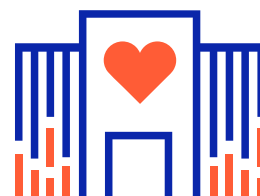


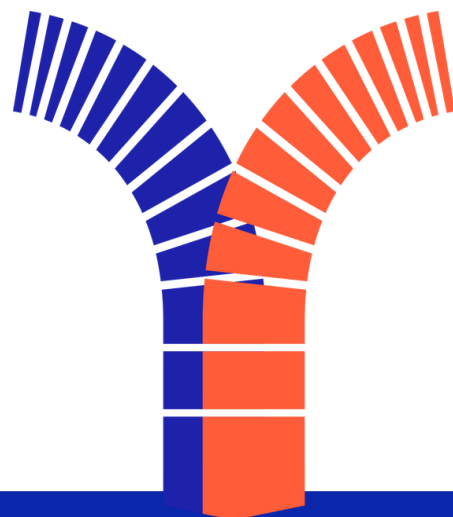


# Leading a Culture Where Everyone Thrives – Practical ideas inspired by St Katharine's CE Primary School

St Katharine's has developed an approach that reflects its own values, pupils and community. The aim of this guide is not to recreate its model, but to help you consider what the same principles could look like in your setting.



*Well Culture.*





## 01 Start with Your Purpose

A whole-school approach is easier to understand and sustain when people are clear about why it matters.

### Try this:

Ask staff to complete the sentence:

"In our school, wellbeing matters because..."

Notice where responses are similar and where they differ. Use this discussion to identify the purpose that should sit behind your approach.

### Beacon insight

St Katharine's connects Everyone Flourishing, Head, Heart and Hands and its Seaside Curriculum through one shared ambition rather than presenting them as separate initiatives.

### Reflect

Would staff across your school give a broadly consistent answer if asked what flourishing means for your pupils?

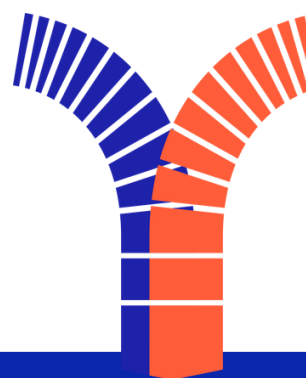


## 02 Connect what already exists

Schools often have valuable wellbeing-related work happening across different teams, but the connections are not always visible.

This may include:

- PE, school sport and physical activity
- inclusion and SEND
- PSHE and personal development
- behaviour and attendance
- staff wellbeing
- pupil voice
- family engagement



### Try this

Place your school vision in the centre of a page and map the areas already contributing to it.

Discuss:

- Where are the strongest links?
- Which areas operate separately?
- Where might activity be duplicated?
- What could be better aligned without adding more work?

### Beacon insight

At St Katharine's, leadership has focused on showing how different areas contribute to the same story, rather than creating another standalone strand.

### Reflect

Is the next step to introduce something new, or to connect and strengthen what is already happening?



## **03 Listen before deciding**

A school's approach should reflect the experiences of the people within it. Staff, pupils, parents and governors may identify different strengths, pressures and priorities.

### Try this

Use three simple prompts with different groups:

- What currently helps people thrive here?
- What sometimes gets in the way?
- What could make a positive difference?

Look for repeated themes rather than trying to respond to every individual comment.

### Beacon insight

St Katharine's has used community voice to understand need and shape an approach that feels authentic to its setting.

### Reflect

Whose experience is currently least visible in your wellbeing planning?



## 04 Consider the wider role of movement

Movement can support more than activity levels. It can contribute to:

- relationships and connection
- emotional regulation
- confidence and belonging
- pupil leadership
- transitions and readiness to learn

### Try this

Choose one point in the school day where pupils commonly find regulation, focus or transition difficult.

Explore whether a short and purposeful movement opportunity could help. Gather simple feedback from pupils and staff about the difference it makes.

### Beacon insight

St Katharine's uses movement as part of its wider culture and relational approach, not only within PE lessons or organised sport.

### Reflect

Where is movement already supporting wellbeing in your school, even if it is not currently described in that way?



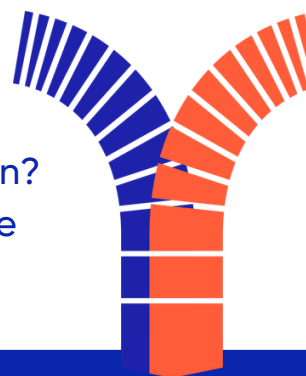
## 05 Make the vision visible in practice

A vision becomes meaningful when people can see how it influences decisions, relationships and everyday routines.

### Try this

Take one current school priority and ask:

- How does this connect with our wellbeing ambition?
- What would pupils and staff experience if we were doing this well?



- What practice already supports this?
- Where is there inconsistency?

Use the discussion to identify one area that could be clarified or strengthened.

### Beacon insight

At St Katharine's, the shared vision influences curriculum development, staff conversations and school improvement. It is not treated as a separate wellbeing project.

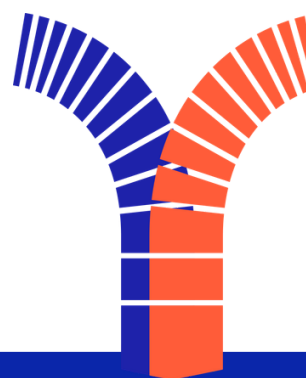
### Reflect

Where would a visitor see your commitment to wellbeing in action, without needing to read a policy?

### A useful starting conversation

You may wish to use these three questions with colleagues:

1. What does flourishing look and feel like in our school?
2. What are we already doing that contributes to it?
3. What connection could we strengthen next?





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