



Elms Bank
School & College

Excellence for All

Form Time Guidance Book

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Part of the

Oak



Learning Partnership

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School Day

Form time includes morning registration (8:50am – 9:30am); afternoon registration (1:10pm – 1:30pm) and Form/bus time (3:00pm – 3:15pm).

College Day

Form time includes morning registration (8:50am – 9:30am); afternoon wellbeing (2:30pm – 3:15pm)

These times should be planned and lead by the form teacher and should allow pupils to develop skills and qualities that reflect the Elms Bank school values, British values and promote wellbeing. Form time should be planned and structured following the guidance outlined in this booklet.



Wellbeing – The Elms Bank Ethos

At Elms Bank we believe that all pupils should be given the opportunity to develop qualities, skills and values that enhance and promote their own wellbeing. All pupils should be prepared to take their place as a valued member of the wider community.

Elms Bank Vision and Values

Elms Bank offers a holistic provision. Our students' achievements and successes are celebrated widely. We use innovative and **aspirational** strategies to increase students' **resilience** and confidence to overcome barriers to ensure their lives are enriched both now and into adulthood. We believe that at the heart of a student's personalised success is exceptional teaching, learning and pastoral care. We pride ourselves on our overwhelming sense of family and community; where every staff member leads with **integrity** and compassion to achieve '**Excellence for All**'

British Values

Underpinning this is the key British Values of identity, tolerance and community.

Identity – *a sense of knowing yourself and where you belong*

Tolerance – *to live and work with and alongside others that have different beliefs and opinions*

Community – *awareness of who lives around us and how we live, work and support each other*

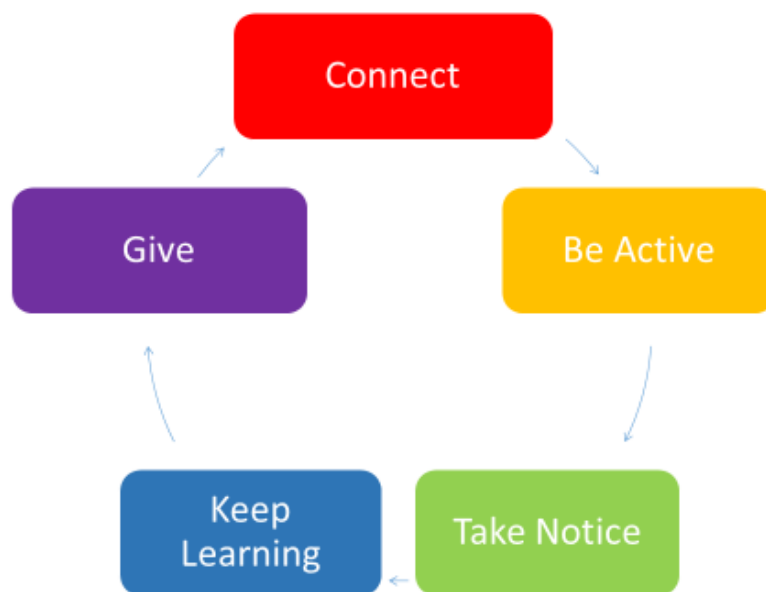
Identity	Tolerance	Community
All about me My family My class My likes and dislikes My beliefs What's important to me	Celebrating diversity Recognising differences Respect for others Respect for the environment Communication Coping with different situations	Where do I live? Who else lives in my community? Community groups Charity support Special events Significant news British cultural events



At Elms Bank we believe form time is an opportunity to embed our ethos and values to enable all pupils to develop qualities, skills and values that enhance and promote their own wellbeing. All pupils should be prepared to take their place as a valued member of the wider community.

We do this using our five steps to excellence.

Five steps to Excellence



Values – How do we deliver this to our students?

Elms Bank Values	Steps to Excellence for All
Aspiration	Keep Learning develop skills and knowledge, achieve the next steps in accreditations, set yourself challenging goals. Take Notice Take notice of the opportunities around you, know who and what happens in your community and beyond aim to be a part of this.
Resilience	Be active , become healthy in your mind and body, develop the skills to overcome barriers and bounce back from setbacks or difficulties. Connect , reach out to communicate with others, being able to ask for help and support, know how to communicate your needs and wants.
Integrity	Connect , with a range of people across the community. Know how to communicate appropriately with others. Understand and follow rules and use socially acceptable behaviours. Give , emphasise with others, know that it is important that we and those around us are happy, know that we can contribute to this through kind actions and thoughts.

Using guidance and resources taken from 'Leading a Mentally Healthy School' identifies five steps to wellbeing for students in school, as described below:

Break-time Activity		
Five Ways to Wellbeing		
<i>From: centre for wellbeing: new economic foundation (nef): "Five Ways to Wellbeing"</i>		
Ways to wellbeing	nef description	Bringing the Ways into school: staff / pupils
Connect	... with the people around you. With family, friends, colleagues and neighbours. At home, work, school or in your local community. Think of these as the cornerstones of your life and invest time in developing them. Building these connections will support and enrich you every day.	
Be Active	Go for a walk or run. Step outside. Cycle. Play a game. Garden. Dance. Exercising makes you feel good. Most importantly, discover a physical activity you enjoy and that suits your level of mobility and fitness.	
Take Notice	Be curious. Catch sight of the beautiful. Remark on the unusual. Notice the changing seasons. Savour the moment, whether you are walking to work, eating lunch or talking to friends. Be aware of the world around you and what you are feeling. Reflecting on your experiences will help you appreciate what matters to you.	
Keep Learning	Try something new. Rediscover an old interest. Sign up for that course. Take on a different responsibility at work. Fix a bike. Learn to play an instrument or how to cook your favourite food. Set a challenge you will enjoy achieving. Learning new things will make you more confident as well as being fun.	
Give	Do something nice for a friend, or a stranger. Thank someone. Smile. Volunteer your time. Join a community group. Look out, as well as in. Seeing yourself, and your happiness, linked to the wider community can be incredibly rewarding and creates connections with the people around you.	

These five steps are action words we should use with our students to encapture and develop Elms Bank Values, British Values and student wellbeing.

Connect

Connect

Who

How does it feel to?

Does this affect others?

Does this change your behaviour?



Environment

How do you experience your surroundings?

What are your responses?

Does this have an impact on future decision/choices

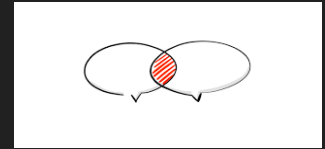


Ourselves

Do you recognise when your body is telling you – physically and emotionally

How does this feel? - Are you able to detached yourself from the activity?

Your response from others – do we listen?



Activities we can use to develop this quality:

- Physio programme
- Daily mile
- Yoga – cosmic yoga
- Jigsaw
- Mindfulness tasks – colouring/craft
- Anticipating the day – planning the day – visual timelines
- Long term creative project
- Behaviour – self regulation strategies
- Singing
- Wake and shake
- Meditation
- Emotions board
- Talk about
- Reward reflections
- Circle time
- Healthy breakfast
- Listen and draw
- Hygiene groups
- Positive self image activities

Be Active

Be Active

Mentally



Physically



Emotionally



Activities we can use to develop this quality:

- Physio programme
- Daily mile
- Yoga – cosmic yoga
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- Mindfulness tasks – colouring/craft
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- Listen and draw
- Hygiene groups
- Positive self image activities

Take Notice

Take Notice

- How do you feel?
- Can you clear your mind?
- Is your mind chaotic?

thoughts



- How can you boost your mood?
- Are you able to calm your anxieties?
- Can you de-stress?

emotions



- Are you present in your surroundings?
- What are you grateful for?
- What positive moments can you have?

surroundings



Activities we can use to develop this quality:

- School rules – class rules
- Community news and discussion
- Circle time – what would you do? Say?
- Action sort – good or better actions
- Recycling - looking after our environment
- Litter pick
- Represent school
- Be an ambassador

Keep Learning

Keep Learning

Skills and Knowledge



Mindset



Activities we can use to develop this quality:

- Study skills
- Independence skills – tying a shoelace/brushing hair properly
- Board games – snap, pairs, loop cards, cards
- Basket tasks
- Timetables – songs games
- Behaviour targets and strategies
- Spellings – phoneme/word of the week
- Work based jobs
- School leadership
- Quiz
- Weekly target – linked to EHCP

Give

Give

- Smile – how does that feel?
- Value others – say thank you
- Value what you have – gratitude list?

Thank
you



- Kind thoughts and words
- Helping actions
- Helping others – community or simply having manners

Help
others



- Look after your possessions
- Look after your area in school
- Look after our world

Greater
good



Activities we can use to develop this quality:

- Wheel chair buddy system
- Buddies/mentors
- Recycling - looking after our environment
- Litter pick
- Charity work
- Helping others
- Jobs and responsibilities
- Class guardian angels
- Charity events
- Friendship

What does that look like for each pathway?

	Thrive	Explore	Inspire
Be Active	Pupils are exposed to learning opportunities and experiences that encourage physical movement. Developing an awareness of their own bodies and the benefits of exercise.	Through different physical experiences and opportunities pupils will develop their understanding of being active and leading a healthy lifestyle.	Pupils will develop their own understanding and have an awareness of the impact of being active physically, mentally and emotionally.
Take Notice	The curriculum should focus on enabling pupils to access opportunities to be present. Staff will be key to facilitating moments of calm, opportunities to communicate their own feelings and make a choice when offered help strategies.	Pupils are supported to recognise and communicate how they feel. They are aware that there are actions, people and places that can help to boost their mood. They are able to select simple strategies/activities that help them to relax or boost their mood.	Pupils are able to recognise and communicate how they feel. They are aware that there are actions, people and places that can help to boost their mood. They are able to self-select strategies/activities that help them to relax or boost their mood.
Keep Learning	Pupils are exposed to learning opportunities and environments that encourage wellbeing. By providing experiences that allow for curiosity, exploration and reward, pupils will learn and retain information.	Through different learning experiences and environments pupils participate and develop their understanding of learning. Pupils with support will identify areas they want to develop and will engage in making choices. By providing experiences that allow for curiosity, exploration and reward pupils will learn and retain information.	Pupils are more aware of the process of learning and environment that they are exposed to. They use this to develop the knowledge and understanding and key skills. They are aware of the goals they want to achieve and see this as a challenge to develop themselves and their wellbeing.
Give	Pupils are exposed to praise, positive greetings and feel valued. They respond appropriately to praise and kindness. They begin to appreciate that smiling and giving praise feels good and helps others.	Pupils are able to communicate how they feel when someone praises them. They initiate this behaviour themselves. They are supported to identify ways that they can help others and engage with this.	Pupils actively greet others politely, accept praise appropriately and give others praise without prompts. Pupils understand the impact of giving and actively engage in larger giving projects.
Connect	Pupils social connections are more limited and rely on a core group of people. They respond to familiarity by developing trust, confidence and belonging. They begin to interact and respond with others with support.	Pupils want to connect with others through social interactions. They understand that they belong to a group and share interests. They are able to communicate with others developing confidence and feel valued. They are more aware of the environment and will comment.	Pupils initiate contact with others through social interaction, communication and seek to develop relationships. Pupils understand the need to connect with others and see it as a tool to develop themselves. They show an interest in the environment and can reflect on their experience.

Thrive – suggested daily/week key elements:

Thrive/SP – Wellbeing routine		
Take Notice	Facilitate a moment of calm and stillness for your class everyday – include all pupils and staff	What's going to work for your class/pathway?
Give	Say thank you to others, show your appreciation.	What's going to work for your class/pathway?
Connect	Greetings and welcoming each other at the start of the day	What's going to work for your class/pathway?
Keep Learning	Providing and exploring new opportunities	What's going to work for your class/pathway?
Be Active	Experience movement	What's going to work for your class/pathway?

Explore – suggested daily/weekly key elements:

Explore – Wellbeing routine		
Take Notice	Facilitate a moment of calm and stillness for your class everyday – include all pupils and staff	What's going to work for your class/pathway?
Give	Do one thing to help someone else each day.	Discuss with your class what they could or did and how it made them and the other person feel?
Connect	Appropriate greetings and acknowledging others.	Do they say hello to each other without staff intervention/support,
Keep Learning	Providing experiences and opportunities that challenge imagination.	What's going to work for your class/pathway?
Be Active	Identifying activities they enjoy and develop a mindset of its impact – build as a routine	Can they say why they are being active



Inspire – suggested daily/weekly key elements:

Inspire – Wellbeing routine

Take Notice	Facilitate a moment of calm and stillness for your class everyday – include all pupils and staff	What's going to work for your class/pathway?
Give	Take responsibility for own environment.	Discuss how good habits can have a wider impact on the environment.
Connect	Initiate greetings and engage in conversations.	Sharing interests and information builds relationships and understanding of others.
Keep Learning	Engaging with learning and using it as a tool to progress.	Understanding of own progress and personal goals.
Be Active	Taking responsibility for engaging in physical activities that provide overall wellbeing	Awareness of impact on self, confidence and self esteem.



Termly Focus

Each term, each year group will focus on one of the five steps to wellbeing. This will be outlined in the Wellbeing Curriculum grid, please see the overview attached to this booklet. The key focus will be the step that is evidenced within the Excellence for All file for that term.



Pathway:		Class:		Date:
	Core structure	This week	The love of reading	British Values: Identity Tolerance Community 5 steps to Excellence for All Connect Be Active Take Notice Keep learning Give
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
WWW:			Next we need to:	



Pathway:		Class:		Date:
	Core structure	This week	Work related learning	British Values: Identity Tolerance Community 5 steps to Excellence for All Connect Be Active Take Notice Keep learning Give
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
WWW:			Next we need to:	

