

Wrenbury Well-being Lunch time Clubs

Rationale:

At Wrenbury Primary School, we make every child's social and emotional well-being a priority. We believe that being happy and socially and emotionally secure is the foundation for good academic progress with an understanding that 'A happy child learns best'. There are children in school who are targeted for support (including social and emotional support) because they have SEND, who are identified as being disadvantaged, in receipt of Pupil Premium grant funding, or come from vulnerable groups. We know these children well. Equally in school, we have children that do not fit into these groups. Many of these children attend school regularly, behave well and achieve well yet may not always feel socially and emotionally secure. These children have the potential to be 'invisible'. It is our intention that no child in school is an 'invisible' child.

Aim:

Our overriding aim is to develop and secure the social, emotional and mental well-being of all our children.

What do we want to achieve?

- Let every child know they matter
- Give every child a voice
- Build each child's confidence to use their voice and share their problems
- Encourage self-belief and for each child to know that they have someone who believes in them
- Give each child someone who will listen to them (other than their teacher/teaching assistant)
- Make each child feel safe
- Ensure each child enjoys the time they share together and has fun
- Provide the children with strategies to 'cope' with difficult situations
- Each child is well-known to adult beyond the classroom
- Build each child's friendship groups across the school

Which social and emotional skills do we wish to develop:

- Turn taking
- Good listening
- Respect
- Tolerance
- Kindness
- Resilience
- Self-management
- Self-awareness
- Social awareness
- Relationship skills
- Responsible decision making

How will we achieve this?

Groups:

Every child from YR-6 is included in a group of no more than 10 children. This group is made up of children from each of the seven year groups.

Each group leader is a member of staff who is not the child's class teacher or class teaching assistant.

The groups are selected carefully and matched with a group leader, who it is felt has something in common with the children (sport, music, arts, personality etc)

Meeting times:

Each group meets every week for half an hour from 12-12.30pm.

Classrooms are used as the meeting venue.

The group will eat lunch together and will have conversations and discussions based on termly or half termly themes.

Group leaders may feel they need to feedback to a child's class teacher, deputy head / head teacher if something a child says causes concern. This feedback will be followed up using appropriate procedures as necessary (informally or record of concern).

The Head teacher leads assemblies each Monday promoting the school's ethos: We all matter.

The staff meet to review the Well-being Lunch Clubs.

Themes we have covered:

- Friendship Terrace
- Understanding our feelings and emotions
- Action for happiness
- There are no outsiders in our school

Pupil Voice – February 2019 – undertaken by J Morris Governor

I spoke to two children from each Base, about the Well-Being Lunches. I asked the children to tell me how they found the lunches. Here's a few responses which the children gave:

“calming”; “relaxing”; “fun”; “opportunity to talk and open up”; “ make new friends”; “useful”; “it’s good to be nice”; “be kind”; “now everyone knows to be kind and not to be a bully”; “respect for others”; “open up”; “good sport”; “I now know not to worry about little things.”

All of the children, even the younger children were eager to talk to me, and tell me all about their well-being lunches, some of them told me about the books they'd been reading and the words they'd been making. It was very apparent that the Lunches are enjoyed by all of the children and they find them really helpful for their emotional well-being.