

**Wellbeing Award for Schools Case Study**

**School name:** Woodhouse Grove School (WGS)

**Location:** West Yorkshire

**Brief summary of your school:**

Woodhouse Grove is a co-educational day and boarding school for pupils aged 3-18 years.   
Our younger pupils are taught at BrontëHouse (330 pupils), a short distance from the senior school, The Grove (750 pupils).

Set in 70 acres of beautiful Yorkshire countryside, yet conveniently located between Leeds and Bradford, our students benefit from the best of both worlds: rural surroundings in easy reach of city life. It is our aim to unlock the potential of each individual by offering every pupil life-changing opportunities and an environment in which academic excellence is promoted through learning and shared experiences.

Every child in this school counts; we ask nothing more from them than that they have the courage to be, not ordinary, but extraordinary and to strive to do their very best.

**Why did your school decide to take the Wellbeing Award for Schools (WAS)?**

For many adults and children, mental health can be a difficult and at times a frightening issue. As a school, we were dealing with a rise in demand for more wellbeing support for our students and, as outside services were struggling, we wanted to make sure we were doing all we could. As a school community already stretched with many demands, re-visioning how we viewed emotional wellbeing and changing our school culture to accommodate this vision was going to be a challenge.

The Wellbeing Award for Schools was a welcome opportunity to recognise the exceptional work that Woodhouse Grove did already in this area, but also provided us with an opportunity to follow a clear framework to evaluate what we were doing and could do.

**What particular issue(s) did the WAS help you to identify?**

The Stakeholder surveys were excellent in providing us with information on what key parties at the school thought.

The WAS helped us to identify that the pupils would like more time with form tutors; less emphasis on elite sports and more on participation for all; wider support for international students and more teachers involved in mentoring.

The WAS helped to identify that parents would like more information about the in-school services and support we provide and clear points of contact to discuss/highlight issues.

The WAS provided a first-time opportunity for staff to voice their concerns, especially the need to have a clear contact for staff wellbeing, more CPD on supporting students, and more personal help for staff when struggling, without fear of being judged.

**What changes did you make as a result of this?**

* Changed the school day to include a morning form period.
* Opened the HUB every day and at breaktime. Allocated more staff to the HUB.
* Set up Student A to Z Support pages for pupils/parents on the school intranet.
* Included SEMH into Staff CPD across both schools.
* Added questions on staff wellbeing into appraisals.
* Refurbished the Staff Room.
* Participation audit of sport conducted by a new Director of Sport.
* Boarding Houseparent’s trained in EAL to support overseas students.
* Head of Wellbeing opened up more links with outside agencies.
* Policies and procedures altered.
* Set up an Equalities and Diversity Group.
* PSHEE updated from Nursery to Sixth Form. Better link between Brontë and WGS.
* Private Staff Stress Audit to be carried out.

**What impact did this have?**

Wellbeing has a clear role in the school and is now on the School Development Plan. The importance of wellbeing is so obvious in the school now and all can see the impact the WAS has had on the whole school community.

**Since achieving the Award, what direct impact has the WAS had on developing parent partnerships and pupil achievement?**

As the award has only just been made, we are marking the ground we have already travelled and working on strategies for further improvement.

**What are your next steps?**

To publicise the school’s progress in gaining of the Wellbeing Award.

To outline on the school’s Operational Development Plan clear steps to make sure we meet the wellbeing needs of all.

To ensure WGS is a healthy place to live, study and work by promoting:

* the health and wellbeing of pupils and staff
* high quality training for staff on health issues
* teaching and promoting health issues through PSHEE lessons and beyond
* appropriate in-school services for pupils and staff
* appropriate links with specialist health agencies to help meet the needs of the school community.

**How would you describe the whole experience from start to finish and achieving the award?**

The framework of the award, with the KPI’s to follow, made it very easy to carry out a self-evaluation. Having opted for the Advisor Led route we were supported the whole way through the process and had someone available from whom to seek advice when needed. I feel that we are now a school that excels at putting the wellbeing of all at WGS at the centre of all we do, making WGS an excellent place to live, study and work.

**Lastly, how would you recommend this award to a school thinking about undertaking the process?**

Reinforces good practice, provides reassurance of work being undertaken and raises the profile of wellbeing throughout the whole community, through engagement of all stakeholders.