

# Wellbeing Award for Schools (WAS)

## Verification Report

School name:	Dawn House School
School address and postcode:	Helmsley Road, Rainworth, Mansfield, Notts, NG21 0DG
School telephone:	01623 795361
School website:	www.dawnhouseschool.org.uk
Head teacher:	Jenny McConnell
Head teacher's email:	jenny.mcconnell@dawnhouse.org.uk
WAS coordinator:	Andrea Robinson
WAS coordinator's email:	andrea.robinson@dawnhouse.org.uk
Award verifier:	Catherine Kirk
Award adviser (if applicable):	
Date of verification:	4 December

### Commentary on the evidence provided:

Through the presentation, tour, and evidence all KPIs were evidenced. The presentation was clear and demonstrated how KPIs were addressed.

### Strengths identified during verification:

#### Leadership and management

- Wellbeing has been a top priority for the school for many years with a wellbeing team put in place in 2013. The wellbeing provision is exceptionally well-lead and is making a real impact on pupils and families.
- The school has a clear vision and policy for wellbeing.
- Training has been given to the taxi drivers who bring children into school on how to best support them and their needs.
- The school engages with an independent visitor who carries out a monitoring visit every half-term, there is a specific focus within the visit on safeguarding, health and wellbeing.

### Staff

- The school have invested in training a member of staff as a Mental Health First Aid instructor which means staff can be trained in MHFA onsite as well as reaching out to support other schools in the local area. Staff have access to other training options through different online platforms.
- There are a range of rewards for staff including free school lunches, tea and toast once per term, staff swims in the holidays, staff loan scheme, Hero of the Month award, discounted yoga, and the perk box benefits scheme.
- Staff are asked about wellbeing through the appraisal system.
- Supervision is offered to staff in roles that require this.
- A wellbeing leave of absence process has been introduced to enable staff to carry out special parenting duties or dependant support.

### Parents

- The school has introduced a system to enable parents to inform school if a child is having a bad morning so they can put in place appropriate support when the child arrives in school.
- Communication with parents is integral to the school's work, with regular discussions between staff and parents. Weduc is used to communicate with parents about key news and learning.
- Parents spoke highly of the support offered by the school, saying that staff go over and above to support their children.

### Pupils

- There is a full-time onsite Educational Mental Health Practitioner who supports pupils and families.
- The school offers a range of provision to support pupils' mental health needs, including a therapy dog, quiet rooms, and art therapy.
- There is a bespoke programme of PSHE in place to meet the individual needs of pupils.
- Pupils are encouraged to recognise and regulate their emotions using the Zones of Regulation system.
- Pupils can access a 'shop' in school to buy gifts for parents in the lead up to key events such as Christmas and Mothers' Day.
- There are opportunities for pupils to give their views via the Pupil Leadership Group and regular pupil surveys.
- One parent noted that the school had helped their child feel 'visible'
- Pupils are given a range of opportunities to develop their skills and talents, including taking part in drama productions, creating music and cooking.
- A merit system with weekly rewards is in place to reward children for making positive choices.
- Chimes specialist provision is available for pupils who need individual support.
- Residential are offered to encourage pupils to develop independence and new skills.
- Forest school provision is available.

### Impact:

- Wellbeing is now more prominent in school policies
- Parents feel supported – "I just think they deserve the award because they all work so hard. They give their ultimate to every child. They are just so welcoming and work so hard. You feel that they are enjoying their job where when you go to secondary, they are just doing their job. They've always got time for you.", "I'm proud that my children attend this school."
- Staff have received training.
- Pupils feel safe and supported in school.

#### Areas for development:

- Continue to develop peer mentoring, pupil to pupil.
- Include a wellbeing section on the website listing key support and signposting for parents.
- Continue to survey pupils and address areas for development. Feedback to pupils on how their feedback has made a difference, "you said, we did".
- Link the wellbeing strategy to more specific actions so you can track progress, review and identify areas for development.

#### Verifier recommendation:

Dawn House School is awarded the Wellbeing Award for Schools for a period of three years. Well done on all your hard work to support the wellbeing of your pupils, staff, and community.

#### Head teacher comments:

Dawn House School is delighted to celebrate the recognition of the wellbeing work that is at the heart of everything we do.

It is great to hear the feedback from pupils, parents and staff, showing that they feel that school is a supportive and welcoming place to be.

Children certainly benefit from individualised approaches to learning and to understanding their emotions and overall wellbeing. They use their voice confidently through the Pupil Leadership Group and are encouraged to develop their personal areas of interest and skill.

Aspects highlighted during the accreditation were many but Bella and the work of the wellbeing team with the Friends of Dawn House to provide the marketplace for children to buy family gifts at Christmas, are two that really stand out.

That school staff are also the focus of our wellbeing initiatives is also great to highlight. Access to our swimming pool for family swims, giving time for staff to attend important family events such as sports days and Christmas shows, the Speech and language UK menopause work and other initiatives to support staff financially through these difficult cost of living times are some of the aspects shared and commented on in feedback.

We continually prioritise and develop our whole school wellbeing offer and value feedback about how we are doing and how we can improve further. Processes that have supported our long journey to make wellbeing as much of a whole school responsibility as safeguarding, will continue in order to inform our developments in the future.

Well done everyone!

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for Schools