



Well Culture. LeadWell. MoveWell. LiveWell.

Clare Mount Specialist Sports College

Role Models and Catalysts for Change

Intent

Clare Mount Specialist Sports College educates pupils aged 11–19 with a wide range of special educational needs, including autism spectrum condition, moderate learning difficulties and specific learning difficulties, with every student supported through an Education, Health and Care Plan. As a specialist sports college on the Wirral, the school places physical education and movement at the centre of its curriculum, using activity as both a regulatory tool and a vehicle for confidence, communication and life-skills development.

Clare Mount is a school where young people are seen, celebrated and stretched, growing in confidence and independence because staff believe in their potential, scaffold their success and create a culture where every pupil belongs.

Despite the complexity of its cohort and the high levels of deprivation in its catchment, Clare Mount secures attendance of 88.02%, outperforming both local authority and national special-school averages. Wellbeing and activity data reinforce the significance of movement in this context: pupils report a wellbeing score of 22.52 (WEMWBS) and physical activity levels of 2.68 (PAQ-C), with a striking happiness gap between the most and least active students. Highly active pupils report happiness levels of 8.76/10, compared with 5.19/10 among low-activity peers. For a population with high sensory, emotional and regulatory needs, this gap illustrates how profoundly physical activity supports mood, stability and overall wellbeing.

The school's guiding principle "[Role models and catalysts for change](#)" drawn from the 2012 Paralympics, shapes every aspect of provision. It reflects a belief that pupils should not be shielded from challenge but supported to meet it, and that young people thrive when they see themselves represented, stretched and celebrated. This philosophy underpins the school's culture, curriculum and relationships, driving an environment where movement, aspiration and belonging work together to help pupils flourish.

Universal PE with Differentiation – 166 Minutes Weekly

Physical education at Clare Mount is a universal entitlement and a core regulatory mechanism woven into the school's identity. Pupils receive an average of 166 minutes of PE each week, a commitment protected in the timetable despite the pressures that often reduce PE time in specialist settings. This consistency reflects a deep belief that movement is essential for emotional regulation, confidence, communication and long-term wellbeing.



What makes Clare Mount's PE offer distinctive is the way it is universally accessible yet highly differentiated. Staff draw on frameworks such as STEP (Space, Task, Equipment, People) and the Inclusion Spectrum to ensure that every pupil can participate meaningfully, regardless of need, profile or starting point. As one leader explained, "Whenever we have a lesson, everyone should be involved in the warm-up because they belong to it, but if we go in slightly different directions to meet need, that's absolutely fine."

This approach ensures that PE is both inclusive and ambitious. Pupils with autism, ADHD, dyslexia or moderate learning difficulties experience success through carefully adapted tasks, predictable routines and scaffolded challenge. Activities such as AquaCore, KO8 bands, sensory circuits and low-conflict movement options provide regulation for pupils who may become dysregulated in traditional team sports. Staff model participation by wearing PE kit and joining activities, reinforcing that movement is valued and joyful.

The curriculum is also designed to build life skills alongside physical competence. Through My Personal Best and the PE Life Skills curriculum, pupils develop resilience, communication, self-belief and teamwork, competencies that transfer directly into classroom learning and future employment.

Pupils describe feeling more settled, more confident and more capable; staff report improved focus and smoother transitions; and families note increased activity at home.



Students who've got the right attitude towards sport and wellbeing... that is exemplified by their engagement and attendance.

HEADTEACHER

Movement Regulation, Time-Out and Active Corridors

Movement is a core regulatory tool woven into the rhythm of the Clare Mount school day. For pupils with autism, ADHD, sensory processing differences and moderate learning difficulties, the ability to regulate through movement is essential for emotional stability, focus and learning. Clare Mount has built a system that treats movement not as a reward or escape, but as a skill pupils learn to use independently.



At some point these children are going to leave us and they need to be able to regulate themselves.

LEADER

The approach begins in Year 7, where pupils are taught what regulation feels like, how to recognise rising anxiety or sensory overload, and how to request or take a movement break appropriately. Initially, these breaks are supported by a teaching assistant, but the long-term goal is independence. Pupils gradually transition to using timers, taking five-minute breaks, and returning to class calmly and purposefully.

Finding the right movement is key. Staff learned that traditional options like football could escalate some pupils rather than settle them. In response, the school developed a diverse menu of regulatory activities: sensory circuits, KO8 bands, AquaCore, low-arousal movement patterns and short bursts of repetitive exercise. These options provide the "two-hour burn-off" effect that research suggests is more effective than short sensory-room interventions.



The next evolution is Clare Mount's active corridors, a creative redesign of school spaces to embed regulation into the environment. Assault bikes placed on upper and lower floors, wall-sit stations, handprint press-up zones and other micro-movement stations allow pupils to regulate without wandering the building or losing learning time. Staff describe this as "sneaking movement in," making regulation accessible, predictable and safe, a system that builds autonomy, reduces dysregulation, and strengthens pupils' readiness to learn.

Role Models and Catalysts for Change

The 2012 Olympics as a Turning Point

Clare Mount's guiding philosophy was born from a single, bold decision that transformed how the school understood its pupils' potential. In 2012, leaders were offered the chance to send a group of autistic pupils to the Olympic Stadium as kit carriers. On paper, it looked impossible. Yet the school chose aspiration over protection, scaffolding the experience carefully and trusting that their pupils could rise to the challenge.



If you read a definition of autism, you probably wouldn't have thought it was a good idea to put them in front of 80,000 people carrying kit on and off.

HEADTEACHER

The pupils' success on the world stage became a defining moment for the school, proving that with the right support, young people with complex needs could excel in environments many would consider overwhelming. This experience crystallised a new cultural direction: Clare Mount would no longer shield pupils from challenge; it would prepare them for it.

The Paralympic motto "role models and catalysts for change" became the school's vision, it reframed expectations, shifting the narrative from "protect and nurture" to "equip, empower and believe". Staff began to see themselves as role models for active, healthy, aspirational living, and pupils were encouraged to see themselves as capable, visible contributors to their community.

This philosophy now permeates daily life. External visitors like freestyle footballer Jamie Knight inspire pupils through lived examples of dedication and resilience, and House names chosen by pupils, Ali, Attenborough, Jordan, Tajiri, celebrate neurodivergent strengths and challenge deficit narratives. The 2012 Olympics gave pupils a moment in the spotlight and reshaped the school's identity. It proved that Clare Mount students are not defined by their diagnoses, but by their potential and that with the right scaffolding, they can stand confidently on any stage.





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Crown Hills Community College **Aspiration, Commitment and Success**

Intent

Crown Hills Community College is a large, diverse secondary school in Leicester where aspiration, commitment and success are daily expectations. As a specialist Sports Academy, the school places physical activity and personal development at the centre of its identity, using movement, teamwork and challenge to build confidence and belonging. Despite serving a community facing significant socioeconomic pressures, pupils attend at remarkably high levels, with attendance above 96%, signalling a culture where young people feel motivated to be present, engaged and part of something purposeful.

Crown Hills is a school where calm routines, high expectations and rich opportunities in sport and leadership give young people a deep sense of belonging, purpose and the belief that they can achieve more than they ever thought possible.

Wellbeing and physical activity data reveal a powerful pattern; pupils report strong overall wellbeing (WEMWBS 21.48) and moderate-to-high physical activity levels (PAQ-C 2.81). More striking, however, is the sizeable wellbeing gap between the most and least active students: those who are highly active score over six points higher on wellbeing measures than their less active peers, suggesting that movement is transformative in this context. Physical activity appears to act as a protective factor, supporting emotional regulation, confidence, social connection and readiness to learn.

Crown Hills' approach is built on clarity and consistency. Expectations are explicit, routines are predictable, and achievement is systematically recognised. The school's values are lived through daily practice, shaping how pupils behave, how staff teach and how the community understands success. In this environment, physical activity becomes more than sport; it becomes a mechanism for aspiration, resilience and belonging

Sports Academy and Sports Leaders

Motivation, Identity and Belonging

The Sports Academy and Sports Leaders programmes are two of the most powerful engines of motivation and belonging at Crown Hills. They give young people a reason to show up, a place to belong, and a role that shapes how they see themselves. In a large, diverse school where many pupils navigate long days, crowded homes and limited access to structured activity outside school, these programmes offer identity, purpose and connection.



It keeps on pushing me forward... telling me to keep on improving every single day.

STUDENT



The Sports Academy provides expert coaching in sports such as fencing, cricket, football and badminton, giving pupils access to high-quality training that many would not otherwise experience. Students describe the Academy as a source of drive and aspiration. The expectation of commitment is clear, attendance, behaviour and effort must be strong to remain part of the programme. This creates a powerful motivational loop, pupils want to attend school because they want to attend their Academy sessions, and they want to behave well because their place in the Academy depends on it.



I've learned how to talk to people... even adults I don't know.

STUDENT

The Sports Leaders pathway offers a different but equally meaningful form of belonging. Pupils learn communication, teamwork and conflict-resolution skills, and then apply them in real contexts, leading warm-ups, supporting younger pupils, guiding parents at events, or representing the school publicly. One student explained how these experiences shaped their confidence, another described using leadership skills to resolve conflict among peers.

These programmes create communities within the wider school, groups where pupils feel recognised, trusted and part of something bigger than themselves. For some, they become the place where they "find their people"; leadership becomes belonging, and belonging becomes motivation. Together, the Sports Academy and Sports Leaders programmes turn physical activity into identity, aspiration and connection, powerful drivers of attendance, engagement and pride.

The Brettow Award

Recognising Achievement, Building Character and Strengthening Belonging

The Brettow Award is a central pillar of Crown Hills' personal development journey, providing a structured, six-year pathway that recognises far more than academic attainment. It celebrates commitment, service, resilience and character, the qualities that shape confident, capable young people. The Brettow Award offers a clear, motivating framework that helps them see their own progress and feel proud of who they are becoming.

The award is deliberately inclusive, every pupil participates, and every pupil has the opportunity to succeed. Activities span teamwork, leadership, physical challenge, cultural experiences, volunteering and personal growth. This breadth ensures that recognition is not reserved for the loudest, the most athletic or the highest attaining; instead, it captures the full range of strengths that young people bring to school. As one pupil put it, "You feel proud of yourself for the things you've accomplished."

The award also acts as a powerful motivator for attendance and engagement as pupils know that consistent effort, positive behaviour and participation in school life contribute to their progress through the award levels. The end-of-year reward trip, eagerly anticipated and widely discussed, reinforces this sense of achievement, and for many, it becomes a tangible symbol of their commitment across the year.

Most importantly, the Brettow Award strengthens belonging, giving pupils a shared language of success, a collective journey and a sense that their contributions matter. By recognising the whole child, their effort, kindness, leadership and resilience, the award helps young people feel seen, valued and connected to their school community.



“First Time, Every Time”

A Behaviour System That Protects Calm, Consistency and Staff Wellbeing

Crown Hills’ centralised behaviour system is one of the most powerful mechanisms underpinning the school’s calm, predictable culture. Built on the principle of “**first time, every time**”, the system removes ambiguity for pupils and emotional labour for staff, with clear, consistent and non-negotiable expectations: pupils know exactly what will happen if they do not meet the standard, and teachers are freed from the burden of negotiation, escalation or conflict.



Happy and well-supported staff share their positive energy with pupils, creating a more engaging and effective learning environment.

PRINCIPAL

The behaviour team, not classroom teachers, manages all follow-up, including collecting pupils, contacting families and running detentions. As one staff member put it, “**They take the noise away... we can just teach.**” Teachers repeatedly describe the relief of not having to “**do the emotional labour**” of behaviour management, a phrase used by the behaviour lead to explain why consistency matters so deeply in a community where many pupils live with instability or overcrowded housing.

The system is not harsh; it is predictable and pupils experience it as fairness. They know the rules, they trust the routines, and they understand that adults will respond consistently. One student explained, “**Teachers always ask, ‘Is this what we expect from a Crown Hills student?’ And we know the answer.**” This shared language reinforces belonging and reduces conflict, allowing relationships to flourish rather than fracture under pressure.

For staff, the system protects their wellbeing by reducing stress, emotional exhaustion and the cognitive load associated with managing behaviour alone. Teachers report calmer classrooms, smoother starts to lessons and more capacity to focus on pedagogy and relationships. The result is a workforce that feels supported, trusted and able to thrive.

In a context where many pupils face unpredictability outside school, Crown Hills’ behaviour system provides the stability, safety and clarity that enable both staff and students to flourish.





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Kensington Primary School **A Place Everyone Loves To Be**

Kensington Primary School serves 655 pupils aged 4-11 in Newham, East London, one of the most culturally diverse areas in the country, with 83% of pupils speaking English as an additional language and representing over 40 home languages. Despite operating in a context of high socioeconomic disadvantage, Kensington maintains strong attendance (95.06%) and achieves wellbeing outcomes (SWEMWBS 23.84) above national averages for primary schools.

The school's average physical activity levels (3.60 on PAQ.C scale) and happiness scores (7.33/10) reflect a population that is active, engaged and thriving. Kensington's approach centres on creating belonging in diversity, ensuring every child, regardless of language background or cultural heritage, feels they are in a place they love.

Kensington Primary is a school where movement, relationships and emotional safety are deliberately woven into every part of the day so that children feel calm and confident. An approach that underpins Kensington's identity as *"a place everyone loves to be"*.



We want our children to be safe, happy, healthy and loved. And that's it. Now, of course, we're here to educate. Of course, that's what we're held to account for. But we have an understanding that if we don't have that platform, then we're not going to be able to achieve those educational outcomes. **EXECUTIVE HEADTEACHER**

Movement Initiatives at Kensington Primary School

Movement is a core pillar of Kensington's wellbeing culture, woven deliberately through the school day to support regulation, joy, social connection and readiness to learn. In a community where many children have limited access to outdoor space, the school treats movement as essential infrastructure for physical and emotional health. Pupils repeatedly describe feeling *"energised," "refreshed,"* and *"ready to learn"* after being active, and staff view movement as a mechanism that boosts focus, confidence and mood.

Kensington's movement offer is anchored in three key initiatives: *Workout Wednesday*, *OPAL playtimes* and a *research-informed PE and physical health curriculum*. Workout Wednesday is a whole-school ritual where pupils, staff and families begin the day with collective movement in the playground. Led by the PE Lead, it sets a positive tone for learning and strengthens social connection.

OPAL (Outdoor Play and Learning) transforms playtimes into rich, choice-driven movement experiences. Children run, climb, dig, scooter and invent games in an environment staff describe as *"controlled chaos,"* where autonomy and joy drive high engagement. Pupils link OPAL directly to regulation and learning readiness. Alongside this, Kensington delivers structured fitness sessions three times a week and a skills-based PE curriculum that builds stamina, coordination and lifelong physical literacy.



Movement for Regulation: Calm Corners and Purposeful Breaks

Kensington treats movement as a regulatory tool as much as a physical one, embedding opportunities for children to reset, breathe and regain emotional balance throughout the day. In a community where many pupils arrive carrying the sensory load of crowded housing, busy households and limited private space, these moments of movement and calm are essential for wellbeing. Pupils describe feeling “**more calm and relaxed**” after active play, and teachers observe that movement helps children return to learning with a steadier emotional baseline.

Calm Corners are a central feature. Every classroom includes a dedicated regulation space equipped with water, sensory items or soft furnishings, allowing pupils to step away briefly, move their bodies, lie down or simply breathe. These spaces are non-punitive and used with autonomy, signalling trust in children’s ability to self-regulate. One pupil explained, “**I ask my teacher if I can go to the calm corner and regulate myself,**” while another described going there to “**feel calm.**” Teachers note that these spaces prevent escalation and support pupils with higher sensory needs. Teachers also integrate short, purposeful breaks, moments of stretching, movement, breathing or active transitions, to reset attention and reduce cognitive overload. These breaks align with the school’s neuroscience-informed **Curriculum K**, which is a bespoke curriculum tailored for their children. It emphasises pacing, chunking and movement to support learning.

Together, Calm Corners and purposeful breaks create a rhythm to the school day that protects emotional safety, supports self-regulation and ensures pupils can re-enter learning feeling grounded, focused and in control.

Outdoor Lessons and Learning

Outdoor learning is a deliberate and valued strand of Kensington’s wellbeing-led approach, offering pupils structured opportunities to move, explore and regulate in environments that feel spacious, sensory and freeing. Outdoor lessons provide an essential counterbalance to the urban catchment, a place to breathe, think and learn with their whole bodies. Staff describe how being outside “**gets them going**” and helps pupils return to class more settled and ready to engage, while children link outdoor activity to improved mood and focus.

Teachers make purposeful use of nearby parks, playgrounds and green spaces to integrate outdoor learning into Curriculum K, science, literacy, geography and wellbeing sessions. These lessons often involve movement-rich tasks such as exploring habitats, collecting natural materials, engaging in active storytelling. The emphasis is not simply on being outdoors, but on using the environment to deepen learning, strengthen relationships and support regulation. Pupils describe feeling calmer and happier after time outside, with one child explaining that being outdoors makes their “**brain a little more happy.**” Outdoor learning also strengthens social connection. Open spaces allow children to collaborate more freely, negotiate roles, solve problems and practise communication skills in ways that feel less pressured than the classroom. Teachers observe that pupils who may struggle with attention or emotional regulation indoors often thrive outside, showing increased confidence, curiosity and persistence.

By embedding outdoor lessons into the weekly rhythm of school life, Kensington ensures that movement, exploration and nature are core components of learning, providing experiences that support regulation, boost wellbeing and help children return to the classroom feeling grounded, energised and ready to learn.





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Manchester Communications Academy

Wellbeing as a Foundation for Excellence

Intent

Manchester Communications Academy (MCA) serves 1,261 pupils aged 11-16 in North Manchester's Harpurhey and Moston communities, an area characterised by significant socioeconomic disadvantage. With 61% of pupils eligible for free school meals (vs 27.3% national average) and 44% speaking English as an additional language (vs 18.6% national average), MCA's population faces substantial barriers to learning.

Despite this context, the school achieves attendance of 95.47%, wellbeing scores of 21.99 (WEMWBS), and physical activity levels of 2.75 (PAQ.C). Survey data reveals a 4.52-point wellbeing gap between highly active and low-activity pupils, demonstrating movement's significant impact. MCA's approach rejects deficit narratives, instead positioning wellbeing as the necessary foundation upon which educational excellence builds.

Comprehensive Mental Health Support

Cornerstone and the At Home Project

Manchester Communication Academy has built a mental-health support system that is unusually comprehensive for a secondary school, designed to meet the complex realities of a community facing high levels of deprivation, housing instability and chronic stress. Two pillars define this approach: Cornerstone, the school's in-house regulation and crisis-support provision, and the At Home Project, a pioneering housing-advocacy initiative that tackles one of the most significant determinants of pupil wellbeing.

Cornerstone provides a structured, therapeutic space for pupils experiencing acute emotional distress, dysregulation or crisis. Led by a dedicated practitioner, the provision offers immediate support, proactive interventions and a clear pathway back into learning. Staff describe it as a place where pupils can be "turned around" rather than removed from the school community. The intent is not to create a long-term sanctuary but a short, stabilising intervention that helps pupils regulate, rebuild confidence and re-enter lessons safely. As one leader explained, the aim is to "get them in, look after them, turn them around, get them back into learning."

This approach prevents escalation, reduces exclusions and ensures that emotional crises do not become barriers to education.

Manchester Communication Academy is a school that refuses to let context define potential, building a community where every young person is kept safe, happy, healthy and loved so they can thrive in learning and in life.



For our pupils, and the context for their lives and what they value from their school experience; sport and play act as an important foundation for their social connections, their mental health, and their sense of belonging.

HEADTEACHER



The At Home Project extends the school's mental-health strategy beyond the gates, recognising that housing insecurity is one of the most significant threats to wellbeing. Working with Shelter, Manchester Council and local charities, the school supports families facing unfit accommodation, eviction, temporary housing or homelessness. The team advocates on behalf of families, navigates complex systems, and provides practical support such as access to washing facilities, cooking spaces and transport. In its first year, the project supported 98 families, nearly 500 individuals, ensuring that children remained safe, stable and able to attend school.

Together, Cornerstone and the At Home Project form a wraparound mental-health system that addresses both the emotional and structural pressures pupils face. MCA's approach recognises that wellbeing is inseparable from context, and that schools can play a transformative role in both.

Formula One Team Ethos and Staff Recognition

Manchester Communication Academy's "Formula One team ethos" is one of the most distinctive and culturally powerful elements of its wellbeing approach. It is a deliberate rejection of hierarchy, replacing traditional school structures with a philosophy that values every role, from canteen staff to senior leaders, as essential to the success of the whole organisation. As the Headteacher explains, in a Formula One team "the driver crosses the finish line, but without the pit crew, without the engineers, without the person making the coffee, that car doesn't move." This metaphor shapes how staff see themselves and each other, creating a culture where contribution, not status, defines worth.

This ethos is made tangible through a series of recognition practices that ensure staff feel seen, appreciated and valued. The MCA Hero programme invites pupils and colleagues to nominate staff weekly for acts of kindness, professionalism or impact. At the end of the year, every member of staff receives personalised appreciation cards, treasured reminders that their work matters. One teacher described keeping every card:

"When you're having a tough day, you pull them out and remember why you're doing this."

Material gestures reinforce this emotional culture. Free tea and coffee, a weekly £7 food allowance, and a dedicated staff wellbeing room signal that the school takes staff care seriously. The much-loved "brew trolley", appearing during back-to-back lessons, provides not only a hot drink but a moment of connection and recognition. Staff describe it as "my most favourite thing that happens."

This culture of recognition strengthens psychological safety, reduces burnout and fosters loyalty, ultimately freeing up literal and metaphorical time and space to allow staff to engage in providing student experience activities.



Thrive Programme: Skills for Life

The Thrive Programme at MCA is a cornerstone of the school's commitment to preparing young people not just for exams, but for adulthood. Designed as a progressive Bronze–Silver–Gold pathway, Thrive equips pupils with the practical, social and personal skills they need to navigate life confidently. In a community where many families face housing instability, financial pressure or limited access to wider opportunities, Thrive provides structured experiences that broaden horizons and build capability.

Every pupil engages with Thrive each year, completing challenges that range from essential life skills, sewing on a button, doing laundry, cooking a meal, to aspirational experiences such as attending cultural events, completing college applications, or undertaking work experience. This breadth ensures that pupils develop both independence and cultural capital, while also recognising achievements that may otherwise go unnoticed.

The programme's impact is twofold; firstly, it builds genuine competence, pupils learn how to manage everyday tasks, organise themselves, and take responsibility, skills that directly support wellbeing and readiness for adulthood. Second, Thrive creates a tangible record of achievement. Students compile evidence of their challenges, which becomes a powerful resource when writing personal statements or preparing for interviews. As one staff member noted, pupils "see growth from Year 7 to 11... and articulate achievements confidently."

Because every pupil participates, Thrive also strengthens belonging, the programme becomes a shared journey, reinforcing the school's ethos that success is not defined solely by academic performance. Pupils recognise their own progress, celebrate milestones, and feel proud of the breadth of their development.

By embedding life skills, confidence-building and personal development into the fabric of school life, the Thrive Programme ensures that MCA students leave with qualifications, and with the resilience, independence and self-belief needed to thrive beyond school.





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St Breock Primary School

Learning, Love and Laughter

Intent

St Breock Primary School serves 213 pupils aged 4–11 in the rural village of Wadebridge in Cornwall. As a small village school, St Breock faces challenges typical of rural settings: geographic isolation, limited access to specialist services, and small cohort sizes that require multi-age teaching. Despite these contextual factors, the school achieves remarkable outcomes: attendance of 94.73%, wellbeing scores of 23.22 (WEMWBS), physical activity levels of 3.62 (PAQ.C), and high happiness ratings 7.59 out of 10.

St Breock's success stems from its commitment to knowing every child deeply, leveraging the rural environment as asset rather than limitation, and embedding wellbeing support through dedicated staffing. The school's motto, "Learning, Love and Laughter", is an operational reality.


St Breock is a school where children are **known, nurtured and empowered** through a culture that blends **movement, relationships and joyful belonging** so that every pupil feels seen, supported and able to thrive.


The Role of the Wellbeing Practitioner

Targeted Support, Early Intervention and a Culture of Care

St Breock's dedicated Wellbeing Practitioner is a cornerstone of the school's whole-child approach, providing a level of emotional, relational and therapeutic support that sits far beyond what most primary schools can offer. Her role is deliberately structured to ensure that wellbeing is not reactive or crisis-driven, but embedded, proactive and personalised. Working across universal, targeted and one-to-one provision, she acts to link pupils, families, teachers and external agencies to create a coherent support system around each child.

Her work begins with early identification, using termly Boxall Profiles, every child is screened for emerging social, emotional and mental health needs, ensuring that "nothing is left to chance; we're screening them all once a term." This data-informed approach allows her to intervene early, preventing small worries from becoming entrenched barriers to learning. She leads targeted group sessions that build confidence, emotional literacy and resilience, and provides one-to-one support for pupils experiencing anxiety, trauma or low self-esteem

 A child that doesn't belong is the biggest challenge to their school experience.
HEAD OF SCHOOL

 Many children "just need to feel thought of, that someone has noticed them. That they matter."

WELLBEING PRACTITIONER



The role extends beyond pupils, she is a daily presence on the school gate, building trust with families and offering informal support that often becomes the gateway to deeper help. Parents describe the environment she creates as non-judgemental and accessible.



There's no stigma... every child sees it as something valuable.

WELLBEING PRACTITIONER

Her work is further strengthened by partnerships with NHS mental health support teams, enabling pupils to access CBT and specialist interventions when needed. This model of school-based relational support combined with clinical expertise, ensures that children receive the right help at the right time.

The wellbeing practitioner's presence anchors St Breock's wellbeing culture, embodying the school's belief that emotional safety is the foundation for learning, and her work ensures that every child has someone in their corner.

Outdoor Learning in the Natural Environment

Outdoor learning is a defining feature of St Breock's wellbeing and curriculum offer, rooted in the belief that movement, nature and sensory experience are essential for children's emotional regulation, engagement and holistic development. Situated in a landscape rich with woodland, trails and coastal environments, the school makes purposeful use of its surroundings to create learning experiences that are active, embodied and deeply connected to place.

Rather than treating outdoor learning as a standalone subject, St Breock embeds it across the curriculum. Teachers take science, geography, art and even English outside, using the natural environment to spark curiosity, deepen understanding and sustain focus. One teacher described a recent activity where pupils performed stories in the outdoor amphitheatre: "It was such a simple activity, but they enjoyed it, were active, and remembered it." These experiences blend movement with meaning, helping children anchor learning in sensory memory.

The school's outdoor spaces, the Wild Woods, sensory pathways, climbing wall, mountain bikes and open grounds, function as both learning environments and regulation tools. Staff observe that being outdoors enhances listening, attention and emotional balance, particularly for younger pupils. "They go up to the Wild Woods a lot," one staff member explained. "It helps with listening skills and engagement."

Outdoor learning also strengthens inclusion, pupils who may struggle with classroom-based tasks often thrive outside, where movement, exploration and hands-on tasks reduce cognitive load and increase confidence. Activities such as gardening, conservation, beach-based lifesaving and trail exploration draw on Cornwall's natural assets and broaden children's sense of capability and belonging.

By weaving outdoor learning into school life, St Breock ensures that nature is a daily resource for wellbeing, regulation and academic engagement. It reflects a school culture that understands children learn best when they feel grounded, connected and free to move.



Student Voice and Leadership

Run Club and Treasure Hunt Club

Student leadership at St Breock is lived, practical and influential. The school deliberately creates structures where pupils can design, lead and refine activities that matter to them, strengthening agency, confidence and belonging. Two standout examples are the pupil-led **Run Club** and **Treasure Hunt Club**, both conceived, organised and delivered by children themselves.



Everybody has a responsibility... it makes them feel part of something.

TEACHER

Student leadership at St Breock is lived, practical and influential. The school deliberately creates structures where pupils can design, lead and refine activities that matter to them, strengthening agency, confidence and belonging. Two standout examples are the pupil-led **Run Club** and **Treasure Hunt Club**, both conceived, organised and delivered by children themselves.

These clubs emerge from a culture where pupils are encouraged to share ideas, test them and learn through doing. The regular "**Hot Chocolate Friday**" sessions with the Headteacher provide a dedicated space for children to pitch concepts, plan logistics and reflect on what worked, genuine co-creation. As one pupil leader reflected after running their club, "**We could have done some things better, but we'll learn for next time.**" That mindset, reflective, responsible, and forward-looking, is exactly what the school aims to cultivate.

Staff describe how these opportunities build confidence and social connection, particularly for pupils who may not see themselves as leaders in traditional classroom contexts. Leadership becomes something accessible, enjoyable and rooted in shared interests.

By empowering pupils to lead clubs that are meaningful to them, St Breock strengthens voice, agency and community. These experiences teach children that their ideas matter, their leadership is valued, and they can shape the culture of their school, lessons that extend far beyond the playground.

