

My son recently joined the school, part-way through Year Three. The decision to move schools wasn't easy, but the transition was made largely to support his emotional resilience and sense of wellbeing. Having been at the school for around three months now, it is clear that the school's culture truly values the happiness and emotional welfare of the children. The staff team work noticeably well together to provide a nurturing environment that supports children and their families daily, whilst providing further help should it be needed. As a direct result of joining the school, my son has a better awareness of his range of emotions and has developed strategies for managing them. He is now familiar with the term 'wellbeing' and recognises the role it plays in his daily life and achievements.

Parent of Year 3 Child

From the beginning, Boughton and Dunkirk Primary School have created such a positive and supportive environment for our two children. The staff have been quick to observe and identify the additional needs they required and put in place carefully crafted education and behaviour plans and support networks for them. They have been proactive in assisting us with additional resources to help build the children's confidence in the school as a whole.

Both of our children are "Previously Looked After" and the school has not only always kept up excellent communication with us, but also with the children themselves, with them often commenting that they had a "catch up chat" with their teacher.

Things like the coffee mornings, weekly newsletters and other types of communication that come home mean we never feel out of touch with what is going on in the school, and I know that this is felt by all of the parents that I spend time with.

Our children have two dads and the school has been fantastic in helping them and other children understand every family is different. The school have been really proactive in consulting us when special occasions like Mother's Day come round, managing their emotional wellbeing by coming up with alternative options for them. The staff are also really brilliant at supporting the children outside the classroom. For example, their teachers attended their local Pride celebration and the joy in the boys' faces when they saw their teachers there was very special.

Parent of children in YR and Y1

I feel that the subject of wellbeing is explored in many different ways, whether that is through focus/themed weeks across the whole school or in class, with smaller more ad hoc activities. My children have often spoken about completing random acts of kindness, or leaving secret positive affirmations for their classmates and they are always excited and engaged.

In the more school-wide focused initiatives it is always great to see information and support material for children and grown ups shared on the school's Facebook page. This is always interesting, relevant and useful.

My children have been taught a number of wellbeing techniques, for example breathing exercises (with the use of a teddy bear!) and ways to let off steam if needed, which I have seen them using independently at home. I believe this demonstrates the power of these simple yet effective coping mechanisms.

There are many activities and clubs for children to attend to support their interests outside the school day. There are also lunchtime wellbeing activities in the warmer months and it is always lovely to see pictures of what the children have been getting up to, they always seem to be enjoying themselves.

The school newsletter is used to share updates around a variety of support initiatives available for families which shows that there is a strong desire to extend the school's care into the wider community.

Overall, I am very happy with the way wellbeing is handled within the school and feel both my children have benefited from the support they have received.

Parent of children in Y1 and Y3

As a parent with two very different daughters at Boughton I have always been impressed with the school's integrated approach to wellbeing. Through a range of activities and initiatives, the school have genuinely created a culture where wellbeing is prioritised.

My eldest daughter can be anxious at times and has often struggled with 'worries'; things that might seem trivial to an adult but sometimes become overwhelming for her. She has been supported at all levels including been given time with the school's wonderful FLO Laura. Laura has always managed to strike a balance between working with us as parents to align on strategies and provide advice; while remaining absolutely focused on our daughter and her needs. Sometimes she has worked on specific issues, sometimes she has provided guidance, and sometimes she has just provided a safe space to talk. This support has been so valuable both to us, and our daughter. She knows she is never alone, that it's good to talk and that a trusted adult can be a real help if you are ever struggling.

As well as a little more support when needed, the whole school approach to wellbeing at Boughton is impressive. A range of initiatives have included whole school wellbeing activities, a focus on kindness, a varied range of extra-curricular clubs/opportunities for the children, anti-bullying ambassadors, a dedicated wellbeing room (with a steady supply of loom bands if you just need some time out!) and caring teaching staff who really get to know the children.

I had assumed the prioritisation and focus on wellbeing was standard for primary schools but upon talking to friends, work colleagues and relatives I realised it is not. It's clear to me that Boughton has achieved something very special and I am very grateful for that. The overall impact for both my daughter's has been to normalise talking about their wellbeing and work towards resilience in tackling whatever life throws at them!

Parent of children in Y5 and Y6

When I was first shown around Boughton Under Blean and Dunkirk Primary school, the head teacher mentioned that he wanted happy staff as this would then show in everything they do for the pupils. This is very noticeable in the very low staff turnover and gives the school a settled, community atmosphere.

My son arrived at the school very nervous but due to the very nature of the school's ethos, he soon settled and made friends. His first year year was hit with lockdowns and the class teacher made it her priority to look after the welfare of her class, particularly focusing on their well-being. Also during these times, the school's priority was keeping everyone safe and the twice weekly check ins on google classrooms and constant communication just showed how much the school went above and beyond to look after its pupils.

The staff are all very approachable- their interaction with the children shows that they know them very well. They take on parents' concerns and act upon them. They are constantly trying to find new ways to improve pupils' well-being. They have start to teach their learners about how to regulate their emotions, especially through the use of zones of regulations. This will be invaluable!

Pupil voice is another important part to the school's approach in giving their pupils a say. Every class has school councillors, who regularly meet up to discuss ways to improve the school. This is shared in the weekly parent letter.

The children are involved in clubs, which run during lunch times and after school. These clubs are important in developing a well- rounded child, there is even a well-being club. Many sports activities run before, during and after school- showcasing the importance of looking after ourselves physically. My son has been picked on several occasions to represent his school in sports competition-making himself very keen to take part.

The school has a sense of duty not only to look after their pupils that attend the school but also their families. There are often articles in the weekly newsletter talking about how the Family Liaison Officer can help with school uniform or food vouchers, instilling that everything they do is to support the child in school as well as at home. Facebook is often used to share well-being activities with families. The ethos of the school can be seen in every staff member, from the office staff, the wrap around staff, to midday supervisors- they all play an important role in looking after our children.

The feeling of community doesn't just stop at the school gates but carries on into the park and further afield, where the older pupils can often be seen looking after the younger ones. The values of friendship and trust are very obvious to anyone who attends this school. Parents often comment how lucky they are that their child attends a really supportive and caring school.

Parent of child in Y2

My daughter started Boughton last year and to say the support of her wellbeing has been immense is an understatement.

She has come so far with the emotional support the school has given her in the last few months and the positive change in her as my little girl has been amazing.

She considers the school (as do I) as a safe place and is more than comfortable to speak to the staff at Boughton (in particular Laura) about anything that is troubling her with the confidence I have never seen in her before.

School has been made a secure environment for her to speak freely with reduced anxiety and this has all been since starting Boughton-under-Blean last year.

Never before has the wellbeing and support from a school for my daughter shown such a positive change especially when needed most in the last few months and as a parent I couldn't be more thankful for the support of my daughter and also myself .

Parent of Y6 child

The school has been so helpful with supporting both of my daughters with their wellbeing both inside and outside of school. Nothing has ever been too much trouble for the teachers or the family liaison support worker and they have supported both girls on a range of issues from settling in as they didn't join in reception, and with issues such as anxiety, friendships and sleep. When I thought my eldest daughter may have selective mutism, her class teacher even attended a day long workshop on the issue alongside me to help support my daughter but also to gain knowledge to benefit other children. I honestly can't speak highly enough of the care and support they have given to both my girls and to myself as a parent.

Parent of Y6 child

I have four children of varying ages, 3 of which have come through Boughton-Under-Blean and Dunkirk School already with my youngest currently in year 4. I have always been nothing but impressed with the level of wellbeing support not only given to my children personally, but also to the children as a whole within the school.

As a parent here for 17 years, my children have had various needs throughout their time at the school. I have always found the staff easy to approach with any concerns and have never felt judged, my children have always felt comfortable to confide and seek support from varying members of staff and in my opinion, this only reflects what a kind, caring and supportive environment it is.

The school have a wonderful FLO - Laura, who provided support to my middle son during a time of bereavement within the family, not only giving him a safe place to talk about his feelings but referred him for additional counselling which gave him the chance to process what he had been through and give him a sense of closure and a way of managing his emotions. My son still speaks fondly of his year 6 teacher Mr Warner, who really believed in him and installed much-needed self-belief and confidence during his time there.

Laura was also massive support to my middle daughter who was given her diagnosis of ASC whilst at Boughton School. Both prior and after her diagnosis she struggled with anxiety and various other issues which she found increasingly difficult to deal with. My daughter found it hard to confide in people and yet Laura had the patience, kindness, professionalism and knowledge which was invaluable. Laura was, and still is, a key person in my daughter's life, she continues to support her if needed and liaises with her current secondary school going above and beyond. Laura also supported us as a family when times were difficult during this process and when navigating different services such as CAMHS.

The teaching and support staff have an impressive approach to wellbeing and offer a vast number of opportunities and activities to support this. There are currently over 50 pupils who are ambassadors within the school, Sports Leaders, School Council, Worship Warriors, Anti-Bullying Ambassadors and House Captains. Each group contributes to wellbeing from helping to run clubs, leading assemblies, being involved in decision making and celebrating pupils' achievements. There is also a whole timetable of extra-curricular activities that the children can take part in both before and after school. The clubs are chosen with care to ensure there are equal opportunities for all ages and budgets so that no child is unable to attend. The well-being club at lunchtime is also very popular choice with my youngest daughter and her friends, where looms bands are a must!

The school goes above and beyond to support not only their pupils but also their families. The weekly newsletter provides valuable information regarding food and fuel vouchers, financial advice and support, second hand uniform, even offering second hand winter coats for free.

Wellbeing and kindness are a core part of the school with a strong ethos of "doing all the good that they can". Through talking to friends with children at other schools I thought this was common practice, but it is clear that Boughton is unique in its approach to wellbeing, friendships and support, along with a strong sense of community. I feel truly lucky that all my children have been able to attend Boughton School.

Parent of child in Y4