necessary. (Parent feedback-excellent)</li> </ul>	<ul style="list-style-type: none"> <li>April 2021- Excellent feedback regarding extra live lessons provided to each team during the lockdown period.</li> </ul>	
<b>Staff Training</b>	<ul style="list-style-type: none"> <li>Staff training on INSET day included 'Building Emotional Literacy &amp; Resilience in Children'. Resilience &amp; emotional literacy are two of the most powerful tools in enabling children to have good mental health and happy, successful lives. This training focused on the different aspects of resilience, mindfulness techniques and supporting pupils to build resilience and emotional literacy beyond the school gate.</li> <li>Staff continue to participate in CPD while working from home, based on the needs identified in individual classes. Some recent training has included;</li> <li>Students' Mental Health &amp; the Return to School Post-Covid</li> <li>COVID-19 Wellbeing &amp; Recovery Programme</li> <li>Lego Therapy- to build social competence, develop social interaction and communication skills.</li> <li>The Link Between Behaviour &amp; Communication</li> <li>This training has been valuable in terms of identifying &amp; meeting the needs of children as they cope with the pandemic and resulting changes to their everyday lives.</li> <li>Mental Health and Wellbeing Training (Place2Be)-commence April 2021- Staff training-5 weeks online learning</li> </ul>	<ul style="list-style-type: none"> <li>Staff are experienced &amp; highly trained, therefore well placed to identify and act upon early signs of mental health needs in children.</li> <li>Graduated approach – First Note of concern (agreed with parents), plan/do/review, referral to relevant services if needed.</li> <li>Top priorities:</li> <li>Be responsive to the needs of individual children.</li> <li>Be prepared to support children and their families through periods of uncertainty, anxiety and stress.</li> <li>Lego therapy- to provide additional support to children in a fun learning environment.</li> <li>Continue to provide support to children &amp; their families – this could go on for many more months, but as we have repeatedly reiterated to parents throughout, we are all in this together!</li> <li>Recent training to gain extra awareness and knowledge of Mental Health &amp; Wellbeing issues due to the current pandemic.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to provide staff training opportunities.</li> <li>Continue to provide opportunities linked to Mental Health &amp; Wellbeing training-link to CRS.</li> </ul>



	<ul style="list-style-type: none"> <li>Passport training- (KS2 T. A`s) school based social emotional learning programme for 9–11-year-olds.</li> </ul>														
<b>Key Points</b>	<ul style="list-style-type: none"> <li>Average attendance since January: Whole School - 50% of normal school roll FSM – 50% PPG – 70% Therefore, high percentage of vulnerable pupils attending school (supports safeguarding etc.)</li> <li>79% of children with SEND are accessing in school provision on a fulltime or part time basis</li> <li>Half of these children have a SEMH need.</li> <li>Referrals to specialist services e.g., CAMHS still ongoing.</li> </ul>														
	<table border="1"> <thead> <tr> <th>KS2 WELLBEING 'LIVES'</th> <th>Engagement in home/ remote learning (%)</th> <th>Engagement in submitting work (%)</th> </tr> </thead> <tbody> <tr> <td>COWELL</td> <td>64 (-9)</td> <td>64 (-9)</td> </tr> <tr> <td>WALLIAMS</td> <td>100 (+29)</td> <td>93 (+22)</td> </tr> <tr> <td>MORPURGO</td> <td>100 (+7)</td> <td>94 (+22)</td> </tr> </tbody> </table>	KS2 WELLBEING 'LIVES'	Engagement in home/ remote learning (%)	Engagement in submitting work (%)	COWELL	64 (-9)	64 (-9)	WALLIAMS	100 (+29)	93 (+22)	MORPURGO	100 (+7)	94 (+22)		
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<b>March 2021- Curriculum Recovery Strategy-</b> support mental health and Wellbeing across the school.	<ul style="list-style-type: none"> <li>Forest Schools £1,000 grant received by the school-1 session timetabled in every team per week, new equipment and resources added to the Forest School area.</li> <li>Education Enterprise delivering a comprehensive P.E package- working alongside every team (package includes support and provision for the delivery of personal development programmes, such as –</li> </ul>	<ul style="list-style-type: none"> <li>Award scheme to evaluate and monitor progression.</li> <li>P.E sessions- to support physical aspect of mental health and wellbeing</li> <li>Wellbeing Wednesday- cover a variety of topics- friendships, worries and positive thinking.</li> </ul>	<ul style="list-style-type: none"> <li>Assess Interventions (children included)</li> <li>Involve class teachers for effectiveness of interventions</li> </ul>												

	<p>Playground Leaders, School Buddies as well as parental engagement activities).</p> <ul style="list-style-type: none"> <li>• 2 x P.E sessions included in class timetable to support and enhance delivery of Curriculum Recovery Strategy.</li> <li>• Wellbeing Wednesday- focus on wellbeing and mental health activities. Wellbeing engagement prizes awarded to 1 member from each Team during online home learning.</li> <li>• Interventions (KS1- Getting along, KS2- Therapeutic Story Writing, Apple's Friends)- Story books awarded when course completed.</li> <li>• Big Pedal- April start- support physical aspect of Curriculum Recovery Strategy.</li> <li>• Monthly Sports Challenge- competitive aspect- promote inclusion, team work.</li> <li>• Wellbeing journals issued to children who was identified needing extra support- includes numerous wellbeing activities and diaries to complete and encourage parental inclusion and discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Interventions- Feedback from children suggest they happy to return to school, have engaged well in all learning tasks and are confident to speak about feelings during intervention time and wellbeing Wednesday activities.</li> <li>• Big Pedal- high levels of engagement in previous years- compete against other schools-continue to promote physical health and wellbeing through a range of activities.</li> </ul>	



**Feedback from Parents/ Carers:**

- "..... has really enjoyed his first live meeting, his face lights up when he sees his teachers and friends, so thank you for facilitating it, we appreciate it can't be easy at all."
- "The live sessions are FAB! Thanks to you and the staff to organizing these. .... has improved in confidence and looks forward to them! Thank you!"
- "Thank you – the Teams lessons are a great idea and have really supported ..... with her learning from home."
- "Thank you to everyone at Stanley Crook for working together to get through these rubbish times."
- "We have always been so proud of Stanley Crook as a school, knowing we made the best decision for our children but after this week I am so much more appreciative of the hard work you and your teaching staff do."
- "We couldn't ask for a better school and I will forever shout that from the rooftops!"
- "Parent response to Wellbeing Newsletter May 2021"
- "Just wanted to say a massive thank you to you and everyone who works in the school for providing my kids with a first class term in incredibly difficult circumstances."
- "This is excellent. Do the children see a copy in school?"
- "Thank you sincerely for everything you have done for us the past two days it has made life a little easier and less stressful for us and I just want to say how grateful I am."

WELCOME TO OUR VERY FIRST MONTHLY WELLBEING NEWSLETTER WRITTEN BY THE CHAIRMAN OF STANLEY CROOK PRIMARY SCHOOL

Volume 1, Issue 1  
26.05.21

Inside this issue:

- Getting Along K51
- Apple's Friends K52
- Story Writing K52
- Meet our Wellbeing Champions
- Wellbeing Wednesday
- Worry Wizard
- Dates to remember!
- Wellbeing Wednesdays

**Wellbeing Newsletter May 2021**

**Here are a few messages from the Apple's Friends Team!**  
This month we have really enjoyed making helping hand signs and displaying them outside our classroom. We thought of the children people who can support us during difficult situations and wrote their names on each finger. Team Covid designed coping toolboxes full of strategies to use during difficult times.

**Therapeutic Storywriting**  
The story writing team particularly enjoy the attention teacher part of the lesson where we can discuss how we are feeling and listen to others' suggestions on how to make ourselves feel better.  
"Helping hand signs help us to take a more different feeling" (Phoebe 5RS)

**Getting Along**  
Central Area Year 5/6 students have been reading 'What Can I Do When I'm Feeling Worried?' We talked about how we all feel worried at times and that it's okay to feel like that. We thought about ways to overcome our worries to help us feel OK each day. We listened to the story 'A Huge Bag of Worries' at school, encouraging children to open up about their worries and to help manage their feelings. Our weekly work to make a worry monster, writing to worry made the monster's mouth and closing its mouth so he could eat our worries!  
James - Year 5  
"I helped me because if I'm worried about anything I know I can tell a trusted adult or take some deep breaths."

**Meet our Wellbeing Champions**  
positive role models to support others' wellbeing through positively interacting and identifying those people who may need extra support.

**Wellbeing Wednesday**  
Every Wednesday in school we enjoy Wellbeing Wednesday which provides us with opportunities to bring awareness of the importance of mental health in our lives. We have a variety of different 'tools' e.g. conflict, friendships, worries and positive thinking. Some weeks we complete role play activities. It is so much fun!

**WELLBEING TEAM**

**Five ways to wellbeing**

**What we think helps our wellbeing at Stanley Crook Primary**

Talking and communicating with friends and teachers is very important!  
Forest School activities  
We can practice our teamwork and problem solving skills through fun learning.  
"I felt so proud of myself for achieving the Blackberry Award being the second 'worst half' (Jacob 5R) learning outside in our new Science area is great. Sometimes we use the games for Apple's Friends and Getting Along sessions, it has a great, life lesson for."

**Mental Health Awareness Week 2021**  
Every team got involved in MHAW and had the opportunity to discuss the importance of nature on our mental health. We spent time outside listening to nature and talking about how it helps us feel. We designed posters to encourage others to use nature in their everyday lives to help support their mental health. Having time outside in the science area was great!  
Below Team Mappage designing their posters.  
"It was really amazing, afterwards all the minutes, especially the singing skills we have learnt." (Dorian & Dylan 5R)  
"The link school is great! Football was amazing, we learnt to make new skills and everyone worked to progress and more." (Liam 5R)  
On Friday afternoons every team has a chance to

**REMEMBER, IT'S OK NOT TO BE OK - JUST ASK FOR HELP!!!**

**Coming soon to Stanley Crook Primary School The Worry Wizard! September 2021**

**Next Issue 30th June 2021**

**Wellbeing at Stanley Crook**

**Children's Achievements in School**  
Every week, one child is chosen as 'Headteacher's Star of the Week' and staff choose a pupil from each team to be recognised for something special they have achieved during the week! This week's chosen children are:

**Together Everyone Achieves More!**

**Wow! Writers of the Week!**  
This week writing at Stanley Crook Primary School and each week, staff select children who have produced fantastic writing in class or at home. Awards could be given to greatly improve handwriting skills or promote determination in completing a writing task. For example: Who wrote the most, many congratulations to the following pupils on being awarded 'Writer of the Week' - 3E PISCOT

**MUSIC MEMBER** **SCHOOL MEMBER** **OFSTED** **PROUD MEMBER** **GREEN SILVER** **Healthy Schools**

**Online Wellbeing sessions feedback: (Jan-March 2021)**

Thank you so much for your kindness, it means the world to Archie and myself. X

Archie Year 5

She read some last night and enjoyed it, she's really pleased with herself and the gift. Thank you so much 😊 -Emily Year 3

Thank you so much. She's is so excited that she has had her first Teams call. Shes had a bit of a rough day with her eye but that contact with yourself has definitely perked her up. Thank you xx

Poppy Year 3

He loved it they both did and Flynn was singing when he came off and Cole wanted to carry on exercising doing Pokemon yoga - it was really nice for them thanks Allison. Cole Year 3

## **Pupil Voice**

"I really enjoyed doing the Christmas Play. Next week I am looking forward to our Christmas Party day." Keziah Year 6

"I have really enjoyed writing a Christmas Story about a Robin's journey." Laney Year 5

"This week I have enjoyed learning about co-ordinates in maths, they are fun." Jack Year 4

"I have been practising counting in 25's and 50's in mad 4 maths. I have really enjoyed writing my Christmas story in English." Zach Year 3

Emily Year 2 "I loved watching the virtual Pantomime and the magic part to the story."

EYFS- "I love playing in the sand pit and playing with my friend." Georgia R

Charlie - 'I like to play with my friends and work in learning zones.' Year 1

"This week I enjoyed making an anti-bullying poster. I can't wait for parents to see our Christmas play on DVD." Flynn Year 5

"I've really enjoyed writing this week and I love column addition. I can add really big numbers." Max Year 4

Forest Schools- Stanley Crook Primary School - Fruits of the Forest Programme



Monthly Sports Challenge examples



**Spring 1 – Speed Bounce Challenge**

Speed bounce is a **two footed jump** where participants must **take off and land on two feet**.

The participant must **cross the divider** (cone/object) as many times as possible in **20 seconds**.

**Equipment:**

- ✓ Stop watch/timer
- ✓ Standing cone to jump over. (small cones can be used for younger / smaller athletes)

**How to Play:**

- ✓ You have 20 seconds to complete as many speed bounce jumps as you can.
- ✓ You must take off and land on two feet.
- ✓ 1 speed bounce is recorded for each time an athlete crosses the divider (must be 2 feet to 2 feet)

**How to Score:**

1 POINT for each completed speed bounce.

**Winner-** the person with the highest number of bounces across the divider in the given time.

**Catch and Clap 60 Second Challenge**

Can you focus on the ball to maximise your concentration?

How many times can you throw a ball up, clap once and catch it in 60 seconds?

The ball must go above your head. If you drop the ball, carry on counting your score from where you left off.

**Achieve Gold**  
35 catch and claps

**Achieve Silver**  
25 catch and claps

**Achieve Bronze**  
15 catch and claps

**Throw and catch a ball**  
If you do not have a ball, use a toilet roll or a rolled up pair of socks.

**Don't drop it!**  
Each time you drop the ball, take five seconds off your time!

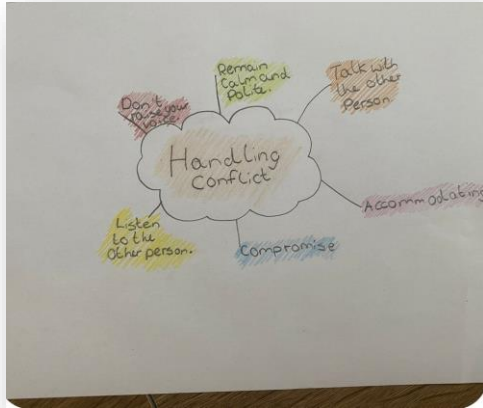
**Play with a partner!**  
Throw, clap and catch in pairs. Can you achieve a medal with your partner?



## Wellbeing activities



Examples of wellbeing work uploaded to portfolios



**Express Yourself Thought Prom**  
 People express themselves in many different ways. We can express personalities and individuality through art, drama, dance, role play and music. Set down your thoughts below.

**I would describe myself as...** young boy who helps others and cares for others who I could do anything to please you.

**I like to express myself through...** Sports because I like to play football and tennis because I'm really good at them.

**When I do this, it makes me feel...** I like to play with my dog and all makes me happy.

**Other ways I could express who I am include...** I like to do karate, sing, run.

**I am proud to be me because...** I have a great life with a great family.



Can you think of ways you could handle conflict?

**Handling Conflict**  
 Write ways you can think of to stop conflict from getting worse.

Tell someone about it.

Agree to disagree.

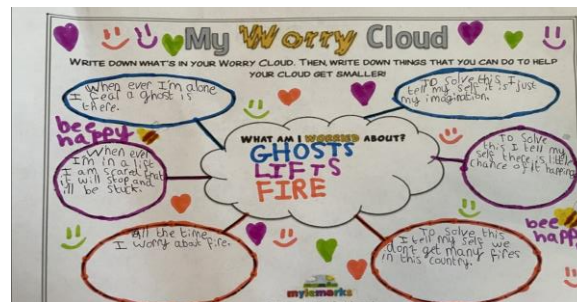
Don't get angry.

Stay in an adult mode.

Try to see their point of view.

Take a time out and discuss later.

Example: Stay calm and think carefully before speaking.

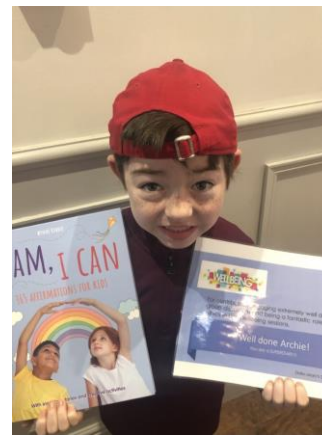
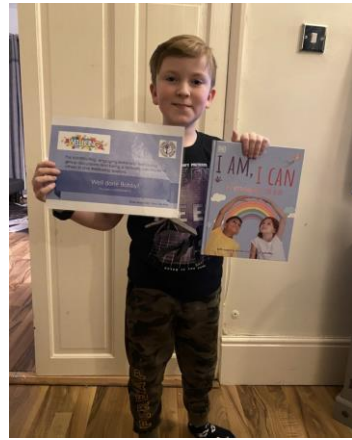


Pupil Voice





Wellbeing Awards March 2021



### Apple's Friends/Getting Along Intervention

