



Lancashire Association of School Governing Bodies

**LASGB Workshop –  
Wellbeing for Pupils, Staff  
& Governors –  
6 October 2021**

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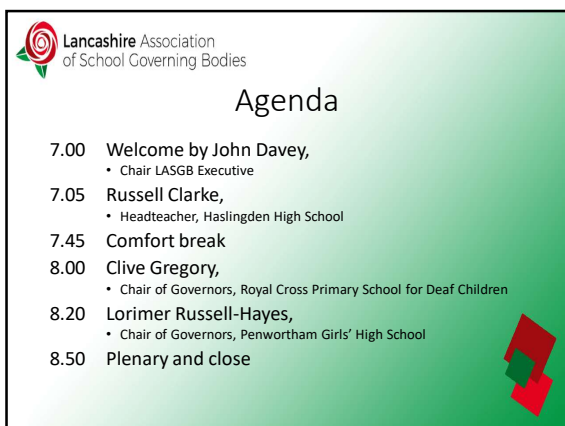
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Lancashire Association of School Governing Bodies

**Agenda**

- 7.00 Welcome by John Davey,  
• Chair LASGB Executive
- 7.05 Russell Clarke,  
• Headteacher, Haslingden High School
- 7.45 Comfort break
- 8.00 Clive Gregory,  
• Chair of Governors, Royal Cross Primary School for Deaf Children
- 8.20 Lorimer Russell-Hayes,  
• Chair of Governors, Penwortham Girls' High School
- 8.50 Plenary and close

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Haslingden High School and Sixth Form



**Developing a  
Whole School  
Wellbeing  
Strategy**

**“Achievement For All”**

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**Aims of the Session:**

*To...*

- develop your understanding of wellbeing
- clarify your role as a governor/governing body
- increase awareness of possible wellbeing approaches
- consider financial implications/support for wellbeing
- Begin to develop the next steps for your context



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**Expectations for the session**



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**Expectations for the session**



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Activity 1?



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Mental Health Foundation

Wellbeing is defined by the Oxford English Dictionary as *'the state of being comfortable, healthy, or happy.'*

However, it is important to realise that wellbeing is a much broader concept than moment-to-moment happiness. While it does include happiness, it also includes other things, such as how satisfied people are with their life a whole, their sense of purpose, and how in control they feel. In this respect, the New Economics Foundation describes wellbeing as the following:

*'Wellbeing can be understood as how people feel and how they function, both on a personal and a social level, and how they evaluate their lives as a whole.'*



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Wellbeing



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## Wellbeing

Figure 1. Life experiences<sup>1</sup> in a class of 30 pupils (Image provided by the Centre for Mental Health).

- One could have experienced the death of a parent\*
- Four could be living in lone parent families\*
- Five could have a mental health difficulty\*
- Five could be living in absolute poverty\*
- Seven may have ever self-harmed\*
- Eleven could have experienced bullying\*

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## Activity 2: Wellbeing...

- How can we measure it?
- Should we measure it? Do we need to?
- If we don't, how can we be confident we are improving wellbeing?

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## Measuring Wellbeing – Individual

(WEMWBI) to measure wellbeing. Good mental wellbeing is about feeling good and functioning well. You may find that your mood goes both up and down so use this tool to monitor it over time. However, this is not intended to replace a consultation with a GP. @casualty101

**Your wellbeing score is average.**  
**Most people have a score between 41 and 59.**  
**You scored 51 points.**

You can still improve your mental wellbeing by taking action today.

There are five evidence-based things we can all take to improve our mental wellbeing. They are:

- 1. Connect
- 2. Be Active
- 3. Take Notice
- 4. Learn
- 5. Give

[Five Ways to Better Mental Health](#)

The WEMWBI questionnaire for measuring mental wellbeing was developed by researchers at Warwick and Edinburgh Universities (see Tennant & Oliver, L., Parkinson & House, P., Joseph, S., Healey, S., Parkinson, J.

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Get Your Mind Plan



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At cohort or whole school level



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Opportunity to Revisit Activity 2

- a. How can we measure it?
  
- a. Should we measure it? Do we need to?
  
- a. If we don't, how can we be confident we are improving wellbeing?



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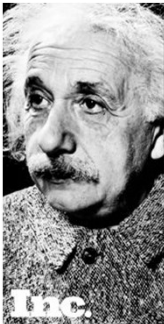
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What can the governing body do.....



"If I had an hour to solve a problem, I'd spend 55 minutes thinking about the problem and five minutes thinking about solutions."  
— Albert Einstein



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Develop an understanding of the challenges



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Session 3: Understanding your school context

1. How confidently could you convey the wellbeing of school staff to someone else on your table group? What evidence would you have to support your discussions?
2. How well does the school support students' wellbeing? How do you know?
3. Covid has inevitably impacted on the wellbeing of adults and children, what other specific challenges does your school face?



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Help to develop a whole school approach



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Develop the right culture.....



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Session 4: What action can we take...



1. How can you as a governor or governing board, help to create the wellbeing **culture** in school / adopt a whole school approach?
1. What steps would/could you take?
1. What would you need to facilitate this process?

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What would help the governors to develop their understanding?



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Working with school leaders directly

NGA - document focussed specifically on the relationship between the governing board and school leaders

<https://www.nga.org.uk/Knowledge-Centre/Best-use-of-Resources/Staffing/Teacher-workload-and-wellbeing/Promoting-wellbeing-an-evaluation-tool-for-governi.aspx>

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Protecting school leaders



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**Protecting members of your teams...**




**Wellbeing**

The Governor Training and Development Team are keen to find out the views of Chairs of Governors regarding their wellbeing and this will help to shape future training provision. A short survey has been developed and the link is given below:

<https://www.surveymonkey.co.uk/r/MT5BRLY>

This survey covers the six key management standards of work design as specified by the Health and Safety Executive i.e. demands, control, support, relationships, role and change and two extra areas which look at personal well-being and the culture of the school.



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**How governors may introduce the topic**



**Governors for Schools document**

**Policy and Structure**

- Is there a current strategy for addressing mental health and wellbeing amongst staff at the school? If so, how was it developed, how often is it updated and what informs it?
- Is there currently a mental health lead either among staff or on the board?
- How does the vision and strategy set by the governing board support and nurture a culture of positive mental health and wellbeing?
- How do we know what the current wellbeing of staff is like? How might we measure it?

**Culture and Practice**

- What support is given to staff concerning their wellbeing? Is information readily available for staff and advice and guidance available for senior leadership? What training is provided?
- What do we do now to help staff to look after their own wellbeing?
- How do we praise and recognise staff performance?
- Do staff members communicate around wellbeing issues?

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**How governors may introduce the topic**



**SLT**

- How are the school leadership team ensuring they themselves have adequate support and are maintaining their own wellbeing at work?
- How can governors support this?
- Do senior leadership model positive working practices?
- Do SLT have dedicated and sufficient release time, to support with the necessary reasoning and planning required?

**COVID-19**

- What staff wellbeing problems have been caused or exacerbated by the pandemic?
- How have policies and procedures been adapted to provide support during the COVID-19 pandemic?

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Whole school focus: Our overarching aim.....



**Achievement for All; for all our students to be safe, happy and successful, developing as individuals into caring, responsible citizens equipped for life in the 21<sup>st</sup> century**

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The School Aims



We strive to:

- create successful learners
- ensure all students experience an exciting, ambitious and inclusive curriculum
- provide access to a wide range of opportunities and experiences
- work in partnership to offer a personalised approach to care, guidance and support
- guide students, helping them to become kind, resilient and ethical individuals

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Wellbeing is part of the offer, not an 'add-on'



School improvement plan

Policies - communication policy

Communications with all stakeholders (bulletin / letters / website)

Staff training

Provision for students - mental health support (internal / external)

Assemblies

Access to support

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Potential session 5: Questions / discussion



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Our school context



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Our school context

- Covid-19
- MEN arena
- Nice Terror Attack
- Suicide October 2019
- Attempt Suicide January 2020
- Attempt Suicide July 2021
- Demographic

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 **Haslingden High School  
and Sixth Form**  
*Achievement for All* Broadway, Haslingden, Lancashire BB4 4EY | 01706 215726

**WELLBEING & MENTAL HEALTH**  
OUR SCHOOL COMMUNITY STRATEGY

**Haslingden High School 2021**

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**WORLD HEALTH ORGANISATION**

“Mental health is a state of wellbeing in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.” (WHO)

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**THE HASLINGDEN HIGH SCHOOL PROMISE**

At Haslingden High School we are committed to supporting the mental health and wellbeing of our students and staff through our proactive approach in advocating positive mental health.

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### NHS RECOMMENDATION

The NHS website suggests there are 5 steps you can take to improve your mental health and wellbeing. Encouraging our students and staff to engage with these steps could help them feel more positive about school, work and able to get the most out of life.



1. Connect with other people
2. Be physically Active
3. Give to others
4. Learn new skills
5. Pay attention to the present (mindfulness)

<https://www.nhs.uk/conditions/stress-anxiety-depression/improve-mental-wellbeing/>

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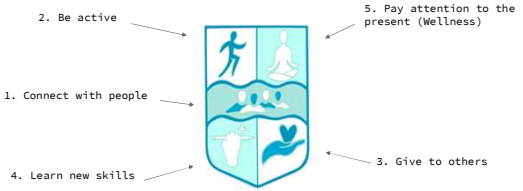
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2. Be active

5. Pay attention to the present (Wellness)

1. Connect with people

4. Learn new skills

3. Give to others

**HHS Wellbeing & Mental Health**

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### HHS WHOLE SCHOOL STRATEGY



Our strategy is that we will focus on one of the 5 steps per term to build a culture of strong mental health and resilience through:

- Form/ class based activities (inspirational youtube videos, small activities etc)
- Assemblies in the term focus on these areas
- Display posters on the corridors/ classrooms /office areas
- Wellbeing focus in the student bulletin
- Encourage staff to talk about the steps during lessons and meetings

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## COMMUNITY WELLBEING JOURNEY

Our overall goal is to establish a more holistic approach to wellbeing which encompasses both staff and student experience.

This is our two year roadmap.

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### 1. Connect with other people:

- help you to build a sense of belonging and self-worth
- give you an opportunity to share positive experiences
- provide emotional support and allow you to support others

- Launch our 'wellbeing' focus twitter
- Good 'news' Friday - one piece of good news about our school,
- Wellbeing Wednesday - inspirational video
- The 'Local Hero'
- Inter form competitions, quizzes, maths challenge
- Secret Santa / Christmas Hampers / Christmas lunch
- Introduce a 'buddy' system Yr10 with Yr7 and Yr12 with Yr8
- Joke of the week / age appropriate comedy video

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### 2. Be Physically Active

- raising your self-esteem
- helping you to set goals or challenges and achieve them
- causing chemical changes in your brain which can help to positively change your mood

- Set whole class form goals/ challenges - collective couch to 5km - class 10km - 10000 steps etc
- Fun sports challenges - crosbar challenge, keepie uppies, longest wiffle throw etc
- Class 2 Grass
- Stand for a task week
- Staff football, rounders, tennis, darts, yoga, fitness class
- Weekly Brain Gym Challenges
- A video / poster advertising a list of local community sporting clubs/teams that students could get involved in.
- PE department could create a video advertising the extra-curricular activities on offer
- Video's created by students who are/ have been successful in active sports from our school encouraging others to get involved.

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**3. Give to others**

- creating positive feelings and a sense of reward
- giving you a feeling of purpose and self-worth
- helping you connect with other people



- Random acts of kindness week
- Charity Day
- List of local charities
- Break time bake sales
- Non- uniform day to raise money for a local charity
- Charity representative to talk about the work that is carried out

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**4. Learn new skills**

- boosting self-confidence and raising self-esteem
- helping you to build a sense of purpose
- helping you to connect with others



- 'Top Tuesdays' best youtube videos for learning - sign language, Chinese, Welsh , yoga, origami, knitting, sewing, juggling, magic tricks, first aid.
- A video from the music department about instrumental lessons
- A video showing the bands, pop groups, choirs etc
- D of E promotional video
- Advertise subject specific clubs

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**5. Pay attention to the present (mindfulness)**

- Mindfulness sessions for each form from LCO
- Mindfulness video sessions to view in form time
- List of mindfulness apps
- Offer to support staff training to deliver mindfulness to activities in form time.
- Advertise wellbeing/ mental health websites for young people.
- Mindful colouring/drawing Art therapies
- (a distraction from intrusive thoughts - [www.mind.org.uk](http://www.mind.org.uk) website)
- Access to quiet spaces (eg supermarkets quiet shopping)



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## STUDENT SUPPORT TREE

If students are struggling there is support in school following our support tree.

This student support tree will be advertised around school to communicate with students the pathways to obtain the support they require.

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## STAFF OVERVIEW OF EXTERNAL STUDENT SUPPORT

HHS Student Support Systems and Services

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## LONG TERM STRATEGY FOR STAFF WELLBEING

- Prioritise staff mental health
- Support staff to take responsibility for their own and others wellbeing
- Give leaders access to the tools and resources to support wellbeing
- Revisit the communications policy
- Ensure staff have a voice in decision making

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### LONG TERM STRATEGY FOR STAFF WELLBEING

- Drive down unnecessary workload
- Champion flexible working and diversity
- Create a good behaviour culture
- Support staff to progress in their careers
- Protect leaders' wellbeing and mental health
- Hold ourselves accountable for measuring staff wellbeing through the Positive Workplace Survey

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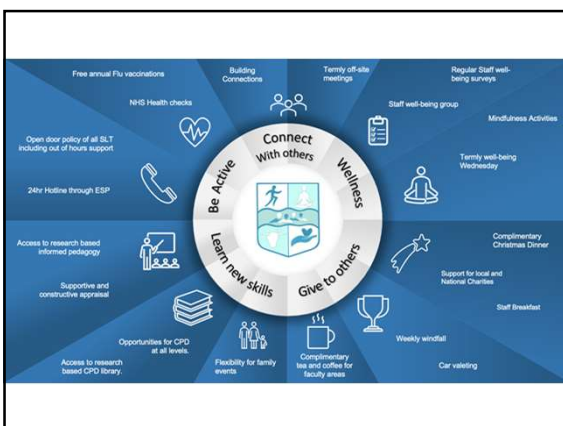
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### NEXT STEPS

1. We welcome feedback on the strategy
2. We would like additional ideas to support the 5 themes
3. Volunteers to contribute to the process

Volunteers would only be required to help in one term.

- I will organise and find a 'Top Tuesday' video for learning a new skill in term three
- I will send emails and collate the videos for a 'Cross Bar Challenge' in term 2

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# WELLBEING & MENTAL HEALTH

OUR SCHOOL COMMUNITY STRATEGY



**Thank you for listening**

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## Engaging with government guidance



Promoting children and young people's emotional health and wellbeing  
A whole school and college approach

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## Wealth of information



Children's Mental Health Week  
3-9 February 2020  
Mental Health & Well-being Resources



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Beyond the universal offer.....



- Anti-bullying
- Safeguarding
- Online safety
- How to keep yourself safe
- Careers
- Radicalisation
- Extra curricular opportunities
- Pastoral structure and provision
- Mental health support
- How to access support
- Recording incidents
- How we resolve incidents
- Working with and Involving parents
- Staff training
- Working with over 50 agencies
- Language / behaviour
- External support
- Access to mental health practitioners online
- School expectations
- Environment at home (gaming, diet, sleep)

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How we work together to support children

*"Achievement For All"*

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Session 6: The next steps...



Possible areas to consider	Proposed action
Develop a greater understanding the context of your school	<i>To speak to school leaders about staff morale / wellbeing of students / rates of absence / needs of the community / impact of covid</i>
Audit of existing provision	<i>Use one of the free audit tools for schools</i>
School Improvement Planning	<i>Ensure that this reflects the focus on wellbeing</i>
Is there a whole school approach already in place	<i>Work with leaders to establish or strengthen the offer</i>
Provision for students	<i>To review the current offer / student voice activity</i>
Wellbeing of staff	<i>Recommend a staff survey to assess current situation</i>

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My wellbeing action plan





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**Aims of the Session:**

To.....

- develop your understanding of wellbeing
- clarify your role as a governor/governing body
- increase awareness of possible wellbeing approaches
- Begin to develop the next steps for your school



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Wellbeing from a Practitioners Viewpoint  
Wednesday 6 October 2021

Clive Gregory  
Chair of Governors  
Royal Cross Primary School for Deaf Children

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**Why/How Did We Start?**

- Our Journey Started in Early 2018:
  - Why: We needed to know "Where We Were?" in terms of Wellbeing
  - How: Through a Fact-Finding Exercise
- Decided to Use Data based on a Strengths, Weaknesses, Threats and Opportunities Analysis:
  - Strengths and Weaknesses are Focussed on the "Current"
  - Threats and Opportunities are Focussed on the "Future"
  - Need to ask the right question
  - Need to brief those taking part
- Conducted at INSET Day.
- Results were Anonymised.

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**SWOT Outcome**

- Well Balanced SWOT – Similar Number of Observations in Each of the 4 Areas (S, W, O & T).
- Very Positive View of Strengths across all Staff.
- New Management Team – Strength (New Ideas) v Weakness (Lack of Experience and Approach).
- Number of Weaknesses: Atmosphere, Culture and **Communication**.
- Number of Opportunities to Work On.
- Threats “mirror” Weaknesses for the Future especially about Communication in School.

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**Initial Actions**

- Headteacher/Chair of Governors reviewed Data.
- Identified a Number of Quick Wins:
  - One on One for Staff with Headteacher
  - Refocussing of Staff Meetings
  - Explanation of Where Requirements Came From (DfE, LA etc)
- Looked at Research/Learning Opportunities:
  - Chartered Institute of Personnel and Development – Health and Wellbeing at Work Survey Report
  - GOV 103a Strive and Thrive: A Happy and Well School Community
  - Other Sources: Magazines and Websites

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**Follow Up Actions**

- Started a Wellbeing Working Group:
  - Developed Terms of Reference for a Termly Meeting
  - Key Agenda Items
    - Initiatives and Developments to Support “Workplace Wellbeing”
    - Concerns and Issues that Need to be Prioritised Within the School
    - Wellbeing Activities from Other Perspectives
  - Led by Chair of Governors and Other Governors
  - Open to all/any Staff to Attend
  - Chair of Governors/Headteacher Discussed Issues Raised
- Lunchtime and After School Sessions:
  - QiGong (Health Exercise) and Reiki (Self Healing System)

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### Other Initiatives/Activities

- Key Areas of Focus Identified by the Wellbeing Working Group:
  - Positive Affirmations of Efforts at Work (Supported by the Wellbeing Fairy)
  - Wellbeing Sessions for Staff (One to One and Relaxation)
  - Identification of Resources and Budget Staff Can Access
    - £200 Bursary for Staff to Apply For
- Wellbeing as Part of Inset Days:
  - Internal Speakers inc Chair of Governors
    - Change Curve – Kubler Ross
  - External Listening Tree (Supervision for All)
- Remember Wellbeing is for All Staff:
  - Headteacher Wellbeing (Questionnaire from Training Course)




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### Where Are We Now?

- We Consider the School is in a “Good” Place.
- Mainly Through Improved Communications:
  - Listening to Staff/Sharing of Information with Staff, Union Reps etc
  - Letting Parents Know When and How to Access Staff
- Flexible Approach to “Guidance”:
  - Viewing People as Individuals/Human Beings
- Also Focussing on the Little Things:
  - Flexibility in Working from Home
  - Refreshments at Meetings
- However Constant Monitoring is Required.....

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Questions?

Clive Gregory  
Chair of Governors  
Royal Cross Primary School for Deaf Children

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Wellbeing Case Studies –  
‘consider all angles and personalise your  
approach’

Lorimer Russell-Hayes



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Governance Handbook Oct 2020  
(Accountability Section 3)

- The School Teachers' Pay and Conditions Document 2020 (STPCD) requires boards and headteachers of maintained schools to have regard to the need for the headteacher and teachers to be able to achieve a satisfactory balance between the time required to discharge their professional duties and the time required to pursue their personal interests outside work. The school staffing regulations (reg 5(2)) set out the duty on governing bodies to have regard to headteachers' work-life balance.



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- Boards and executive leaders should have regard to the principles and recommendations in the Making Data Work report and the School workload reduction toolkit, which provides support for schools and boards to review and streamline policies and processes to reduce unnecessary workload. Boards and their organisations are encouraged to use these materials to review current policies and practices. It is important that activities are always driven by what has most impact on pupils, while being time efficient, proportionate and sustainable for teachers and school leaders.
- Ofsted's Education Inspection Framework has an active focus on reducing teacher workload, with inspectors considering staff workload as part of the leadership and management judgement.



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### Governance Handbook Oct 2020 (Compliance Section 6)

- Promoting the general well-being of pupils. Boards of maintained schools and academies have a statutory duty to promote well-being.
- 'Well-being' includes:
  - physical and mental health and emotional well-being;
  - protection from harm and neglect;
  - education, training and recreation;
  - the contribution children make to society; and
  - social and economic well-being.
- Section 21 of the Education Act 2002 explains which issues boards should consider to reassure themselves that pupils are adequately being cared for and protected from harm while in school.



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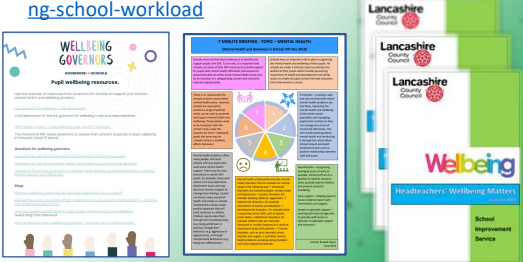
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 Lancashire Association of School Governing Bodies

### Resources

- <https://www.gov.uk/government/collections/reducing-school-workload>



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 Lancashire Association of School Governing Bodies

### 3 brief examples (hyperlinks to school websites in titles)

1. St John Southworth R.C. Primary, Nelson – **National Wellbeing Award**
2. Kingsfold Community Primary, Penwortham – **Increasing confidence, reducing stress**
3. Penwortham Girls' High, Penwortham – **Easing transition, listening to stakeholders**



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 Lancashire Association of School Governing Bodies

**National Wellbeing Award**



**St John Southworth Roman Catholic Primary**

**Scope-**  
57% of the children are EAL and large majority come from very disadvantaged backgrounds. Parental engagement was a challenge but raising the profile of wellbeing for all has really helped.

**Governor involvement-**  
School has a governor who is a member of the wellbeing group and wellbeing also has a dedicated area on the HT termly report to governors.

**Reason for starting-**  
School wanted to further develop the team to move forwards on the journey together.

**Staff- Wellbeing Lead plus HT, Jemma Stuttard**  
[www.st-johnsouthworth.lancs.sch.uk](http://www.st-johnsouthworth.lancs.sch.uk)

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 Lancashire Association of School Governing Bodies

- Took part in the national wellbeing award that was over 18 months. Initially completed staff questionnaires and whole school audit to give us key areas of development. This was also completed at the end of the time period to see how it had positively developed. Allocated a budget pot dedicated to wellbeing. Created whole school wellbeing policy that was created in the wellbeing group and also created a wellbeing vision.
- 4 members of staff are now trained mental health first aiders including office staff as they are often the first point of call for parents.
- All members of staff regardless of role are given a wellbeing day to take at their choice throughout the year- no additional cost to school as TAs cover when teacher is off. (Governors fully endorsed this)
- Linked TAs to subject leaders and once a term they both spend a day out of class together looking at subject development, resources, pupil voice etc (massively reduced workload.)

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 Lancashire Association of School Governing Bodies

- wellbeing treats every half term- ranging from buffet lunches, meals out, flowers, wreath-making as a whole staff at Christmas etc.
- supervision introduced for ALL staff on a termly basis (on top of DSLs and EYFS team who take part in this termly)
- guardian angels introduced- names pulled out of a hat termly and then staff look after their link without them knowing. (surprise gifts, meals cooked are examples of what people have done)
- breaktime drinks and snacks provided for all staff for the year- everybody feels included and welcome.
- play therapist weekly in school for allocated children and families that need additional support.
- 1 school trip a year fully funded for all children by school and then reduced costs for the year. Really enhanced our children's experiences and cultural capital too alongside our new curriculum.
- staff meetings do not last any longer than 1 hour (unless they are planned twilights for example Prevent training)

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**Lancashire Association of School Governing Bodies**

**Wellbeing Award for Schools (2021) Verification Report**

- 'Outstanding leadership is a key factor in understanding the success of the school in promoting emotional wellbeing and mental health as core to the whole school community. The autonomous style, financial investment, skills, commitment, and approach of the head teacher, her team, governors and the whole school community has created innovative ways of working and a seamless and consistent, welcoming, non-judgemental, caring, supportive, safe, honest, and aspirational culture.'
- 'Attention must be drawn to the value and priority given, along with significant financial investment, to staff wellbeing, and this is valued greatly by staff that feel that the strategies in place alongside the support from all the staff including the Mental Health First Aiders, Guardian Angels and the Change Team, contribute to their emotional wellbeing, enabling them to provide the most effective support to the children.'

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**Lancashire Association of School Governing Bodies**

**Increasing confidence – reducing stress**

**Kingsford PRIMARY SCHOOL**

Key Information | Curriculum | Parents | Pupil Zone | Contact

**Pupil Zone**

**PUPIL**

Welcome to the pupils zone!  
Please select from the navigation to the left.

- Class Pages
- School Council
- Prefects
- Young Leaders
- Head Boy & Head Girl
- Digital Leaders
- Homework Help
- Anti-Bullying Ambassadors
- Pupil Views
- Home Learning
- Children's Mental Health Support
- Safeguarding - what it looks like for children

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**Making memories together**

**Love your packed lunch!**

**Include Me 2 - June Newsletter 2021**

**Understanding ACES**

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







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**Kingsfold PRIMARY SCHOOL**

**Well-being Friday**

<p><b>Complete a puzzle</b> Find a puzzle you have at home and see if you can complete it by yourself.</p> 	<p><b>Junk Modelling</b> Make a 3D model using clean recyclables.</p> 	<p><b>Send some post</b> Draw a picture or write to a friend or family member. Put it a stamped and addressed envelope and put it in the post when you can.</p> 
<p><b>Learn a new skill</b> Master a new skill like tying a shoelace or doing up your buttons.</p> 	<p><b>Go on a shape hunt</b> Look around your home to see how many 2D and 3D shapes you can find. Record how many you find on a piece of paper.</p> 	<p><b>Be an Artist</b> Draw or paint a picture of something you can see in your home.</p> 
<p><b>Get Baking</b> Choose a recipe of something you like to eat. Take care to measure out the ingredients and follow the recipe.</p> 	<p><b>Study Nature</b> Look out the window, or go in the garden if you can. Draw or write about what you can see. Are there any animals or birds?</p> 	<p><b>Learn a Nursery Rhyme</b> Try and learn a new nursery rhyme. London's Burning I'm a Little Tea Pot Pop Goes The Weasel Sing a Song a Sixpence</p> 

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<p><b>Baking</b> Why don't you have a go at baking your own biscuits or simply buy your own biscuits and decorate. Can you decorate your biscuit to represent the world? One of the continents? The UK?</p> 	<p><b>Story Time</b> You could access our school YouTube channel and choose your favourite story to listen to. There are a range of playlists with different books for you to choose from.</p> 	<p><b>Art for Kids hub</b> Click the link below and access the YouTube page. You can choose what you would like to draw. Have fun!</p> 
<p><b>Learn our Life Skill</b> Our life skill for this half term is to learn how to fold clothes neatly. Click on the link below to watch the video showing step by step how to fold different items of clothes.</p> 	<p><b>The Daily Mile</b> Access the website below and choose your favourite challenge to complete whilst doing the daily mile.</p> 	<p><b>Lunch Time Menu</b> Plan a simple delicious lunch time menu and learn how to make it with your adult.</p> 
<p><b>Go Noodle</b> Access the Go Noodle website below. You may need to register but it is free. Have a go at some of the activities. Which is your favourite?</p> 	<p><b>Design your own game</b> Have a family games hour or you could create your own game/quiz and play as a family. I wonder what creations you will come up with?</p> 	<p><b>Make your own play dough</b> Click on the link below to see the recipe to make your own playdough at home. What creations can you make? CHALLENGE - Can you make the different continents using your playdough?</p> 

Kingsfold Primary School YouTube - <https://www.youtube.com/channel/UCk5Ae014Xq5m1ndZASK0/playlists>  
 Art For Kids Hub - <https://www.youtube.com/c/ArtforKidsHub/playlists>  
 Life Skill - <https://www.youtube.com/watch?v=dN31kOk76FY>  
 The Daily Mile - <https://thedailymile.co.uk/home/>  
 Go Noodle - <https://app.gonoodle.com/>  
 Playdough recipe - <https://www.bbcgoodfood.com/howto/guide/playdough-recipe>

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<p>'Among Us' Themed Artwork Could you make a mosaic? A 3D model?</p>	<p>Make a home obstacle course or crazy golf course</p>	<p>Upload yourself reading a few pages of your favourite book to SeeSaw.</p>	<p>How fast can you find an object beginning with every letter of the alphabet?</p>
<p>'Among Us' themed den / spaceship out of household items and take a photo</p>	<p><b>DIGITAL DETOX DAY</b></p> 		<p>Play a board game Top Tramps - could you make your own set? Play dominoes</p>
<p>'Among Us' themed baking Cooking</p>	<p>Learn a magic trick</p>	<p>Make a smoothie / milkshake</p>	<p>Learn to play chess</p>
<p>Do a Joe Wicks YouTube workout Create your own workout</p>	<p>Try to meditate or do some yoga from YouTube/Spotify</p>		

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