



Our school staff wellbeing team and their roles

| Who's Who | Wellbeing roles; | Description of role; | Responsibilities of roles; |
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| <p>Mrs Emma Parfitt Acting Headteacher</p>  | <p>Designated Safeguarding officer</p> <p>Health and Safety Lead</p> | <p>A Safeguarding Lead is responsible for overseeing and coordinating all safeguarding and child protection practices within a school. Their role is central to ensuring that pupils are safe, protected, and supported in line with Welsh Government guidance, including <i>Keeping Learners Safe</i>.</p> <p>The Health & Safety Lead is responsible for overseeing and managing all aspects of health and safety within the school. They ensure compliance with legal requirements, conduct risk assessments, implement safety policies, and promote a safe environment for staff, learners, and visitors. They also coordinate training, monitor safety practices, investigate incidents, and liaise with external agencies to maintain high standards of health and safety throughout the school.</p> | <ul style="list-style-type: none"> • Leading Safeguarding Practice: • Managing Referrals: • Supporting Staff: • Coordinating Training: • Working with External Agencies • Monitoring and Reviewing Policies • Supporting Vulnerable Learners • Promoting a Safe Culture: <p>Ensure the school complies with all relevant health and safety legislation, regulations, and policies Develop, implement, and regularly review the school's health and safety policies and procedures Conduct risk assessments across the school premises, activities, and equipment to identify potential hazards Monitor and maintain a safe physical environment, including classrooms, playgrounds, and communal areas Promote awareness of health and safety practices among staff, students, and visitors through training and communication Investigate and report accidents, incidents, and near-misses, implementing corrective actions to prevent recurrence Coordinate emergency procedures and drills, including fire safety and lockdown practices</p> |

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| | | | <p>Liaise with external agencies, such as local authorities, health and safety inspectors, and contractors</p> <p>Ensure safe use and storage of hazardous materials and substances</p> <p>Maintain health and safety records and documentation, including risk assessments, inspection reports, and training logs</p> |
| <p>Mrs Michelle Jones Teacher</p>  | <p>Deputy Safeguarding officer</p> <p>ALNCO</p> <p>Healthy Schools Coordinator</p> | <p>In the absence of the Safeguarding Lead, the Deputy Safeguarding Lead assumes full responsibility for all safeguarding and child protection matters within the school.</p> <p>An ALNCo is responsible for leading and coordinating the school's provision for learners with Additional Learning Needs (ALN) in line with Welsh legislation. Their role ensures that learners with ALN receive appropriate, person-centred support that helps them access the curriculum and make progress.</p> <p>A Healthy School Coordinator leads the promotion of health and well-being across the school community. They work to create an environment that supports healthy lifestyles</p> | <p>In the absence of the Safeguarding Lead, the Deputy Safeguarding Lead assumes full responsibility for all safeguarding and child protection matters within the school.</p> <ul style="list-style-type: none"> • Identifying and Assessing ALN • Coordinating Support and Provision • Creating and Maintaining IDPs • Working with Families • Liaising with External Agencies • Advising and Supporting Staff • Monitoring and Evaluating Provision • Ensuring Legal Compliance • Promoting Inclusion <ul style="list-style-type: none"> • Leadership & Coordination - <i>Lead the planning, delivery, and review of the Healthy Schools Programme within the school & coordinate a whole-school approach to health and well-being in line with the National Healthy Schools National Standards</i> |




**Digital lead –
Online safety**

The role of the Health & Well-being AOLE lead is pivotal in promoting a holistic approach to the physical, mental, social and emotional development of Learners. This leader is responsible for creating and implementing a curriculum that supports Learners' overall well-being, resilience, and ability to make healthy life choices. Here are some key responsibilities they typically hold:

The Online Safety/ICT Coordinator is responsible for leading the school's digital strategy, ensuring the safe, effective, and innovative use of technology in teaching and learning. The role involves maintaining and developing the school's ICT systems, promoting high standards of

- Creating a Supportive Environment – Foster an inclusive, nurturing school environment that prioritises pupil wellbeing and their sense of belonging.
- Staff Training and Development – Provide termly professional development and meet regularly with county coordinators and other curriculum leads.
- Collaboration and Partnerships – Work with external health professionals to enhance provision with specialist expertise and resources.
- Monitoring and Evaluation – Track the effectiveness of the curriculum, monitor assessment tools, and identify next steps for improvement.
- Parental Engagement and Communication – Maintain clear communication with parents and guardians regarding pupil progress, wellbeing, and any concerns.
- Digital Strategy Integration – Support the shaping and integration of digital approaches that enhance teaching, learning, and wellbeing.
- Responsible for the overall digital strategy of the school, ensuring that technology is effectively integrated into teaching and learning.
- Ensuring that all pupils grow into responsible digital citizens who can use technology purposefully and safely.
- Monitoring & Evaluation - Track progress against the DCF.

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| | | <p>online safety, and delivering training and guidance to staff, pupils, and parents. The coordinator monitors compliance with safeguarding and data protection policies, supports staff in integrating digital tools into the curriculum, and works with external providers to ensure technology is reliable, secure, and up to date.</p> | <ul style="list-style-type: none"> • Policy Development & Implementation • Staff training – ensuring all staff are aware of any online updates. |
| <p>Mrs Rachel Grota Teacher</p>  | <p>Staff Well-being Champion:</p> <p>Health and Wellbeing lead:</p> | <p>A Staff Well-being Champion is dedicated to promoting and supporting the mental, emotional, and physical well-being of staff within a school. This role focuses on fostering a positive work culture where staff members feel valued, supported, and empowered to maintain a healthy work-life balance</p> <p>The role of a Health & Well-being Lead within a school is essential for creating a safe, supportive, and positive environment where Learners feel cared for and able to reach their full potential. This role centres around promoting the welfare,</p> | <ul style="list-style-type: none"> • Creating a Supportive Culture: • Promoting Work-life Balance: • Listening and Gathering to the Voices of Staff • Signposting staff to relevant well-being services and offering practical tools, tips, and information to support mental and physical health • Leading Well-being Initiatives • Advocating for Staff Needs • Raising Awareness • Monitoring Impact • Organising social and team-building activities to strengthen relationships and foster a sense of belonging among staff. • Design personalised display right for schools and resources for school to be successful – e.g. presentation to introduce rights • Learner Welfare & Support • Behaviour Management and Guidance • Supporting Mental Health and Well-being • Parental Engagement and Communication - <i>Maintain regular communication with</i> |

Rights of the child co-ordinator



Healthy Schools Coordinator

mental health, and overall well-being of learners.

A staff member leading on Children's Rights is responsible for promoting and embedding the principles of the UNCRC (United Nations Convention on the Rights of the Child) throughout the setting. They ensure that children's rights are understood, respected, and reflected in daily practice. This includes guiding staff in rights-respecting approaches, creating an environment where children feel heard and valued, supporting child-led decision-making, and helping families understand the school's commitment to children's rights. The lead also works to ensure policies, routines, and learning experiences uphold children's rights and contribute to a nurturing, inclusive, and empowering early years environment.

parents and guardians about learners' progress, well-being, and any concerns.

- Working with Staff & the Wider School Community to support & monitor learners' well-being, academic progress, and behaviour.
- Monitoring and Evaluation - Track the impact of Well-being interventions

- Embedding a Rights-Respecting Ethos:
- Raising Awareness and Understanding:
- Supporting Pupil Voice:
- Staff Training and Guidance: - *Support colleagues in adopting rights-respecting approaches and provide training or resources that promote inclusive, respectful practice.*
- Influencing Policies and Practice:
- Creating a Safe & Respectful Environment where all children feel valued, heard, and respected.
- Leading Rights-Based Initiatives

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| | | <p>A Healthy School Coordinator leads the promotion of health and well-being across the school community. They work to create an environment that supports healthy lifestyles by coordinating programmes and initiatives related to physical activity, nutrition, emotional well-being, and personal development. The role involves working with staff, pupils, families, and external agencies to ensure the school meets healthy school standards, delivers effective health education, and embeds well-being into school policies and daily practice. Overall, the coordinator helps ensure that the school provides a safe, supportive, and health-focused environment where all pupils can thrive.</p> | <ul style="list-style-type: none">• Leadership & Coordination - <i>Lead the planning, delivery, and review of the Healthy Schools Programme within the school & coordinate a whole-school approach to health and well-being in line with the National Healthy Schools National Standards Framework. Promote the programme amongst the school community.</i>• Assessment & Action Planning - <i>Lead the completion of Healthy Schools self-evaluation processes on core health areas</i>• School Community Engagement – <i>Initiate & Involve the voice of the School Community</i>• Curriculum Integration - <i>Liaise with the Lead of the Health & Well-being AOLE to ensure health and well-being topics are embedded across the curriculum.</i>• Monitoring & Evaluation - <i>Track progress against the Healthy Schools standards.</i>• Policy Development & Implementation |
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**Mr Steffan Phillips
Teacher**



School Council lead

Responsible for leading and for supporting pupils to have a meaningful voice in school decision-making. Guide and mentor School Council representatives, help organise meetings, ensure pupils' ideas and concerns are heard, and support them in taking forward school activities or initiatives. Act as the link between pupils and school leadership, ensuring the council's work contributes positively to school improvement and promotes a culture of participation, responsibility, and active citizenship.

- Support and guide School Council representatives in their role.
- Help children share their ideas and listen to their friends.
- Organise fun meetings for children to talk about school.
- Make sure everyone gets a chance to have a say. Promote inclusive participation so all pupils feel represented.
- Help children work on projects to make the nursery
- Support children to be good leaders and help each other.
- Talk with teachers to share what children say.
- Celebrate children's ideas and achievements together.
- Act as the key link between pupils, staff, and senior leaders regarding pupil voice matters.

Physical Literacy Lead

A Physical Literacy Lead is responsible for promoting and developing pupils' physical literacy across the school, helping children build the motivation, confidence, physical competence, knowledge, and understanding needed to enjoy being active for life.

- Promoting Physical Activity and Skills Development
- Embedding Physical Literacy Across the Curriculum
- Creating a Positive Culture of Activity
- Supporting Staff
- Coordinating Programmes and Initiatives that promote & support Physical Literacy development of Learners
- Monitoring Progress and Impact - *Track pupils' development in physical literacy and evaluate the effectiveness of activities or interventions to inform continuous improvement.*
- Working with Families and the Community - *Promote the importance of physical literacy*

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| | <p style="text-align: center;">Taith Project Lead</p> | <p>A Taith Project Lead is responsible for designing and managing an international learning project that supported the school's priorities in outdoor learning and wellbeing. To establish partnerships with schools overseas and facilitated professional exchanges to gather best practices. Implementation new ideas, support staff development, and introduced inclusive initiatives—such as cultural and wellbeing projects—that enriched the school community and improved learning experiences for pupils.</p> | <p><i>to parents and carers and build links with community organisations, sports clubs.</i></p> <ul style="list-style-type: none"> • Create and develop a project that would benefit the school on their current needs, which were the development of outdoor learning and the wellbeing of staff and pupils. • Seek international links and conduct meetings to engage and seek potential partner schools. • Develop these links further by conducting meetings to share the project ideas and to get these international schools onboard. • Once relationships had been developed, then it was needed to organise visits to Canada, Sweden and Singapore. • During international mobilities, conduct meetings with educational professionals, through sharing best practices, shadowing lessons, speaking to staff and sharing ideas that could be taken back to school. • Once back from the international mobilities, share the experience with staff and implement any changes to the school. • From a result of the mobilities and the focus on the wellbeing of the children, a world map was introduced in the café, where it could highlight the diverse background of each child in the school, where we could learn more about their families. • World Map – put up relevant world flags on the map where each child's picture could be put to a flag that links to their families and also to Wales where they currently live. This will allow children to develop a sense of |
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| | <p style="text-align: center;">Eco schools Lead Co-ordinator</p> | <p>The role of a school's Eco Coordinator in Wales is to champion and lead the school's sustainability agenda by coordinating the Eco-Schools programme, facilitating the work of the Eco Committee, and embedding environmental education across the curriculum. The coordinator supports pupils in taking ownership of projects, oversees audits and action plans, and ensures the school progresses through the Eco-Schools award levels. They promote sustainable practices such as recycling, energy efficiency, biodiversity enhancement, and responsible waste management, while engaging staff, governors, parents, and the wider community in environmental</p> | <p>belonging and give the school the opportunity to celebrate different cultures tied to the children. Which will give the school a more inclusive approach to allow the children to share more of their lives.</p> <ul style="list-style-type: none"> • Highlight the importance of engaged outdoor learning and the link it has on both staff and the children's wellbeing, which was observed in Sweden. Ensure that children have every opportunity to engage in outdoor learning in any weather. • Lead the Eco-Schools programme in order to maintain and retaining the school's current Eco Platinum Award—and ensuring continued progress and high standards in all Eco-Schools themes. • Support and facilitate the Eco Committee through the use of the school council, ensuring pupils are central to decision-making and project planning. • Carry out environmental audits (energy use, waste, water, biodiversity, etc.) and use findings to develop and update the school's Eco Action Plan. • Promote sustainable practices across the school, including recycling, litter reduction, waste minimisation, energy efficiency, and sustainable travel. |
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| | | <p>initiatives. In addition, the Eco Coordinator monitors and evaluates the impact of sustainability actions, ensures alignment with Welsh Government priorities—including Education for Sustainable Development and Global Citizenship (ESDGC)—and helps create a school culture where learners are empowered to understand environmental challenges and take meaningful action. The role also contributes to whole-school wellbeing by fostering outdoor learning, connecting pupils with nature, encouraging healthy and active lifestyles, and promoting a sense of responsibility, belonging, and positive mental health through participation in meaningful environmental projects.</p> | <ul style="list-style-type: none">• Embed sustainability into the curriculum, working with staff to link Eco-Schools themes to learning across subjects.• Organise and lead environmental projects, events, and awareness campaigns (e.g., litter picks, biodiversity projects such as planting wildflowers in the school, plastic of oceans, Walk to School Week).• Engage the wider school community, including parents, governors, and local organisations.• Monitor and evaluate progress, keeping records, collecting evidence, and reporting on the impact of Eco-Schools activities.• Ensure alignment with Welsh Government priorities, such as Education for Sustainable Development and Global Citizenship (ESDGC) and the Curriculum for Wales. Introduce a world map where children and staff can share family roots from different countries, to develop their sense of belonging and pride by sharing with others. Which can lead to the development of tolerance and respect for others from an early age.• Promote wellbeing through nature-based activities, outdoor learning, gardening, and projects that encourage positive |
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| | | | <p>mental health, physical activity, and a sense of responsibility.</p> <ul style="list-style-type: none">• Maintain communication, sharing updates in assemblies, newsletters, displays, or the school website to celebrate achievements.• Within the school create and implement a sound connection within the local community through charitable work. Decide to raise money for a local charity at least once a term or for school resources. Where we have raised money for 'Jac Lewis Foundation' a local mental health charity, where our recent efforts have raised £1586 through a school charity walk. Where communication to parents was key to this success through providing sponsorship forms for the children to collect donations.• Organise and lead on Fitness sessions on wellbeing Wednesdays (spring/Summer term) within the school where staff can participate in physical activity sessions for their wellbeing after school. |
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Mrs Nia Willis



HLTA

Intervention Lead

This staff member is responsible for identifying Learners who require additional academic or behavioural support and design, implement, and monitor targeted intervention programmes. They collaborate closely with teachers, parents, and external agencies to ensure interventions are tailored to individual student needs. Their duties include assessing Learner progress, adapting strategies to maximize effectiveness, and providing training or guidance to other staff members. The goal is to improve Learner outcomes, close achievement gaps, and foster a supportive learning environment.

- Identify Learners who require additional academic, social, or behavioural support through assessments and teacher referrals
- Monitor and evaluate the progress and effectiveness of interventions regularly
- Collaborate with teachers, teaching assistants, parents, and external specialists to coordinate support
- Maintain accurate records of interventions, learner progress, and outcomes
- Provide training and guidance to staff on delivering effective interventions and best practices
- Adjust intervention strategies based on data and feedback to maximise learner improvement
- Support Learners in developing skills for independent learning and resilience
- Report to senior leadership on intervention impact and suggest improvements to school-wide strategies
- Promote a positive, inclusive learning environment that supports diverse learners
- Ensure compliance with safeguarding policies and confidentiality in handling learner information




ELSA

<https://www.elsa-support.co.uk/>

An Emotional Literacy Support Assistant (ELSA) in schools supports the emotional well-being of pupils by providing targeted one-

- Provide targeted emotional support through one-to-one or small-group sessions, helping pupils understand and manage their emotions effectively.
- Develop pupils' social and emotional skills, including self-esteem, resilience, problem-

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| |  | <p>on-one or small-group sessions to help them understand and regulate their emotions. They are trained teaching assistants who work with students on social and emotional skills, build supportive relationships, and help bridge the gap between a child's emotional needs and their ability to learn, often receiving ongoing support from educational psychologists</p> | <p>solving, social interaction, and coping strategies.</p> <ul style="list-style-type: none"> • Build positive, trusting relationships with students to create a safe space for them to express feelings and explore challenges. • Identify emotional barriers to learning and work with pupils to reduce these barriers, supporting their overall well-being and academic engagement. • Plan and deliver structured intervention sessions tailored to individual needs, using strategies learned through ELSA training. • Collaborate with teachers and school staff to identify pupils who may benefit from emotional support and share relevant strategies for classroom practice. • Maintain clear and confidential records of sessions, progress, and concerns, following safeguarding and school policies. • Communicate with parents and carers where appropriate to support joined-up emotional development for the child. • Receive supervision and guidance from educational psychologists and engage in ongoing professional development. • Promote emotional literacy across the school, encouraging a supportive environment where pupils feel understood and valued. |
| <p>Mrs Lena Hendra</p> | <p>ELSA</p>  | <p>Emotional and Literacy support assistant – as mentioned above.</p> | <ul style="list-style-type: none"> • As mentioned above. |

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| <p>LSA</p>  | <p>Balance ability programme</p>  <p>https://www.balanceability.com/</p> | <p>Balanceability is a sustainable, school-based programme designed to promote the physical, cognitive, and developmental benefits of cycling for young children. The programme delivers fun, engaging, and age-appropriate activities that help children build confidence while developing essential balance and coordination skills. Through structured sessions, Balanceability enables children to become competent and confident cyclists from an early age.</p> | <ul style="list-style-type: none"> • Deliver the Balanceability curriculum to early-years and primary-aged children in school settings. • Teach and support children in developing core cycling skills, including balance, control, coordination, and confidence. • Create a safe, positive, and engaging learning environment that encourages participation and physical activity. • Set up and maintain equipment, ensuring all sessions meet safety standards. • Work collaboratively with school staff to schedule and facilitate sessions. • Monitor and track children's progress, providing encouragement and feedback. • Promote the physical and developmental benefits of cycling as a sustainable, lifelong skill. |
| <p>Miss Helen Lewis LSA</p>  | <p>Wellbeing support</p> | <p>Supports the school well-being Team in promoting and ensuring learners well-being by adopting an approachable and attentive manner, offering informal help, and guiding learners to the right resources. They work closely with the Well-being Team by sharing observations on learner well-being and behaviour with the relevant staff and support strategies and implements practices that help create a positive</p> | <ul style="list-style-type: none"> • Maintain an approachable and empathetic attitude to create a trusting environment for learners • Observe and recognise early signs of emotional, social, or behavioural challenges among learners • Share relevant observations and concerns with the Well-being Team to ensure timely intervention • Guide learners to appropriate well-being resources or refer them to the Well-being Team when needed • Support the implementation of well-being initiatives, programmes, and strategies across the school |

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| | | and safe school environment where learners can thrive. | <ul style="list-style-type: none">• Encourage positive relationships and promote an inclusive, respectful school culture• Assist in organising and facilitating activities that foster mental health, resilience, and social skills• Respect confidentiality and adhere to safeguarding policies when dealing with sensitive information• Collaborate with teaching staff, parents, and external professionals to support learner well-being• Help monitor the impact of well-being support on learners and provide feedback for improvement• Contribute to creating a safe and supportive learning environment where all students feel valued |
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