**Wembley Primary School Action Plan for Wellbeing SIP Group**

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| **Success criteria to achieve outcome targets** | | | | |
| Wellbeing and Mental Health  -Development of PSHE/PE curriculum to encompass mental health and wellbeing  -Increased understanding of all staff on how to recognise , respond to and/or to refer pupils on the continuum of mental health needs  -12 month Action plan for Wellbeing in place showing how we will drive forward the vision and strategy of positive mental health and wellbeing for the school community.  -Increased staff wellbeing , with support and guidance  - Clear procedures in place for identifying and referring vulnerable pupils including those with mental health concerns.  -Clear procedures in place for measuring the impact of wellbeing  - Questionnaire and stakeholder interviews completed at the end of the WAS award with all stakeholders being consulted through WAS questionnaire and interviews. Comparison to data at the start of the award | | | | |
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| *Key Priority* | ***Action to be taken***  \_\_ = achieved  \_\_=work in progress | ***By When?*** | ***Costing Time, £, budget heading*** | ***Monitoring – What and when? (checking implementation)*** | | ***Evaluation (analysing the progress and impact of actions)*** |
| Objective 1: Ensure the school is committed to promoting and protecting positive emotional wellbeing and mental health | 1.1The award process is reviewed by the Senior Leadership Team (SLT) and governors and formally adopted. | Half termly  Autumn 2 | SLT half- termly, governors  Termly meetings | Review half termly at SLT meetings and keep a record of minutes.  Review at governors meeting and invite governor to become part of change team. | | Minutes saved in folder 1.1 – SG  Wellbeing presentation given to governors SG  Wellbeing governor identified and attended change team meeting – see minutes 27/01/21  PPT put in folder 25/2/2021 |
| 1.2 A statement of commitment is signed | Spring term 1 | Gov. meeting | Governors and SLT to sign statement of commitment. Update on WAS. | | Completed 25/2/2021 |
| 1.3Responsibilities given to members of change team | September 2020 | SIP meetings | Assign roles and tasks to change team members. | | Completed 12/11/20 |
| * 1.4 The School Self-Evaluation Form is completed. | March 2021 |  | Initial self evaluation completed December 2019 SG  New self evaluation to be completed prior to 25th March CB | |  |
| 1.5 Stakeholder Evaluation Forms are sent out at end of process and the results analysed. | February 2021 move forward to June 2021 |  | Stake holder evaluation for the start of WAS sent out and evaluated 2020.  Stakeholder evaluations for the end of the WAS sent out and evaluated, including comparison with that done at the start. | | Overview of statements -SWOT analysis  Generate PDF to save in folder |
| 1.6 The Action Plan is prepared and approved by the SLT. | Half termly | SIP meetings | Update actions and dates on the online action plan – approved by SLT  Currently being done on this paper document – update online one for March 25th? | | Scan action plan signed by AMTK |
| 1.7 The whole-school community informed about the award. | Autumn 1 and ongoing | SIP meetings | Create a briefing paper with communication methods detailed. Add examples of communication with all stakeholders.  Develop regular communication strategies for staff, pupils and parents: staff noticeboard, pupil noticeboard, school council, assemblies, regular features on newsletter. | | Communication strategies document.  Evidence folder for:  Parents – screen short of website, newsletter  Pupils- KS2 assembly, pupil voice Display definition of wellbeing poster around school  Staff-initial INSET January 2020. |
| EVALUATION: The Action Plan is regularly monitored, progress is evaluated and the findings shared and acted upon. | Half termly | SIP meetings | Update action plan on WAS website.  Updated school action plan in section 1.6  Updated SIP group actions in section 1.6 | |  |
| Objective 2  To ensure the school has a clear vision and strategy for promoting and protecting emotional wellbeing and mental health, which is communicated to all involved with the school. | 2.1 A vision statement is in place that puts emotional wellbeing and mental health at the heart of the school’s aspirations. | Autumn 2 |  | Develop a school vision statement that has wellbeing clearly at its centre (does not need to use the word ‘wellbeing’. | | Planned for Feb INSET, speak to AMTK  Summer term 2021 |
| 2.2 The school has reviewed its provision and understands how it currently supports emotional wellbeing and mental health and where strengths, gaps and weaknesses in provision exist. | Autumn 2 |  | What do we have in place and what works well (SWOT) – headlines, pulling information together from a range of sources.)  Screening programme for vulnerable children using Boxall profile – trialled this with specific children? | | Document complied at staff meeting January 2020  SWOT Analysis of questionnaire  Where is the provision overview that Caroline put together? |
| 2.3 All relevant school policies (bullying, safeguarding, etc.) have been audited to ensure they connect with the school’s work on emotional wellbeing and mental health. | Autumn 2 |  | Audit key policies. Ensure they refer to wellbeing and the wellbeing message comes through:  -SEND  -SEND information report  -Child protection  -Anti-bullying  -Behaviour  -PSHE/RSE  -Staff appraisal  Write a statement that staff can include when updating policies and share with staff. | | Policies folder with relevant parts highlighted.  Statement to be given to staff to add in when reviewing policies.  Discuss at next SIP meeting. |
| 2.4 The school has reviewed and understands all the relevant risk factors that can impact on emotional wellbeing and mental health in pupils. | Autumn 2 |  | Staff to be informed of mental health risk factors.  Staff to complete a half termly, three column list to identify vulnerable children  SLT to review vulnerable children after next steps taken. | | Shared with AHTs (Spring 1) to share with class teachers (Spring 2)  Add examples (CB) |
| 2.5 A strategy for emotional wellbeing and mental health, which takes into account all reviews and audits and addresses any gaps in provision, is approved and in place. | Autumn 1 |  | Write an emotional wellbeing and mental health strategy/policy. | | Policy written in draft form. Does this need to be finalised? Ratified by governors? Look at next SIP meeting 3rd March 2021, then SLT following week, then share with staff and agree policy prior to 24th March if possible. |
| 2.6 The strategy and vision statement is communicated to the whole-school community. | Autumn 1 and ongoing |  | Communicate strategy and vision to:  governors,  SLT, staff (meetings, noticeboard),  pupils (Assemblies, school council, noticeboard) and  parents (Newsletter, website, noticeboard).  Discuss this evidence with SHaron | | See evidence in 2.1 re communication about award.  Communicate strategy and vision statement to stakeholders.  See 2.1  See 2.5 |
| 2.7 EVALUATION: The SLT has identified a clear set of outcomes for measuring the impact of the strategy and progress towards them is monitored | Autumn 1 |  | Create a set of outcomes based on the award objectives that our strategy can be monitored.  E.g. attendance for vulnerable children, all children feel supported coming back to school, parents know routes to coming back to school, can look at questionnaires or can be instinct driven.  Discuss with Sharon | |  |
| Objective 3  To ensure the school has a positive culture which regards emotional wellbeing and mental health as the responsibility of all. | 3.1 The school takes steps to create an awareness across the whole-school community of the importance of emotional wellbeing and mental health, including its impact on academic performance. | Autumn 1 and through school year |  | Collate evidence of all wellbeing provision (interventions, training, assemblies etc) for   * Pre Covid * During Covid (Spring/Summer 2020) * Post Covid recovery (Autumn 2020) * Covid lockdown (Spring 2021)   Demonstrate staff have understood reasons for wellbeing ie. Maslow hierarchy of needs. | | Document created – regular updates needed  Introduced in INSET by EP September 2020 Have the first one. Where is the second? |
| 3.2 The whole-school community has contributed to the vision and strategy for emotional wellbeing and mental health. | Autumn 2 |  | Discuss and finalise proposed vision at SLT meetings, staff meetings and through pupil voice (Year 4 – 6 School Council).  Representing views on change team e.g. pupil voice (CB – Google Classrooms), parent voice (Dipti – Zoom meetings). | | Pupil voice see 1.7  Website – before 24th March |
| 3.3 The whole-school community understands their role in promoting and protecting emotional wellbeing and mental health. | June 2021 |  | Complete end of award questionnaire and compare with initial one  Staff – INSET – September 2020  Parents –  Pupils – pupil voice December 2021 | | Do we need any other evidence to show how the whole school community understands their role? |
| 3.4 An accountability framework clearly sets out who is responsible for emotional wellbeing and mental health within the school leadership. | Spring 1 |  | Work on draft of accountablility framework. Can’t open this to check it/update it  Develop and discuss accountability framework with staff. | | Do we need INSET time for this?  Share with staff prior to week 4 – ask AHTs to share |
| 3.5 The school works to implement positive ways of talking about, and removing the stigma around, mental health. | Termly-ongoing |  | Awareness days:  Children’s Mental Health week (1 – 7th February 2020)  Anti-bullying week (16th – 20th November)  Felix Project (16th October )  PHSE Lessons – see overview  Autism Awareness Month (April 2021) | | PPTs and resources used from awareness days and weeks.  Examples of work.  PSHE curriculum examples.  Social media examples |
| 3.6 The school evaluates the extent to which the whole-school community feels comfortable talking about, and taking responsibility for, mental health issues within the school, and appropriate follow-up action is taken. | June 2021 |  | Complete end of award questionnaire and compare with initial one. | |  |
| Objective 4  To ensure the school actively promotes staff emotional wellbeing and mental health. | 4.1 Staff emotional wellbeing and mental health is specifically included in the strategy. | Autumn |  | Write emotional wellbeing and mental health strategy with elements relating to staff highlighted. | | See 2.5 – we need to finalise, ratify ? and share this policy with stakeholders. |
| 4.2 A budget is in place and resources allocated for staff emotional wellbeing and mental health. | Spring 1 |  | Identify extras done at school for wellbeing and give this a value. This could be a ‘ball park’ figure and doesn not come out of main school budget e.g tea and coffee, days for funerals etc.  Wellbeing budget now given? | | Planned for Spring 2 |
| 4.3 Stress management, positive wellbeing interventions and reward systems are in place for staff. | Spring 1 |  | A copy of policies relating to staff mental health, wellbeing, or welfare including any support mechanisms available for staff.  List of extra support given to staff e.g. going to funerals, come in late, go to family events and other specific examples e.g. social events, clubs for staff, wellbeing interventions, cakes in the staffroom.  Wellbeing and MH support for staff examples.  Ideas for rewards and recognition during COVID:   * Fun ideas eg secret santa, staff quiz * Letter of thanks from HT on Frog. | | Flexible working policy.  Lone working policy.  Appraisal policy (4.4)  See list in 3.1 – add to this ongoing – can’t open this to check or update.  Information about extra support offered and staff WB evidence  Rewards, recognition and fun |
| 4.4 The staff appraisal system, alongside ongoing supervision, ensures emotional wellbeing and mental health is recognised and monitored. | Spring 1 |  | A copy of the appraisal policy or proforma (or similar supervision guidance), highlighted to show where emotional wellbeing and mental health is emphasised.  Performance management and general line management structures and approaches. Are questions about wellbeing and workload being asked?  Analysis of Staff return to school Questionnaire September 2020 - What additional pressures are staff under after COVID? Should we do another one March 2021?  Investigate level of staff absence and retention. | | Teacher appraisal and capability policy.  Coaching proforma  This is done on a case by case/ad hoc basis by AHT/DHT    Where can I find staff questionnaire analysis 2020? Return to school  Emailed Dee/AMTK about absence and retention 25/02/21 |
| Objective 5:  To ensure the school prioritises professional learning and staff development on emotional wellbeing and mental health. | 5.1 Professional learning and staff development forms part of the strategy, including consideration of resource allocation. | Autumn/Spring 1 |  | Annual programme of CPD to include wellbeing and positive mental health | | Spring 2020 and Autumn 2020 CPD  PPTs from all wellbeing and MH related CPD 20/21  Log of all CPD and training offered  Place2be Wellbeing Champions training log October 2020 – ask staff again to let me know who has completed.  Analysis of staff wellbeing questionnaire Sept 2020 – ask Sharon |
| 5.2 The school is aware of current confidence and capacity among staff in promoting emotional wellbeing and mental health, and training needs are identified. | Spring 1 |  | Keep a log of training and support given – everybody/specific – teachers and TAs  Demonstrate that we have offered it (not whether it has been used) | |
| 5.3 The school has a targeted short-term and long-term CPD programme in place that includes emotional wellbeing and mental health, with training opportunities offered. | Spring 1 |  | ~~A copy of the CPD, staff development or training plan~~  CPD plan is done term by term according to needs and driven by SIP-AMTK/SLT | |
| 5.4 A programme of mental health awareness training is available to all staff. | Spring 1 |  | A copy of the CPD, staff development with section on mental health awareness highlighted | |
| 5.5 EVALUATION: The school evaluates the extent to which all teaching staff feel they have the knowledge and skills to promote emotional wellbeing in their class teaching, and appropriate follow-up action is taken. | Spring 2  Autumn 1  Spring 1 |  | Results from the Staff Stakeholder Evaluation Forms.  Analyse Staff wellbeing questionnaire September 2020.  Write strategy doc – training for next year e.g. member of staff should……..  SG and CB to do training for staff based on Champions training- trauma informed and attachment styles, emotional coaching.(Summer term and ongoing) | |
| Objective 6: The school understands the different emotional and mental health needs across the school and has systems in place to respond emotionally. | 6.1 Assessments of pupil and staff needs are conducted at regular points and feedback is acted upon. | Autumn 1-  6 ways to wellbeing  Ongoing-termly |  | Use of wellbeing scales termly to highlight identify where children are in terms of their wellbeing/mental health.  Use to produce a whole school screening document.  Use of Leuven scales to give further information.  Staff questionnaire | | Clare given to AHTs in Spring 2  AHTs to share with staff in Spring 2 |
| 6.2 All staff can identify and respond appropriately to signs of emotional or mental distress in pupils and each other. | Spring 2 |  | Provide CPD for all staff of how to identify and respond to signs of emotional distress – questionnaire evidence. SG and CB to do training for staff based on Champions training- trauma informed and attachment styles, emotional coaching.(Summer term and ongoing) | | Have we done this?  Do we need to provide further INSET ? |
| 6.3 There is a clear identification and information sharing system for pupils | Autumn 1 |  | Ensure that there are clear identification information sharing protocols which are known to staff.  Staff know that children may cross over in SEN and safeguarding – they should be looked over as a whole (‘vulnerable pupils’) and that their role is to idenfity these children see 6.1  Weekly SLT vulnerable children meeting –decided who will take that child forward (SEN, MH, Safeguarding) and when will they review this again. What will the intervention be? | | Shared with staff at INSETs INSET September/October 2020/January 2021  See 3 column vulnerable children chart 6.1 Reminded staff 25/02/21  Create a flow chart |
| 6.4 The school uses its best endeavours to provide for pupils a range of interventions appropriate to the to the needs identified. | Spring 1 |  | A copy of relevant school polices or documents that set out the support available to pupils with mental health problems with the relevant sections highlighted. These may include:  • The SEN Information Report and SEN policy  • The policy for pupils with medical conditions? Intimate care and administering medicines  • Provision that the school is expected to provide which is listed on its local authority’s local offer  • The school accessibility plan – doesn’t refer specifically to those with mental health needs  • ~~The pastoral care policy~~  Interventions:  What do we do for everybody?  What do we do for those who have a little bit more?  What do we do for those who need specific support that the school cannot provide? (include in the policy) | | Policies in folder:  Accessibility plan  Administering medicines  Intimate care  SEN information report  Special Educational Needs and disability policy  Complete highlighting |
|  | 6.5 Arrangements with external specialist services are in place with clear referral pathways and outcomes agreed for pupils. A list of liaison roles and referral protocols | Spring 1 |  | Staff clear on referral procedures  A list of liaison roles and referral protocols available to staff  An organisational flow charts shows what happens after this referral is made? | | Examples of referral form 6.3 |
|  | 6.6 The school provides signposts to appropriate online information, services and support. A website directory or list of trusted online resources used by the school. | Spring 1 – update  Monthly – half termly |  | • A website directory or list of trusted online resources used by the school.  • Wellbeing page on website with trusted online resources http://www.wembleyprimary.co.uk/curriculum/wellbeing/  • How do we remind parents/staff that support is there? Posters? Newsletter?Tab on frog. | | Screen shots from Wellbeing page on website  Parent newsletters  Tapestry (EYFS)  Frog for staff  Check ins for pupils  Reminders in PSHE lessons |
|  | 6.7 EVALUATION: Feedback is gathered about the support available for pupils’ emotional and mental health needs, and appropriate follow-up action is taken. | Autumn 2 |  | Document to show how many children at different levels are receiving support? What is our level of need? In particular cohorts? | | Can’t find this document? |
| Objective 7  To ensure that the school actively seeks the ongoing participation of the whole-school community in its approach to emotional wellbeing and mental health. | 7.1 Pupil voice mechanisms are in place and used at regular points. | Half termly |  | • Records of views on emotional wellbeing and mental health gathered from pupil voice mechanisms.  • Compile a record sheet for each pupil to record their feelings and emotions ‘emotional check ins’  • -daily sheets in first week  • -weekly sheets for rest of half term  -Introduce zones of regulation  • Pupil voice – school council  • Summaries:  • Have their been changes that you put forward?  • Have pupils been empowered to support others?- wellbeing champions | | Emotional check ins from start of term  Zones of regulation check in  Check in on google classrooms.  Pupil Voice December 2020  School council google classroom set up and first in |
| 7.2 The school works in partnership with parents/carers to respond to their views and needs. | Spring 2  Autumn 2  Autumn 1  Spring 1/2 |  | • Results from the Parent Stakeholder Evaluation Forms  • Ask parents to send any ideas/views/concerns or needs to learning email and also zoom meetings with regular updates during covid closure and into Autumn term. This can be developed further with the introduction of Google Classrooms.  • Return to school questionnaire.  • A document describing your main links with parents and how you use their feedback and comments. | | Asked KK for eveidnce e.g. emails, logs from calls to parents – anonymised.  Parent forum meeting 3/12/20 – CB to attend??  Re do return to school questionnaire. |
| 7.3 The school has identified ‘Wellbeing Champions’ from across the whole school community. | Autumn 2 |  | Governor  Pupils - School Council  Staff – change team or others  Parents – through parent forum? | | Assign school council reps to take a lead with wellbeing and pupil voice see 7.1  Staff doing Place2Be wellbeing champions training – list – see training log. |
| 7.4 The school proactively and regularly communicates with the whole school community regarding emotional wellbeing and mental health issues. | Half termly |  | * A list of strategies used to communicate effectively with parents regarding our endeavours to complete the WAS and how mental health and wellbeing is taught in school. * Updates on staff and pupil/parent noticeboards. * Regular update on newletters and website. * Photos and work examples through the year. | | See 1.6 folder  Collate evidence ongoing |
|  | 7.5 EVALUATION: The school monitors the extent to which the whole-school community feels engaged with the school’s approach to emotional wellbeing and mental health, and appropriate follow-up action is taken. | February/March 2020 |  | * Results from the Staff, Parent and Pupil Stakeholder Evaluation Forms * You asked…..we did feedback to all stakeholders   -parents  -pupils  -staff | | You said we did for all stakeholders  -fed back to staff at Octo INSET.  Now feedback to pupils and parents.  Parent forumn 3/12/20 |
| Objective 8  Ensure the school works in partnerships with other schools, agencies and available specialist services to support emotional wellbeing and mental health. | 8.1 Identify and maintained links with appropriate local health, social care and voluntary and community sector services. | Autumn 1 |  | One page summary: key links with contact details – putting them all in one place.  Voluntary agencies, cross over with safeguarding, LA education contacts, key contacts in other schools, physical health (could be a wider key contact list e.g. with SEN and safeguarding). | | CS collated and this could be added to ongoing. |
| 8.2 Identify representatives who attend local mental health forums to share information and new learning. | Autumn 2 | Time to attend meetings | * A list of representatives, including role and how information is fed back: * Feedback information from member of the team who will attend local health and mental forums. Representative to share any new information and learning with the rest of the team.   (Evidence we have tried to track this down if it doesn’t exist or we are unable to find).   * Information about Pathfinders project – (CYPWP) can we continue to be involved. | | SG asked to involved in MHST |
| 8.3 Work with other schools to share best practice and new learning, establishing networks where appropriate. | Autumn 2 | Time to attend meetings | Partnership with identified groups and attend meetings and forums to share best practise.  Evidence of primary/secondary transfer – support surrounding wellbeing.  Membership of local partnerships or clusters that address emotional wellbeing and mental health including   * SENCO cluster meetings * PSHE cluster groups * Other schools to work with as a group e.g. LP   Specific examples of ways that we have shared ideas with/from other schools. | | SG asked to involved in MHST  Matthew Syed growth mindset lessons for year 6 PSHE.  Ask KA about primary/secondary transfer MH support - emailed  Child Wellbeing project? |
| 8.4 Informs and participate in local commissioning arrangements undertaken by the local authority and/or Clinical Commissioning Group. | Ongoing- Spring 2 | Time to attend meetings | Evidence of school influencing decisions and funding locally. This will largely be through the Head’s role and incudes finding some opportunities – e.g. consultation on local opportunities, mental health services. This may include:   * Headteacher influene on any local groups * A copy of data, reports, or other written submissions sent to local commissioners. * Where school has worked with the local council on SEN related issues * Partnerships to include mental wellbeing needs. * Money and support for wellbeing and mental obtained though local contacts – can be out there if contacts are made. * Pathfinders – mental health support –any involved e.g. in consultation. | |  |
| 8.5 Evaluate feedback received from its partners regarding joint working, and  appropriate follow-up action is taken. | Spring 1 | Time to meet with partners | 5 – 6 key partners (e.g. Educational Psychologist, CAMHS, Art therapist, School nurse, Specialist teams, Early Years Intervention Team, Autism Team, Pathfinders Team) – Reponses from their feedback:-What do we do well? What are we like to work with as a partner? Even better if?  A survey and/or minutes from discussions. | |  |