

Wellspring Newsletter

October 2020

Mark Wilson's Message

Mark Wilson, CEO



WELLSPRING
ACADEMY TRUST

We Make A Difference



It is quite simply great to read this month's newsletter.

Our community becomes stronger, more dynamic, more ambitious and more confident with every passing month. Not only is this brilliant to see, it is extraordinary in the face of the challenges we are all facing at this time. Never has my admiration been greater for the work that is going on within this extraordinary community of schools. Thank you.

You will note a considerable emphasis on wellbeing in this month's edition. This is no accident. The wellbeing of everyone is and remains at the forefront of my mind. These extraordinary times have thrown up new circumstances for every one of us.

In these times, it is crucial that we manage our own wellbeing as well as supporting that of others. The Tour de Wellspring was a fabulous event that clocked up 4952 miles of walking, cycling or running between us. Extraordinary!

You will see other fabulous causes for celebration captured throughout our newsletter. The newsletter is our opportunity to share with one another the fabulous things that are happening every day in our settings. We are such a dynamic group that sometimes opportunities for celebration can get lost. Don't let them! Every brilliant thing we capture and share celebrates our fabulous kids and/or the fabulous adults that work with them.

That's what we're here for. That's what we do. Share your success stories generously and enjoy the newsletter.

The wellbeing of everyone is and remains at the forefront of my mind.

Welcome to the Governance Team

By Sam Corbett

The Governance Team recently welcomed two new Governance Officers, in order to build capacity to meet Wellspring's requirements, as well as to fulfil the governance contracted services which we provide externally.

Louise Bowman and Claire Storey both joined us on a part-time basis in early October. I'm sure that both Louise and Claire will be great additions to the team.

Welcome to Wellspring

Governance Officer



Louise Bowman

'I am so excited to have the opportunity to become part of the Wellspring family. I have a varied background spanning Information Management, Catering Management and most recently, spent a number of years working in a mainstream secondary school within finance. As soon as I made the move into education I knew I was on the right path and take huge pride in being able to support young people achieve. I am looking forward to working with the dedicated professionals at Wellspring through supporting the vital work of the Governance Team and getting to know all my new colleagues'.

Governance Officer



Claire Storey

'I am so pleased to be a part of Wellspring Academy Trust and the Governance Team, particularly at such an exciting time. My background to date has been as a Team Manager, dealing with compliance and FCA regulations, recruitment and sales. I haven't worked in education before but I am looking forward to new challenges and to learning new skills. I have met some very inspiring people since joining and have been made to feel very welcome. Their passion and obvious commitment demonstrates that this is a great organisation to be part of. I look forward to my role as Clerk for a number of governing bodies in Leeds and Barnsley and to getting to know more people in the future'.

'We're always there for them': is the tide turning against zero-tolerance in UK schools?

Featured in *The Guardian* on 10/10/20

“Secondary schools need to put children and relationships first and data second.”

Jason Thurley



More teachers are rejecting cruel school culture and opting for 'trauma-informed' behaviour management, based on children's emotional needs.

Sixth former Amy Fielding*, with her dreams of becoming a lawyer and her hard work for her A-levels, has the air of a determined young woman at the pinnacle of a successful school career. Yet only two years ago, her teachers say, Amy was a “challenging tearaway” doing all the things that in many schools would lead to permanent exclusion.

But Amy's school, George Green's in Tower Hamlets, didn't exclude her. Its leadership team, determined to bring down exclusions rates, committed themselves to keeping her in school. She has benefited from a radically different approach to managing behaviour, based on understanding pupils' personal circumstances and helping them to overcome the impact of traumatic experiences in early life, or outside school, that may be affecting their behaviour – such as abuse, neglect, domestic violence and family breakdown.

It is the polar opposite from some of the prevailing wisdom of the past decade, by which high-profile schools celebrate the virtues of a “zero tolerance” or no-excuses discipline policy, sometimes linked to a seemingly cruel school culture and high numbers of exclusions.

In recent years details have leaked out of very successful schools using approaches that reduced children to tears, with some students,

according to England's children's commissioner, Anne Longfield, spending days in isolation booths. One Norfolk academy advised teachers to provide buckets for ill pupils to vomit in during lessons rather than leave the classroom – although it has since backtracked.

'We batter them with kindness': schools that reject super-strict values.

George Green's deputy head, Aidan McQuaid, came to the school knowing exclusions were too high and determined to address the problem through a supportive, rather than punitive, approach. Exclusion rates have since fallen, and pupils such as Amy given a second chance. And the sort of trauma-informed practice used at Amy's school is a growing in popularity, as exclusion rates across the country remain stubbornly high and the impact of the Covid lockdown on pupils becomes clearer.

“Amy is a bright girl with aspirations, but she was putting herself in a vulnerable position because of her home life and significant safeguarding

concerns,” says McQuaid. “We helped her understand that we weren't going to give up on her, and explained what she could do differently by addressing the behaviour in a way she understood. We were in her corner and we refused to be another key support figure in her life to let her down.

“We have unwavering high expectations, and behaviour at George Green's school is excellent. Each young person is different and may have super-challenging circumstances in their lives, so we need to find a balance. Some of these young people haven't got the skills to manage behaviour because their brains haven't developed in that way. Why are we punishing them for something they can't control? Why would you exclude someone to effectively send them back to the place where they are most vulnerable and increase their risk of harm? That does not make sense.”

For Amy, switching to a different track was only possible because of her teachers' confidence that keeping her in school would work. “I had a lot of stuff going on at home and outside of school which meant I found it hard to concentrate and didn't care about school,” she



Headteacher Jason Thurley at Beacon academy, Cleethorpes: 'In areas of high deprivation, zero tolerance and high exclusions are not going to improve that community, which is what schools should be doing.' Photograph: Richard Saker/*The Guardian*

...continued



Jason Thurley with students at Beacon academy: 'Secondary schools need to put children and relationships first and data second.' Photograph: Richard Saker/ The Guardian

says. "Support from teachers helped me to understand that, and I am so proud of myself that I didn't get kicked out. I wouldn't have been able to do that without my teachers."

The method has attracted cynics, with accusations on social media that it is wishy washy and weak on poorly behaved pupils.

Dave Whitaker, Director of Learning at the Wellspring Academy Trust, has got used to the criticism. He is a longstanding practitioner of what he calls a "relational" approach to behaviour – "We batter them with kindness," as he explains it. He believes the record of the trust's 25 schools, mostly in areas of high deprivation, speaks for itself. All are good or outstanding and have never had any permanent exclusions. "We are very rigorous, have high standards and this work isn't easy."

His trust includes mainstream primary, secondary, alternative provision and specialist SEMH schools (for children with social, emotional and mental health needs).

"What I call the behaviourist approach [zero tolerance and rewards and sanctions] only looks at behaviour, rather than deeper causes. We chucked it out the window 10 years ago and began to look at underlying emotions, rather than symptoms. Kindness, restorative practice and strong relationships underpin the culture of everything we do."

Wellspring heads are evangelical about the benefits of the trauma-informed approach. One, Jason Thurley, says his school, the Beacon academy in Cleethorpes, Lincolnshire, is the opposite of a "comply or die school". "We are giving children a second chance and we are oversubscribed and popular with parents, who have written at length to Ofsted to say how much they appreciate that. In areas of high deprivation, zero tolerance and high exclusions are not going to improve that community, which is what schools should be doing."

A colleague, Ann Marie Oliver, associate principal of a specialist SEMH school, Springwell Leeds, describes the impact of the method on children who have had the sort of adverse childhood experiences trauma-informed practice is designed to tackle.

"Young people with physical disabilities are easy to see and understand. When young people have suffered from trauma and inconsistent care at a young age, they have strong emotional needs that are not so obvious to the eye. They don't trust adults well because their needs have not met by the caregiver. For them, life is like being in shark-infested waters. We can't see anything, but the smallest trigger could see their bodies go into crisis and automatic fight-or-flight mode."

"We had one young man who had been in 10 different foster homes over the last two years and lived in constant crisis, experiencing permanent rejection. Our response was 'we are here for you, we are not going to reject you, we are going to keep you safe'."

And this work appears to be in more demand than ever. Trauma Informed Schools UK, which offers teacher training in the method, is working with 3500 schools, including every school in Cornwall, and more than 20,000 teachers took part in its online "return to school" training after lockdown. Dr Margot Sunderland, co-director, says many heads are reporting a rise in the number of children whose behaviour has been affected by lockdown, possibly with a violent or depressed parent.

"People are hungry for a different vision of how to support these children. There is a growing awareness that this is a social justice issue. The evidence is very clear that without help in schools to address their unmet emotional needs, children who have adverse childhood experiences, including living in poverty, are more likely to develop long-term mental and physical health problems and/or get involved in crime. Until we start to address the emotional needs of traumatised children, little will change in society."

Tackling these types of traumatic childhood experiences is a key strand of NHS Scotland's work, and an Adverse Childhood Experiences hub has worked with more than 60% of schools in Wales. Some universities are including trauma-informed practice in their teacher training and the Department for Education's recent guidance on mental health and behaviour for schools in England includes TISUK as a possible resource. But headteachers such as Thurley believe a profound rebalancing of schools' performance measures to value inclusion as well as results is needed. "Many heads are pressured to prioritise results over pupil wellbeing, which inevitably leads to exclusions to remove challenging pupils. Secondary schools need to put children and relationships first and data second," he says.

Kiran Gill, founder of The Difference, which provides specialist mental health and trauma-informed practice training for senior leaders, such as McQuaid, believes a culture shift away from the no-excuses approach may be on the way.

"It's clear that heads, trusts and local authorities want a systemic and solutions-focused response to pupils' vulnerability and experience of trauma that goes beyond whack-a-mole policies which lead the students who need school most getting more and more marginalised," she says.

"It's early days, but increasing numbers of schools are curious about the neuroscience that's been applied in mental health services. If we see more schools using interventions that improve pupil outcomes, reduce absenteeism and exclusion, I hope we will see that reflected in the narrative and accountability from Ofsted and the Department for Education."

* Not her real name

£85k Investment transforms school life for Bramley Park pupils

Featured on West Leeds Dispatch 29/09/20



Children in Bramley returned to their classrooms after lockdown to discover a new £35,000 playground and £50,000 immersive sensory space had been installed for them to enjoy.

The new playground and immersive space at Bramley Park Academy are designed to support children with special educational needs and enable them to remain in a mainstream educational environment. The improvements were made possible by a grant from Leeds City Council.

Carrie Green, Executive Principal, said:

“Bramley Park Academy has undergone huge changes since 2018 and is a vibrant, welcoming and inspirational place for children to learn and grow in.

“While our Launchpad immersive space and playground have been created specifically to support our children with special educational needs, all Bramley Park pupils will be able to benefit from this additional resource.

The positive impact of this investment on both learning and play at the school will be enormous.

“The team at Bramley Park has worked tirelessly to turn the school around and these improvements are just the latest in a long list. From giving all our pupils free school uniforms and PE kits to reducing class sizes, the quality of education and wider support our pupils receive is making a real difference to the life chances of Bramley’s youngest residents.”

Since Bramley Park Academy joined Wellspring Academy Trust in November 2018, more than £225,000 has been invested in improving the school buildings and outdoor spaces. A further £61,000 has been spent on new computers, and a school library has been created.

Mark Wilson, Wellspring Chief Executive Officer, said “The school has a vibrant atmosphere and is full of bright, smiling faces of children and staff. The team have done a fabulous job together in creating a little oasis of magic in Bramley. The latest developments add further to what is already an extraordinary place.”



More than £225,000 has been invested in improving the school buildings and outdoor spaces.

Susan puts youngsters first with free school meals

Featured in Barnsley Chronicle on 15/10/20



Our lovely Miss Galley received a phone call on the first day back to school in September from The Barnsley Chronicle explaining that she had been nominated multiple times for a Proud of Barnsley Award.

She was nominated for going above and beyond during lockdown and making sure our families were safe and well. She also delivered food vouchers to those who couldn't access the internet.

Sue was then invited to do an interview with Barnsley Chronicle and this was published in the paper.

Proud of BARNNSLEY

Susan 'put youngsters first' with free meals

By Emma Shepherd

A SAFEGUARDING officer at a school in Kendray who 'put her students first' during lockdown has been nominated for a Proud of Barnsley award for delivering school meal vouchers.

Susan Galley, from Birdwell, has been recognised for her selflessness when schools were forced to close amid the coronavirus pandemic.

The 54-year-old, who has worked at The Forest Academy for more than 12 years, worked throughout the lockdown visiting pupils, delivering free school meal vouchers and making welfare checks.

Susan believes it's all in a day's work and that it was important to offer additional support to families during lockdown.

She told the Chronicle: "I've pretty much been working non-stop, even during the lockdown.

"In my job, I develop quite a motherly role with the pupils so I wanted to do my bit to make the transition as smooth as possible.

"I live on my own so it was good for me to get out and do my bit, but everyday I missed being with the

great kids at our school."

Susan has been praised by parents who have appreciated her welfare checks during a time when they were most needed.

"I absolutely love the parents at our school who are the backbone of our community.

"I wanted to make sure I was doing as much as I could to support families which is why I thought the food vouchers were so important.

"On our first day back for the new term, I had one little girl come up to me with a box of chocolates calling me her 'lockdown hero' and it brought a tear to my eye. That's what it's all about, for me to help others."

Susan's tireless efforts have bagged for a nomination as Children's Champion at this year's Proud of Barnsley awards.

"I'm really chuffed to be recognised like this, it's something I never expected.

"I've worked at this school for 12 years and I love it just as much now as when I first started. The children are fantastic.

"To be nominated, especially this year, has made me very emotional. Thank you for everyone's support."



Success breeds success at LaceyField Louth

By Krissy Hipgrave Expert Practitioner & Dan Reynolds



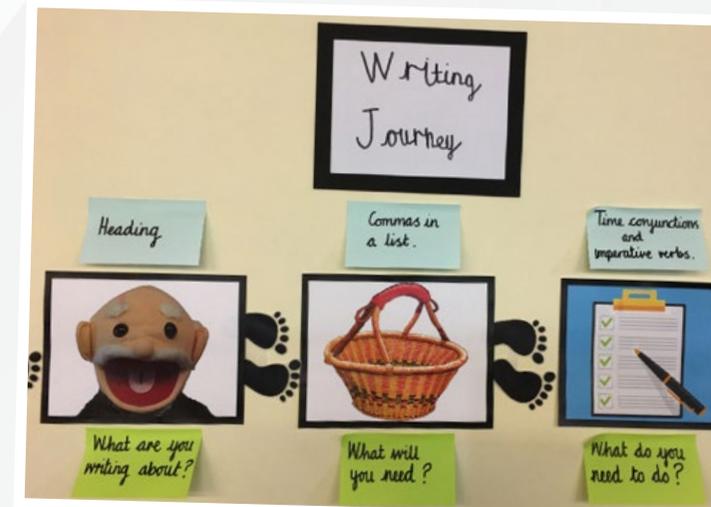
Curiosity. A word consistently used across all Wellspring environments, where encouragement (and enjoyment!) is at the heart of exploring new challenges.

LaceyField Louth have recently celebrated creating professional 'be curious' environments. Teachers are looking to incorporate a self-improving model to their thinking across both the infant and junior sites.

The joint practice development has been initiated by teachers looking to consistently improve their own professional practice as a result of coaching and mentoring opportunities.

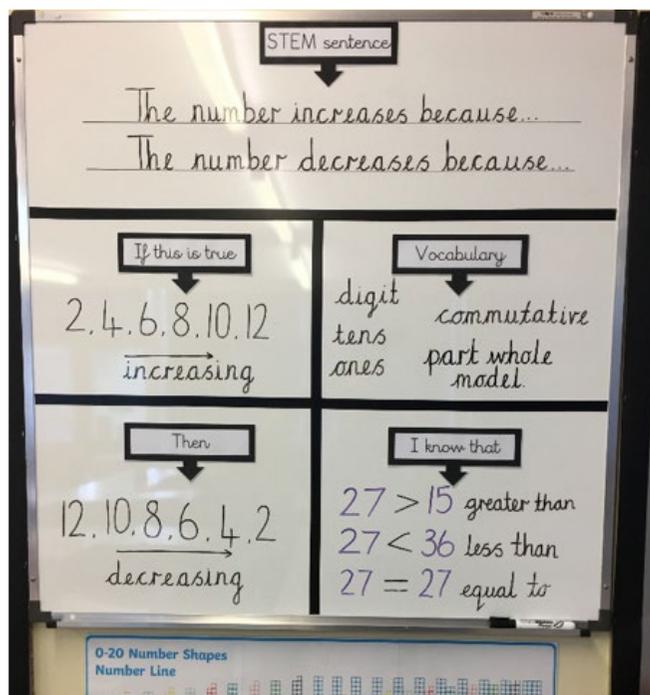
Using a collaborative approach has shaped reflective openings through an 'open door' culture, whereby staff can learn and engage with professional, quality-first teaching on their doorsteps.

Utilising Laceyfield's strengths of teaching Phonics and Mastery Maths has allowed staff to evaluate, reflect, and challenge their own teaching practice.



The self-improving model ensures the very best learning opportunities are created at LaceyField Louth. The academy looks forward to continuing to embed the metacognitive model, with a key focus on all staff having self-managed time to learn from one another.

Creative curiosity from the children at LaceyField Louth has inspired staff to look at their own curious creativity.



Moving to a permanent site during COVID-19

Featured on the New School Network on 15/10/20

By Sarah Horsbrough



Elements Primary School
Creative · Unique · Innovative

After re-locating to a permanent site last month, Sarah Horsbrough, the Executive Principal at Elements Primary School, reflects on the journey her school has been through since it was established in 2018.



Opening a brand new school is challenging at the best of times. Add in a number of delays and a global pandemic and the challenges reach a whole other level! Thankfully, we are now happily settled in our fabulous new building and the trials of setting up and moving in are finally behind us.

Elements is a new free school in Middleton, south Leeds which opened in 2018 and is part of the Wellspring Academy Trust. No school previously existed on the site. We had the unenviable task of convincing nervous parents to take a leap of faith and send their precious little ones to a school that was merely a concept at that stage. Thankfully, there was clear demand for school places in the area and thanks to support from Leeds City Council's admissions team, we opened in a temporary portakabin and excitedly welcomed our first 22 reception pupils.

Those early days with our small new team and our first pupils were really special. We were almost cocooned in our little world where we could start to develop the ethos and culture that would make Elements so unique. Looking out of the Portakabin windows, we could see the new building was going up at a rapid rate and by the end of the first year, our pupil numbers had increased to 37 as word spread locally about the school.

As Executive Principal, I worked closely with the contractors throughout the build process to create a vibrant, exciting school with at its heart; young children's enjoyment and inspiration. It was looking spectacular. We were all disappointed when the build hit unforeseen issues just as we were preparing to move in. Circumstances entirely out of our control or responsibility led to the first of many delays.

The team's resilience, which has been remarkable over the last two years, kicked in. Without fuss, they unpacked the boxes and instead of setting up in the shiny new building just metres away, they cracked on with converting more Portakabins into inspiring classrooms for our new reception pupils.

Our intake in the second year was almost fully subscribed. Going from two classes to four was almost like setting up from scratch again as we expanded the team and learned to bring the Elements ethos to a much larger group.

Planned moving days came and went, boxes were packed and unpacked - and the nearly ready building continued to tease us every day. Our temporary home in Portakabins had become more permanent than any of us expected, but despite our disappointment we managed to create a place filled with joy and excellent teaching. After all, a school is much more than a building.

Then March hit and, like every school across the land, our priorities shifted to managing COVID-19. In a twist of fate, we had already decided to set the new school up using Google for Education. Not only was it amazingly effective, it was cheaper than other IT systems which meant we had money in the budget to buy a Chromebook per child. When lockdown happened, we moved seamlessly onto online learning, with all children able to access lessons via their Chromebooks. We could see and speak to children every week, social contact between children was maintained and safeguarding was straightforward. Our engagement rates were brilliant, with between 75 and 80% of pupils regularly taking part in online lessons. We were also able to support colleagues across Wellspring Trust in getting their online offer up and running.

The team worked relentlessly to provide online lessons, teach key workers' and vulnerable children in school, and keep things going throughout the holidays.

We were all exhausted by July but when we finally got the nod to move into the new building over the summer, we all got a second wind. Every member of staff turned up on moving day with the odd family member roped in. A Churchillian effort and carefully managed social distancing had us moved in no time.

We welcomed 162 children to Elements in September, with just one place spare in both Reception and Year 1. After such an arduous journey, seeing the children in their fabulous new school has been wonderful. Whilst we still can't use the building to its full potential - after school curriculum clubs are on hold and assemblies are still being conducted virtually - being in a new building that has been designed specifically to meet the needs of our children and community has been worth all the hard work.

It's been a mammoth team effort to get here. My school staff have been nothing short of heroic. Our Trust was brilliant at stepping to support us when we needed it with all the building and management challenges, but then stepping back and giving us the autonomy to create the school we knew was right for Middleton. Leeds City Council were great at helping us reach parents and convincing them to take a punt on us. The next challenge is ensuring we keep hold of Elements' special, close knit family-feel as we continue to grow and take more children each year. I'm confident though that the trials and tribulations of our first couple of years have embedded the supportive, can-do Elements culture into our DNA.



Our Virtual Prom

By Charlotte Walker



Well done class of 2020!

Although the pandemic led to the cancellation of many events, staff and students at Greenacre School were determined to ensure that the Annual Leavers' Prom would still go ahead - albeit a little different to usual!

On 15th July, staff, parents and students from over 45 locations tuned in via Google Meet for the virtual prom. This was the first time in months that many of us had seen so many faces and everyone made such a fantastic effort, even dressing up for the occasion!

A beautiful presentation showcased each of our Year 11 and Year 14 leavers, with photographs that captured their journey through school.

Each pupil was invited to unmute their microphone and have their voice heard; there was not a dry eye in the virtual room! The event ended on a high with a disco featuring the students' favourite songs.

Our Prom means so much to students and staff alike. It marks the end of an era and many of our young people are reassured by this opportunity to celebrate and have this opportunity to say 'goodbye'. 2020 may have been a turbulent year, but it has brought some exceptional opportunities and remarkable successes, reminding us that even in the darkest of times, there are opportunities for people to shine.



Workforce Planning – Stories of Success

By Debby Tinker



At Greenacre School, we view Continuous Professional Development and Learning (CPDL) as an important recruitment and retention tool.

In 2017, Greenacre partnered with Barnsley College to support ten Teaching and Learning Apprentices (Level 2). These apprentices completed their academic studies with the support of the College and our very own 'Buddy Group' whilst enjoying a placement at our school.

The project was hugely successful and eight of the apprentices from the first cohort went on to gain substantive employment at our school. Apprentices are now viewed as a key element in the 'Pipelining and Recruitment' process, with the added bonus of growing and shaping our own practitioners to respond to the very unique needs of our setting.



Robyn
Teaching Assistant
Apprentice
Level 2 and
Level 3

'I applied for the apprenticeship because I was unsure on what I wanted to do, and I really enjoyed the week I spent at Greenacre on my college placement. During my interview I cried due to nerves, so I really did not expect to get the position; however, I was delighted that they were prepared to give me a chance. I worked really hard with both the college and school staff during my Level 2 course, so I felt really supported. Halfway through my apprenticeship I was offered a permanent TA position on the basis I completed the rest of the course. I successfully completed my Level 2 course and requested that I progress to the Level 3. This course was a lot more work, so I decided to leave my weekend job at Greggs. Although at times I struggled with the workload and meeting deadlines I continued to receive support from my family, the College, Buddies and my class team. **I am glad I persevered and thanks to the patience of everyone else I have finally finished my apprenticeship and obtained a full-time job that I love**'.

Following the successes with the Teaching Assistant apprentices we focused our attention on the needs of our existing staff. Higher Level Apprenticeships were considered as a method of growing and developing our own staff including teachers and middle leaders. Three teachers engaged with 'Masters' level apprenticeships to support them in leading key roles within the school. Additionally, the Level 5 Teaching Apprenticeship ran in partnership with Leeds City College; this afforded us the opportunity to support staff in their development from HLTA to Teacher.



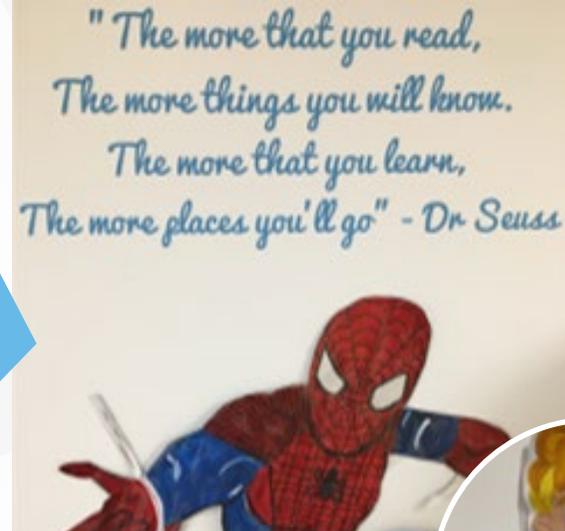
Amy
Level 5
Teaching
Apprenticeship
and Academy
Co Teacher

'I started working at Greenacre School over 8 years ago as a Level 1 Teaching Assistant. Greenacre has always supported my growth through CPD training and other courses which were available to ensure I grew as a professional. I have always had high hopes of one day becoming a teacher. In 2015, school supported me to complete the Higher-Level Teaching Assistant qualification and I am currently accessing the Level 5 Teaching Apprenticeship. This has given me the opportunity to gain exceptional knowledge and understanding regarding the Behavioural and Cognitive factors of learning. Through Greenacre School's CPD offer and their engagement with the Apprenticeship Scheme I now have the opportunity of realising my aspiration of becoming a teacher and from January 2021 I will be taking up my new role as an Academy Co Teacher.'

At Greenacre we have found the apprenticeship pathway highly effective in supporting us with our recruitment processes and the retention of existing staff. The fact that the tuition fees are paid through the Levy is just the icing on the cake.

Gods, Mortals and Superheroes in Mablethorpe

By Steve Cumberworth



The primary team and pupils at Springwell Mablethorpe have soared straight into the sky this term with their new topic: Gods and Mortals. Their enthusiasm was incredible!

After fierce competition in their very own ancient Olympic games, everybody got to take their place on the podium. To become authentic ancient Greeks, pupils made olive wreaths which were proudly worn by all children in celebration.

We recreated the Parthenon using recycled resources, and pupils quickly adapted to the role of being masters to their slave adults (the teachers were great actors!) After a long morning of slaving (!), the teachers led their classes by cooking and eating ancient Greek cuisines. Everyone tried something new and unusual. The students used this experience to explore adjectives and develop their extended writing skills by describing what they had eaten.

Sculpting and pottery lessons followed, allowing pupils to showcase their creative and artistic skills. The children produced some fabulous artefacts which they displayed with immense pride. Pupils enjoyed creating fact files about the Greek Gods and imagining themselves within this role, thus expanding their ideas to compare Gods and modern day Superheroes.



Primary 1 Update – Springwell Grantham

By Karen Burrows



Springwell
Lincolnshire



Primary 1 have very much enjoyed their 'Enchanted Woodland' topic this half term. We had a very enjoyable visit to Fineshade Woods where we followed the Gruffalo Trail and collected natural resources to use back in school. We created some fantastic 'tree boggarts' out of the things we found.

We have also enjoyed learning to cook some delicious treats this term; parents and carers look forward to tasting them each Wednesday. Every day begins with a sensory circuit which, apart from being lots of fun, helps us to regulate and be ready for learning. We have achieved great things already this year and look forward to continuing to learn, play and grow together.



Primary 2 Update – Springwell Grantham

By Dale Kitchen

Following a long period of time away from school, we felt that it was of vital importance to ensure that Primary 2 students felt safe, secure and confident in the school environment once again.



To make sure this happened, we focused on rebuilding relationships and engaging students in an exciting and interactive curriculum. The topic for the term was 'Scrumdiddlyumptious' and we paid a memorable visit to Holroyd's Traditional Sweet Shop. This physically immersed the students, and staff, in the world of sweets.

We have focused on reading and literacy this term, with the students producing some brilliant non-chronological reports

about James Lind and scurvy. The class also drafted, edited and produced neat versions of their poems for National Poetry Day. In maths, students have studied a range of areas including 2D and 3D shapes, commutative number sentences, percentages and statistics. In RE we have focused on Sikhism, learning about the Gurdwara and the Guru Granth Sahib. PSHE has prompted a lot of interesting discussion about fairness, justice, democracy and friendship. As the term's topic was linked to food, we spent several lessons cooking – using some of the home grown produce from our school allotment. Primary Two were awarded Level Three of the Royal Horticultural Society's School Gardening Programme and were rewarded with over 100 plants to grow over the autumn months.

Key Stage 3 Update – Springwell Grantham

By Emma Kemp



Key stage 3 are currently studying WW2 - causes, impacts on lives during, and how it affected people even to this day.

Within this topic we learnt to knit and sew - our teddies are a prime example of this. We have also made mini Anderson Shelters and tested the strength of these with sand, stones and sticks. We are reading 'Letters from the Lighthouse' to tie in with this topic. We have written poems to reflect WW2, focusing on how it would have been in the Blitz.

We also looked at rationing and how difficult it would be to create a week's worth of meals on rations and how bland it would have tasted.

In science, we have been working with a project titled 'A Clean Break'. The end project will be a zip line to transport an egg across the classroom. Our knowledge of the properties of materials has been tested along the way, and we have looked at the durability and strength of materials to decide what our 'egg carrier' was going to be made of. We then looked at the strength, elasticity, durability and friction of 'zip line' materials to see which would make the best line.



Key Stage 4 Update – Springwell Grantham

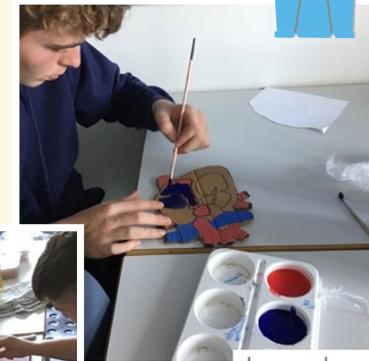
By Jake Brindley

In Key Stage 4, we have been focusing on improving student's confidence with reading to promote reading for pleasure.

Some students have specifically asked if their teacher can read them a book daily on top of their independent reading.



As part of our English Literature course and as part of the AQA Unit award scheme, we have been looking into poverty and charity. Students designed and made charity envelopes for the charity they felt is the most important.



The students exhibited wonderful engagement in cooking and PE, learning about local history whilst getting steps in and challenging the Head of School to badminton.





Wellspring Wellbeing



Top Tips for Sleep
By MindSpace Team

-  1 Create a cool and comfy environment to help you drift off and try to decrease light and sound disruptions.
-  2 Try to eat and drink foods that contain melatonin such as plums, cherries and berries or herbal teas.
-  3 Clear your mind before bed by keeping a journal, making to do lists or talking worries through with someone.
-  4 Take some time to relax before bed by meditating, reading or taking a long bath.
-  5 Reduce screen time before bed.



For more information
please visit the Wellbeing
page on ConnectED:
[https://sites.google.com/
wellspringacademies.org.uk/
connected/sleep](https://sites.google.com/wellspringacademies.org.uk/connected/sleep)





Wellspring Wellbeing



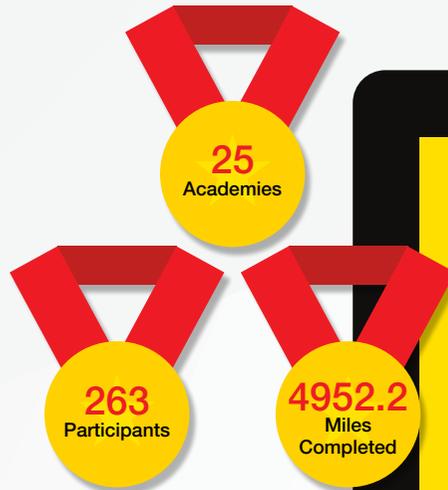
Tour de Wellspring



By Dom Fenner & Chloe Jones

September's Tour De Wellspring 2020 initiative ran across the Trust in support of National Fitness Day and the wellbeing of our workforce. It was a brilliant success!

Health and wellbeing continues to be a key strategic priority for the Trust and it is even more important in these tricky times. It is well known that exercise has a profoundly positive impact on physical and mental health and wellbeing. It relieves stress, improves memory, helps with sleep and boosts overall mood.



Individual Leader Board

	Name	Team	Org/School	Total
1	Max Hobson	West Team	Employee	139.69
2	Josh Greaves	West Team	Support Centre (West Team)	123.45
3	Paul McCready	East Team	Beacon Academy	107.26
4	Natalie Hardman	West Team	Support Centre (West Team)	99.71
5	Jared Lloyd Jones	West Team	Elements	99.6
6	Gemma Taylor	East Team	LaceyField	82.26
7	Karen Sheeran	East Team	LaceyField	79.5
8	Sophie Archer	East Team	LaceyField	78.7
9	Sam Corbett	West Team	Support Centre (West Team)	77.81
10	Fiona Chesman	East Team	LaceyField	76.1



Wellspring Wellbeing



Tour de Wellspring



By Dom Fenner & Chloe Jones

Our Tour De Wellspring initiative was also a marvellous expression of togetherness of our community of schools.

Two-hundred and sixty-three of us walked, ran or cycled a staggering 4,952.2 miles. This included both brilliant individual achievements and a marvellous collective achievement for wellbeing and teamwork amongst our community.

26 miles for Tour de Wellspring Day 2

Always headwind- even when there's no wind! 😊 Good job my lights are super bright!

Distance	Elev Gain	Time
26.05 mi	294 ft	1h 45m

Tom O'Hara @justTOhara · 27 Sep
Last push. Ended up on a 6.6mile walk. #TeamWest #TourDeWellspring

Adam Bell @AdBell26 · 23 Sep
Today it was wet.

#TourDeWellspring Day 3
#TeamWest

@WellspringAT
@MrsRuggst.leeds

Awful idea... (Faster 4 miles... and a bit) #TourDeWellspring Day 3

Josh Greaves @josh_greaves89 · 27 Sep
Final #TourDeWellspring installment, 51 more miles on a blustery Sunday! Hats off to everyone who has got involved. Now time to lie down @WellspringAT

Sheffield

Distance	Elevation Gain
51.48 mi	3,196 ft
Moving Time	Avg Power
3:21:22	127 W
Avg Speed	Calories
15.3 mi/h	1,715 Cal

Academy Leader Board

	Name	Team	Total
1	Lacey Field	East Team	744.39
2	Horncastle	East Team	475.84
3	Support Centre (West Team)	West Team	464.38
4	Beacon	East Team	418.45
5	The Forest School	East Team	330.59

Walking – Men

	Name	Academy	Miles
1	Mark Bainbridge	Springwell Leeds	30.51
2	Daniel Reynolds	Laceyfield	30
3	John Mansfield	Phoenix Park	27.26

Walking – Women

	Name	Academy	Miles
1	Di Leasing	Horncastle	53.12
2	Natalie Hardman	Support Centre (West)	46.67
3	Michelle Lea	Horncastle	44.68

Natalie Hardman @Nataliejanex13 · 27 Sep
What a way to end a great week! Clocked 54miles this weekend for #TeamWest in our #TourDeWellspring challenge! Such a fantastic effort from everyone involved! @WellspringAT

Francesca McEvoy @francescaMcEvoy · 28 Sep
Recognition where recognition is due - Mr Paul McCready has contributed over 100miles this week, including a half marathon, for #TourDeWellspring. 🙌

He is an absolute machine! Thank you for all that you have offered!

@BeaconAcademyCL
@dom_fenner
@WellspringAT



Wellspring Wellbeing



Tour de Wellspring



By Dom Fenner & Chloe Jones

Health and wellbeing continues to be a key strategic priority for the Trust and it is even more important in these tricky times.

Running – Men

	Name	Academy	Miles
1	Jared Lloyd Jones	Elements	99.6
2	Julian Kennett	Joseph Norton	36.75
3	Adam Bell	Springwell Leeds	31.62

Running – Women

	Name	Academy	Miles
1	Caroline Rainbow	The Forest School	41.16
2	Emma Beveridge	Laceyfield	30.58
3	Kate Cowdroy	Littlecoates	28.08

Cycling – Men

	Name	Academy	Miles
1	Max Hobson	The Forest Academy	139.69
2	Josh Greaves	Support Centre (West)	123.45
3	Paul McCready	Beacon Academy	89.7

Cycling – Women

	Name	Academy	Miles
1	Karen Sheeran	Laceyfield	79.5
2	Sophie Archer	Laceyfield	78.7
3	Tracey Gostelow	Laceyfield	68.7





Wellspring Wellbeing



The Wellbeing Charter

By Dom Fenner

At Wellspring Academy Trust we are committed to creating healthy and inclusive workplaces that enable our employees to thrive at work.

The Wellbeing Charter outlines the commitment and responsibility of the Trust and all of its Academies to proactively address staff wellbeing.



ArborFest2020

12 & 13 November



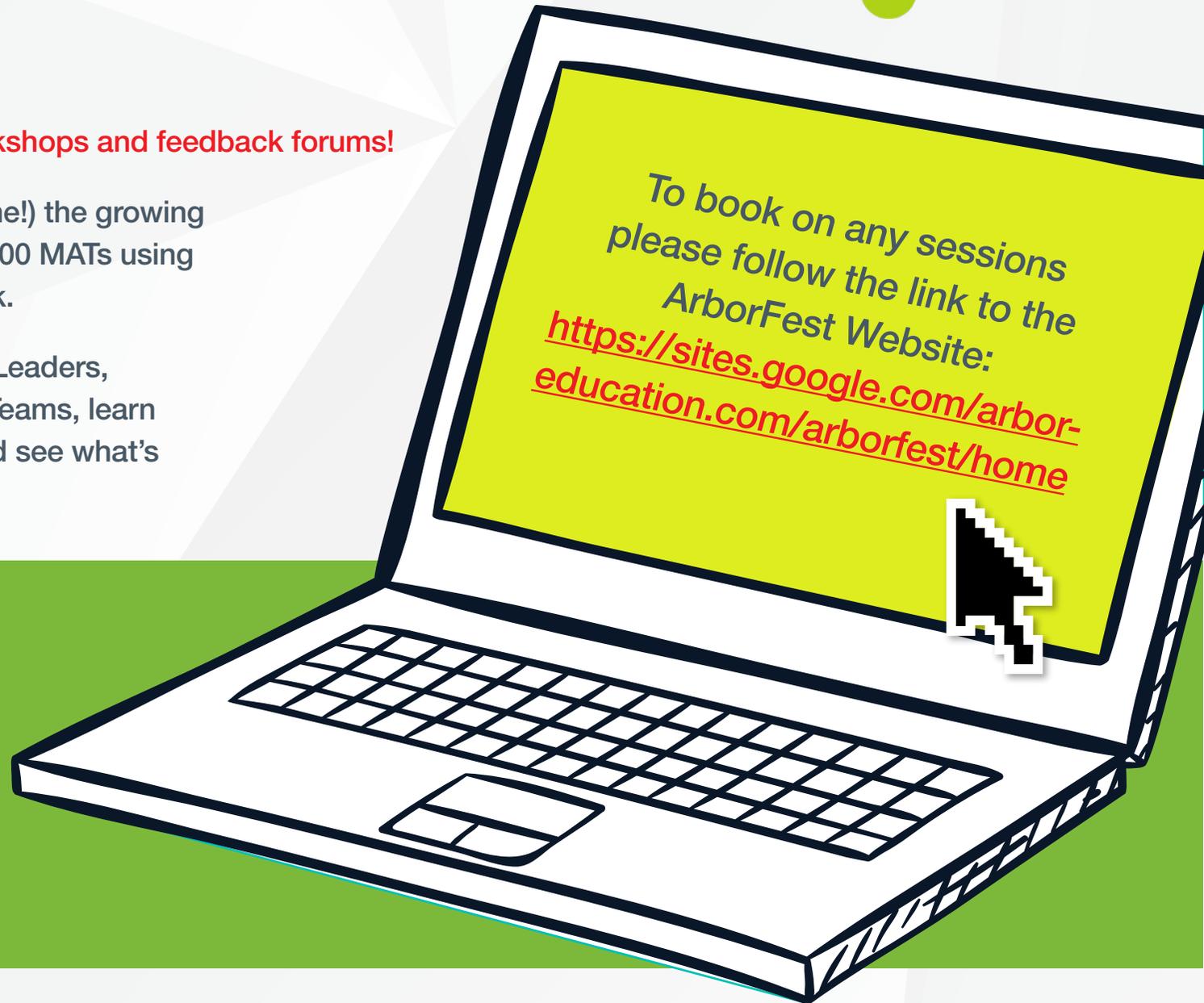
A virtual, two-day summit of talks, workshops and feedback forums!

ArborFest is your chance to meet (online!) the growing community of over 1,300 schools and 100 MATs using our MIS to transform the way they work.

Share best practice with fellow Senior Leaders, Administrative Staff and Trust Central Teams, learn tips and tricks from the Arbor Team and see what's coming up on our roadmap.

You'll get the opportunity to feed back on our ideas and hear from some leading speakers from the wider world of education.

And the best thing is -
it's completely free!



The Flying Duchy Pizza Delivery Project

By Jill Bryant



Molly, a Year 11 student at The Forest School in Knaresborough, and her family kept busy during lockdown by making and delivering delicious pizzas.

It all started on VE DAY, with a random act of kindness making and delivering the first pizza to a family friend, whose wife had passed away just before the pandemic started. She had been a very kind lady and Molly realised this would be a lonely time for him. The family then expanded their pizza empire making (and where needed, safely delivering) 10 pizzas each Friday to friends and family.

Molly's dad devised a menu of 6 pizzas. Molly helped make dough, fold the boxes, label and write orders on them. The family had special t-shirts and hats made with the logo that her brother Joe had designed.

The pizzas were free of charge, but many people made generous donations. Molly has collected £2250 for The Forest School to go towards the sports and playground project to provide new playground equipment. Molly is pictured here presenting the donations to our Headteacher, Michelle Farr.

We couldn't be prouder of Molly and what she has achieved - she is a real inspiration to us all.

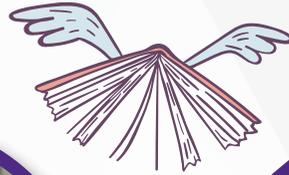


KS3 at Mablethorpe

By Tabitha Lomas



Springwell
Lincolnshire



KS3 at Mablethorpe have had a real push on their reading sessions last half term. All students have embraced different environments to read in and have grown dramatically in confidence throughout.

Students have re-named the session to family reading time, and every student reads out loud with growing confidence day by day.

To be asked: “just one more chapter Miss!” is the greatest feeling in the world. Students have also written their own stories in English and wanted to read them to their peers.



KS3 at Mablethorpe have taken on a huge challenge with their extended writing.

Not only have they planned in detail alongside their enquiry, ‘How do we get more energy?’ - they have learnt and evidenced the components of a graphic novel, changed the audience, and written a children’s book. The students are also working on writing a letter to encourage others to cut down their energy usage, in a bid to become more green.

I couldn’t be prouder of the efforts, edits and attention to detail from all students.



Reading friend

By Nigel Lowther
(on behalf of Littlecoates)



To find out more about Alec and how he supports the Academy's reading for pleasure agenda, he has a Littlecoates page on his website: <http://www.alecwilliams.co.uk/littlecoates-primary-academy-grimsby.php>

Professional storyteller Alec Williams may not have visited Littlecoates Academy during the pandemic – but the Reading Friend is still proving an inspiration.

Pupils are hearing his amazing stories in live sessions on Google Meet and through YouTube videos that he records for the Grimsby Academy. **Alec helped celebrate the European Day of Languages by sending a message that said: 'I Love Reading' in different languages.**

Book Champion Sue Howes commented: "Alec's an inspiration, motivating pupils to pick up books and enjoy reading - even though he's not able to visit in person."

"Children had to see if they could identify each language. In return, pupils sent greetings in the different languages spoken in our school. Year 5 children wrote their greetings and Year 4 videoed themselves."

"We have some very clever bi-lingual children in our school. Inspired by this, the younger children have been doing the register in the mornings using all the different languages they know - even Makaton!"

For National Poetry Day, pupils made recordings of favourite poems and swapped them for Alec's, which he recorded on his YouTube channel for pupils. The children loved Michael Rosen's 'Eddie' poems most - especially the nappy story, which they joined in with!

"Alec's an inspiration, motivating pupils to pick up books and enjoy reading - even though he's not able to visit in person."



The importance of Local Governance in Wellspring Academy Trust

By Karen Froggatt

Effective governance at all levels has been of prime importance for Wellspring Academy Trust since the Trust's formation, and is key to our effectiveness.

In keeping with our values and culture, our Governors (using this as a collective term for Directors, Board Scrutiny Committee members and Local Governing Body members) are informed and empowered, operating in a transparent and ethical environment, with constructive relationships between Governors and Management at all levels. We all want the same thing – the best possible education and support for the children and young people in our care.

Driven by the growth of the Trust (we have 25 academies and more in the pipeline, including three new Free Schools), the Board agreed that the time is right to undertake a detailed review of our Schemes of Delegation (SoD). They need updating to take account of the increased scale and complexity of the Trust. We also want to ensure that they are clear, unambiguous and user-friendly. The updated NGA models look particularly interesting and will be considered in detail.

A key element of the SoD in Wellspring relates to the delegation of responsibilities to Local Governing Bodies (LGBs). It was therefore decided that the first stage of the review of the SoD would be a detailed review of LGBs' roles and responsibilities.

From the outset it was agreed that there should be no change in the extent of LGBs' role in Wellspring's governance. Unlike some MATs, we believe that they should be delegated significant responsibilities (and accountabilities) and that they should continue to have real influence as committees of the Trust Board.

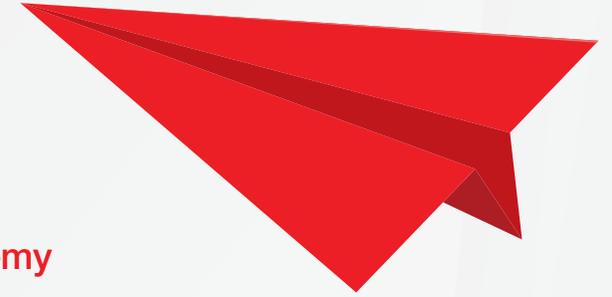
We've always paid great attention to ensuring that LGBs are 'in the know'. In addition to them receiving regular communications, they receive reports of every Board meeting and have the opportunity to escalate matters to the Board on an ongoing basis.

We also have a network of LGB Chairs and Vice-Chairs, in order that various matters can be discussed between them and the Executive Team. In addition, the Trust's CEO or another senior manager sits on every LGB, in order to reinforce communications and understanding. Our LGBs are supported by members of our in-house Governance Team, who have an in-depth understanding of the Trust, its people and its processes, in order to add value and insight into LGBs' deliberations.

We firmly believe that effective Governing Bodies are an important assurance mechanism, being of great benefit to the Board and Executive.

The Executive Team conduct Wellspring Assurance Framework (WAF) reviews of all aspects of each Academy's operations termly. Outcomes (and updated risk registers) are discussed with the relevant LGB Chair and with the Academy's Senior Leaders, in order that everyone is aware of areas requiring attention and that actions can be planned and monitored.

Despite our absolute commitment to the value of effective LGBs within our governance structure, we were conscious that their impact and effectiveness could be increased by there being greater clarity regarding their role, and a detailed review of the information and documentation they receive in order to fulfil it. In addition, we were conscious that the extent of their focus on the most important elements of their role (particularly regarding performance and standards) would benefit from reviewing.



...continued

We were very conscious that LGBs could sometimes find themselves overwhelmed by 'process', not least the consideration of numerous policies, rather than focusing on the 'big stuff', in association with School Leaders. It was agreed that we would aim for an 80/20 approach by Governing Bodies, ie, c80% of their time being spent on core matters relating to performance and standards (key Academy data, Academy Development Plans, WAF reports etc) and c20% on matters such as policies and other compliance-related business.

We've also been aware that LGBs can sometimes find themselves bombarded by various reports and information, which can create confusion and an unnecessary workload.

We're in the process of developing a Governance Pack, which will be produced for every meeting of each LGB. The majority of the information within it (particularly performance data) will be generated by the Trust's Support Centre, using our management information systems, thereby reducing the demand on School Leaders. The Leaders' role is to 'bring it to life', rather than spend considerable time producing it. The content of the Packs will be concise, transparent and userfriendly, ensuring that LGBs have the information they need in order to engage in meaningful discussion with Leaders and monitor progress.

Incidentally, during the review we considered whether the term 'local governing body' was appropriate. We were conscious that the NGA proposes that alternatives be used, particularly in an academy setting (as distinct from maintained schools), as LGBs don't (technically) 'govern'. They're also not 'local' in some instances. However, after significant discussion it was agreed that the name be retained.

The review has now concluded, having been overseen by a Governance Working Group, comprising three Directors (including the Chair of the Trust Board) and three Chairs of LGBs. LGB Chairs and Vice-Chairs were consulted throughout and all LGB members had the opportunity to input. All constitutional documents and arrangements relating to LGBs were reviewed in detail – from the overarching LGB Constitution and Standing Orders, to the Governor Role & Person Specification, to the Code of Conduct, to the Terms of Reference of LGB Remunerations Committee, and so on. The revised Annual Business Calendar, which outlines the key business scheduled for consideration at each LGB meeting, will be an extremely useful checklist, ensuring that LGBs cover all aspects of their role and that School Leaders are aware of the expectations of them and the scheduling of consideration of key business.

It's clearly important that all leaders within the Trust fully understand the role of LGBs (and other bodies within the governance structure) and vice-versa. In addition to the circulation of regular updates throughout the review, we're in the process of developing a film for circulation to all employees and governors, aiming to ensure maximum awareness and reinforcing the importance of effective governance.

At the time of writing we're liaising with LGB Chairs and School Leaders regarding the forthcoming half-termly LGB meetings, with all of us referring to the Annual Business Calendar as the starting point when planning agendas.

Work has started on reviewing our training and development programme, to ensure that it fully meets Governors' needs, in addition to which we're finalising a review of our Governor

Handbook and are intent on the guidance being as accessible and user-friendly as possible.

Although a separate matter, we are keen to recruit new people to some of our LGBs and are also reviewing the diversity profile of our LGBs. We hope that the review of the role and focus of our LGBs will assist us in attracting people who want to actively engage in the role – in the knowledge that LGBs have a significant (and respected) role to play within Wellspring.

The review of the Trust's Schemes of Delegation will commence shortly, building on the detailed work which has been undertaken to date.

This is an exciting time to be a part of Wellspring. We're also in the process of finalising our next five year strategic plan – 'Vision 2025'. It aims to build on the Trust's successes so far, expresses the confidence we have in our distinctive approach and articulates our ambitions for the future.

Very importantly, our commitment to effective governance and its importance to the Trust's success is firmly captured within it.



Life as an NQT

By Nigel Lowther
(on behalf of Littlecoates)



Experience of life as an NQT was shared by Littlecoates Academy teacher Dan Birkett to a worldwide audience.

Dan has just completed his NQT year, and was invited to be a panellist in the 'On the Couch with' series of weekly webinars organised by Bowden Education.

The webinars are centred around educational topics in front of an audience. Dan was invited as a panellist to the webinar: 'Perspectives of NQTs'.



For more information go to:
www.bowdeneducation.org

Year 5 teacher Dan gave an insight into the webinar experience: "Initially I was anxious about accepting the offer, but it was a fantastic experience and I'm so glad I did it. This virtual event allowed NQTs and RQTs, like me, to share our early experiences of teaching with each other and the audience. We fielded a wide range of questions posed by the hosts and members of the audience. The two hosts, Catherine Carden and Virginia Bower, spent a good 30 minutes chatting with the rest of the panel and I beforehand, which helped me relax."

The event began with an hour of questions. "Catherine and Virginia had cleverly crafted questions which created an atmosphere of openness and honesty, resulting in down to earth discussions about being an NQT."

"Listening to the other panellists, I found it reassuring to discover that it wasn't just me – we had all faced similar challenges, doubts, fears and triumphs in our first year of teaching."

Dan was impressed by the networking opportunities the webinar provided. " 'On the Couch with' is a great forum for all (but especially NQTs/RQTs) to find, share and learn from other educational professionals across the country. It also provides a great opportunity for networking. I would highly recommend taking part in 'On the couch with', as an audience member or even as a panellist if the opportunity arises."

New partnership brings opportunities for would-be teachers in Lincolnshire

By Elizabeth Hudson



A new partnership between Bishop Grosseteste University in Lincoln and Wellspring Academy Trust is creating more opportunities for people to train to teach in schools across Lincolnshire.

Teaching training opportunities are available for graduates in primary, secondary, special and alternative provision schools, with applications being accepted now for the next academic year. Schools offering training places under Wellspring's Positive Regard Teaching School Alliance training programme include Beacon Academy in Cleethorpes, Littlecoates Primary Academy in Grimsby, and Eastfield Infants' and Nursery Academy and Lacey Gardens Junior Academy in Louth

Chris Jessup, Director of Learning at Wellspring, said: "Teaching is the best job in the world and at the heart of great teaching are great relationships. This training scheme is distinctive because of the values that underpin its approach and, in line with Wellspring's values, it develops teachers who put children's wellbeing front and centre. If you want to truly make a difference to the lives of children in Lincolnshire, please consider applying."



"With the demand for teachers continuing to grow across Lincolnshire and beyond, this new partnership will allow more people to follow their ambitions. These teacher training places are open to all graduates, and people considering changing career are more than welcome to apply. This offers a perfect opportunity for people who want to make a difference in their local communities through improving the life chances of young people."

The training combines study at Bishop Grosseteste University with practical learning in a school-based setting, resulting in a PGCE qualification, Qualified Teacher Status and Masters credits.

Wellspring is a large multi-academy trust currently comprising 25 primary, secondary, special and alternative academies across Yorkshire and Greater Lincolnshire. The Trust has built eight new schools around the region and operates a number of non-profit and charitable enterprises all aimed at improving lives of young people.



"Teaching is the best job in the world and at the heart of great teaching are great relationships."

Families in tears as Grimsby teacher delivers hundreds of meals to stop children going hungry

Featured in the Grimsby Telegraph 31/10/20



Making a Difference

Phoenix Park Academy

A teacher has delivered hundreds of meals for children to stop them from going hungry during half term.

Liam Williamson has taken up the baton from Manchester United's Marcus Rashford by dedicating his time to delivering food parcels after the government decided to end the free school meal provision for the school holidays. His gesture has left grateful parents in Grimsby in tears.

Liam said: "I put a tweet up offering to help people over the half term and it got a really good response with loads of offers of support. "On Monday we delivered 10 food parcels to people in need and we're now delivering to Grimsby, Immingham, Cleethorpes, the whole area. "I work in education in special provision so I've seen first-hand what it can do when a child comes to school hungry, this is where a lot of the behavioural issues we deal with come from."

Mr Williamson was inspired to begin his campaign following the vote in the House of Commons when a Labour motion to extend support over the holidays until Easter 2021 was rejected.

Reaction to the decision made by the government went viral when Manchester United footballer Marcus Rashford began to retweet offers of support from businesses, organisations and local authorities.

Liam said: "Many of the messages that I receive are from people that are worried about staying anonymous - they're scared about people finding out.

"We have to reassure people that they won't be identified and we can just do a low key drop off at a door. "I've been receiving donations from so many people and Mr Biggles Bakery and Café Baraka have been a massive help. "It is great to know that communities do still pull together and the support that I've had has been unbelievable.

One mother receiving help from Mr Williamson said that she was happy because her son would now be able to have breakfast. The mum, who asked not to be named, said: "I'm so grateful for the help, I've not even been able to get out to the shops because my little boy has tested positive for Covid. "It is heart-warming to know that there are people out there willing to help out. I've nearly been in tears this morning when he dropped it off. "There are so many parents out there that are finding it difficult, it was really disappointing to hear we wouldn't be getting any help but then to see the community get involved is just great."

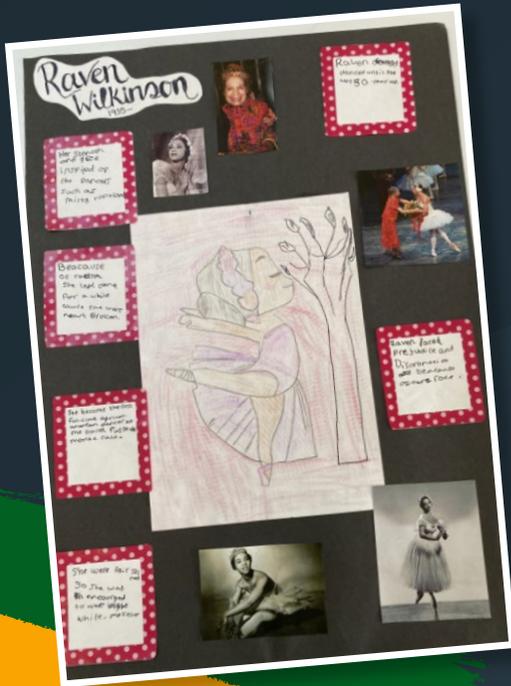
North East Lincolnshire Council and North Lincolnshire Council have announced schemes to support children who receive school meals. Liam thanks everyone who has helped with the scheme.



"It is heart-warming to know that there are people out there willing to help out, I've nearly been in tears this morning."

Celebrating Black History Month

By Reece Eschoe



Here at Springwell Leeds South, we are happy to be celebrating Black History Month with our diverse Springwell family.

From class talks on the effects of racism in today's world to learning about positive black history, here at Springwell we are trying to cover all bases within our diverse community. We kicked off our Black History Month celebrations with a poem written by Mr Eschoe (Springwell Leeds South Care Team Leader) which he read in virtual assembly, to launch our Springwell South Poetry competition. We had a beautiful entry from Konneur Dooley, below:

"Mr Eschoe, you inspire me differently, Remember the first lesson that we did, yeah it was history. The first time I seen you, who you were was a mystery. Yeah, now let me switch it up, we used to play Football, seen the ball and we'd kick it up, but from one coloured man to another, all this racist stuff man, my skin I want to cover.

Makes me smile when I see you all you say is 'Bless up' Or 'Don't stress, stay blessed. 'See that one there, yeah it hits me in my chest, because every time you say it, makes me think about chess, you know the blacks and whites, oh if the world was like that, just imagine the sights.

But for now we take it back, from the first day I seen you man, my schoolwork's done better, the first thing you said to me was, 'You're a go getter!' I was bare gassed, jumping up like Tigger, yeah Mr Eschoe man, you're my... Bigger brother, you inspired me to do my drumming and my raps, you're far ahead in life my guy, don't look back. And all these racists, they won't make it far, they're waiting



at the bus stop you drive past them in your car. Man the old days, I reminisce, you were my 1 to 1, ain't have no time for other kids... but times change and man I've grown up, I was misbehaving, nah I didn't own up, but now you're back I've been behaving well, no more fighting got a box to the face man my lip went swell, but nah I'm done with the verse, I ain't doing another, Mr Eschoe man I love you yeah, respect my brother."

Our students have also produced thought-provoking presentations about people they each view as positive black role models: Lewis Hamilton, Rosa Parks and Chadwick Boseman. To help develop better understanding of diversity and relationships, we have also watched documentaries and held discussions on different cultures and racial language within music.

Not only is our work around diversity focussed on educating our pupils, but vitally, we have also been educating ourselves as staff by attending diversity webinars and debriefs to help to make our curriculum more diverse and to improve our own and others' understanding of other cultures. Staff have found this work to be informative and empowering. **We are proud of the work of our community this term. From all at Springwell Leeds South, Happy Black History Month.**

Asthma Friendly Schools

By Laura Reader



In October, we were awarded 'Asthma Friendly Schools' status. This is an award we have prepared for throughout lockdown, and of which we are immensely proud.

Our Vice Principal, Laura Reader, has severe asthma, as does her daughter. Her daughter spent two weeks on the High Dependency Unit at Pinderfields Hospital this year with a respiratory virus. This fuelled Laura's desire to see schools do more to support asthmatic children.

Springwell Leeds South maintains a comprehensive asthma register, has a stock of emergency inhalers and spacing devices and regularly trains staff in asthma care. In addition, we have also worked hard to raise awareness of staff with respiratory health conditions.

Returning into the in-school workforce following lockdown, all asthmatic staff took part in an individual risk assessment process, to support them with managing their condition in work, and allowed us to educate their colleagues of the condition.

This means there is an open culture of support for asthma, which has been a big confidence builder for students living with the condition and has provided an extra layer of reassurance to parents in the midst of the pandemic.



If any schools would be interested in finding out more or would like support in applying to be 'asthma friendly', please contact Laura Reader, Vice Principal on l.reader@springwellacademy.leeds.org