**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. | | 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.  -Repeat questionnaires prior to verification visit.  -Complete summary document comparing start and end of the process (available on awardplace) for   * Staff * Students * Parents | | Overview of statements -SWOT analysis  You said we did? |
| 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. |
| 1.8 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  A copy of the annotated Action Plan showing progress towards actions  School may also want to complete strategy document provided by advisor as a summary of their self evaluation.  Advisor will be able to look at this with coordinator during final verification. | |  |
| 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’.   * Staff * Children * Parents * A copy of the school’s vision statement, highlighted to show where the commitment to emotional wellbeing and mental health is articulated. * Ensure vision statement is clearly visible around the school. * You may need to consider how you demonstrate your commitment in other ways e.g., values, wellbeing statement | | Planned for  Summer term 2021  INSET PPT  School council PPT  Parent forum meeting |
| 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.)  You may wish to revisit your initial SWOT analyses prior to verification to identify what has been achieved/changed. | | Document complied at staff meeting January 2020  SWOT Analysis of questionnaire  See 6.7 for overview of provision |
| 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 – to be adjusted AMTK  -PSHE/RSE  -Staff appraisal – to be adjusted SB  Write a statement that staff can include when updating policies | | Policies folder with relevant parts highlighted.  Statement to be given to staff to add in when reviewing policies.  Staff appraisal – Annmarie to update and ratify with governors.  Behaviour – to be returned to Simon with a few additions TBC |
| 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.  Evidence of how an analysis of the risk factors has contributed to the strategy.  This might take the form of how training in the risk factors has raised staff awareness.  Advise that this is completed alongside safeguarding training. They are in your policy – how have they been covered with staff? | | 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 policy.  Action plan | | Policy written  Action plan |
| 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 strategies.  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.  SIP shows outcome targets for Summer 21.  Evidence how these have been met or the progress towards them.  School may also want to complete strategy document provided by advisor as a summary of their self-evaluation. | |  |
| 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. | | Overview of wellbeing provision – check with Sharon  Key engagement activities  RHE parent workshop  Children’s Mental Health Week  Other awareness days evidence  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, parent voice  Summary of key engagement activity for pupil voice, parent engagement and staff involvement.  Evidence how parent views have been sought and taken on board – lockdown questionnaires? Maria going to analyse, SG to take to SLT April 2021  Evidence how pupil views are collated, and any actions taken in response to these. Linked to school council meeting evidence. CB to organise next school council meeting April 2021 | | Pupil voice see 1.7  Website – before 24th March  No evidence provided for parents or pupils.  Self-evaluation red.  Did meeting planned for Dec 20 for parent wellbeing champions happen?  How are student views being incorporated – has wellbeing been discussed by school council?  Make sure all evidence is uploaded |
| 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 – Survey results September 2020  Pupils – pupil voice December 2021  Results from the Teacher, Parent and Pupil Stakeholder Evaluation Forms.  This will primarily be evidenced through questionnaires and discussions with stakeholders at final verification. (I would not expect to be able to sign this off at this stage) | | Pupil voice December 2020  Staff INSET from EP September 2020  Staff voice March 2021  Make sure all evidence is uploaded |
| 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. | | Accountability framework  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.  Results from the Teacher, Parent and Pupil Stakeholder Evaluation Forms  o Theme 4: Ensuring emotional wellbeing and mental health is seen as the responsibility of all.  o Theme 6: Encouraging people to talk about mental health issues.  School may also want to complete strategy document provided by advisor as a summary of their self-evaluation.  Identifying  - Where we are now  - How we know  - Next steps  There is clear evidence of self-evaluation particularly as a change team. A process for collating this, identifying next steps and ensuring they are followed through is a logical progression. The strategy document template would provide this. | |  |
| 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. | | Policy  Action plan. |
| 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?  A copy of the budget and resources allocated for staff emotional wellbeing and mental health.  Revisit budget provided. Are there any other spends?  Publish the budget so that staff are aware of the investments the school make in their wellbeing.  The school have identified some spending. Are there any others?  Training on their own wellbeing  Providing MH first aiders  Supervision  Employee assistance scheme | | 11/03/21 Asked Dee who will prepare this for me next week hopefully. |
| 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/bingo * Letter of thanks from HT on Frog.   What are the actions the school take to support staff wellbeing that do not have a cost (see 4.2)?  Produce a summary list  Examples are contained within various policies but are these well known and understood by all staff?  Explore full ESS subscription.  Advisor to explore with staff on final verification | | Flexible working policy.  Lone working policy.  Appraisal policy etc - highlighted(4.4)  Information about extra support offered and staff WB evidence  Rewards, recognition and fun  Continue to work on getting evidence for this including staff feedback and suggestions.  Make sure we have this evidence. |
| 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?  -Staff questionnaire (Maria) after march  Investigate level of staff absence and retention.  A copy of the appraisal policy or proforma (or similar supervision guidance), highlighted to show where emotional wellbeing and mental health is emphasised – this needs to show how.    How is wellbeing/work life balance explored with staff through appraisal or similar. How is this ensured through clearly documented processes?  Results from the Teacher Stakeholder Evaluation Forms  School may also want to complete strategy document provided by advisor as a summary of their self-evaluation.  Identifying  - Where we are now  - How we know  - Next steps  School can evidence a steep increase in retention in 2019/20. Will this be maintained in 2020/21? | | Teacher appraisal and capability policy.  Coaching proforma  This is done on a case by case/ad hoc basis by AHT/DHT    Emailed Dee/AMTK about absence and retention 25/02/21  11/03/21 Discussed with AM and requested information from MO. AM will send headteachers report for me with staff absences.  Wellbeing meeting evidence to be uploaded. |
|  | 4.5 EVALUATION: Feedback is gathered from staff about the quality of support in place for their emotional wellbeing and mental health, and appropriate follow-up action is taken. |  |  | Results from the Teacher Stakeholder Evaluation Forms  School may also want to complete strategy document provided by advisor as a summary of their self-evaluation.  Identifying  - Where we are now  - How we know  - Next steps | |  |
| 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 March 2021 AM |
| 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)  Identify training needs from staff questionnaire  Analysis of staff wellbeing questionnaire March 2021 AM  Results from the Teacher Stakeholder Evaluation Forms  Any evidence of responding to or planning to respond to identified need from these.  This will primarily be evidenced through questionnaires and discussions with stakeholders at final verification. (I would not expect to be able to sign this off at this stage)  Those in more specialist roles have clearly accessed additional training. | |
| 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)  Results from the Teacher Stakeholder Evaluation Forms  Theme 8: Ensuring confidence and capacity among staff in addressing emotional wellbeing and mental health.  School may also want to complete strategy document provided by advisor as a summary of their self-evaluation.  Identifying  - Where we are now  - How we know  - Next steps  You could also demonstrate this through your SIP focus for next year if you have this by the time of final verification. | |
| 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.  Use of zones of regulation check in online and in class.  Staff questionnaire – updated one in March  Summary of results from assessment of pupil and staff needs.  Summary of results from assessment of staff needs (happy to do this orally during presentation)  Referral systems are clear, but it is not clear how an overview of referrals is maintained or how level of need is assessed either at key points or for different groups. | | Clare given to AHTs in Spring 2  AHTs to share with staff in Spring 2  Screen shot of online check in  Photos of zones of regulation displays in classrooms  EYFS display  You said we did shared with staff October 2021, feedback from pupil voice shared January 2021 |
| 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.  Ask staff how well they think they can do this on return to school questionnaire (March 2021)  - Evaluation of relevant training programmes  - Results from the Teacher Stakeholder Evaluation Forms  o Theme 8: Identifying and acting on mental health issues.  This will primarily be evidenced through questionnaires and discussions with stakeholders at final verification. (I would not expect to be able to sign this off at this stage) | | EP 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?   * Overview of the identification and information sharing system.   How do the different parts of the process of support for MHW fit together? Is there a flowchart or an overview document? | | 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 and share with staff again Summer 2021? |
| 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) See Overview of wellbeing provision Wellbeing policy and overview of provision  Within SEND information report  (This may need updating as you seem to have a lot of initiatives in place not included in the SEND information report) | | 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 – shared at INSET  A list of liaison roles and referral protocols available to staff  An organisational flow charts shows what happens after this referral is made | | Create flow chart  Make sure this evidence is uploaded |
|  | 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 resourceshttp://www.wembleyprimary.co.uk/curriculum/wellbeing/  How do we remind parents that support is there? Newsletter/website/Tapestry (EYFS)  Preparing to update website and resources March 2021  Staff wellbeing reminders – Frog  A website directory or list of trusted online resources used by the school.  This should be published on the website so that parents and students can access.  Lots of support and guidance is in place.  No evidence was submitted of a relevant section on website – we can look at this at final verification. | | Trusted resources screen shots from Wellbeing page on website 12/11/21  Update wellbeing web page prior to 24th March  EP- for parents/ children, staff  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?  - Results from the Pupil Stakeholder Evaluation Forms  o Theme 10: Supporting pupil emotional wellbeing and mental health)  An internal review of provision should be undertaken to consider what the school has in place and what needs to be in place.  This could be achieved by  Completing strategy document provided by advisor as a summary of their self-evaluation.  Identifying  - Where we are now  - How we know  - Next steps  You could also demonstrate this  - through your SIP focus for next year if you have this by the time of final verification.  - Through an SLT or MHW team meeting to review where you are and next steps  This needs to be for all students not just those with higher level needs (e.g., SEND register) | | Oveview of support last year and this year  How does this link into the level of support given? What does it look like for different cohorts? |
| 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 and online zones check in  • Pupil voice   * school council   •Have their been changes that you put forward?- You said we did  •Have pupils been empowered to support others?- wellbeing champions….  You said we did needs to be shared with school council including updated one from pupil voice. | | Emotional check ins from start of term  Zones of regulation check in EYFS Year 1 -6  Check in on google classrooms.  You said we did Autumn 2020; Spring 2021  Pupil Voice December 2020 see 1.7  School council google classroom set up and first in  Further evidence of school council |
| 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 – you said we did – needs to be shared with parents on website and parent forum.  • 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.=Check this  Previous work with parent forum?? Autumn 2019?  - Results from the Parent Stakeholder Evaluation Forms  o Theme 12: Engaging the whole-school community in emotional wellbeing and mental health issues.  Evidence of parent feedback impacting on or changing the provision the school offers. PA I recognise how challenging this has been over the last year. | | Parent forum meetings - Maria to attend -  Re do return to school questionnaire. Check what Maria has done. |
| 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. Change team – Look at more reps from across the school for September e.g. admin, kitchen staff, SMSAs  Parent wellbeing champions further development. |
| 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  - Results from the Teacher, Parent and Pupil Stakeholder Evaluation Forms  o Theme 12: Engaging the whole-school community in emotional wellbeing and mental health issues.  Completing strategy document provided by advisor as a summary of their self-evaluation.  Identifying  - Where we are now  - How we know  - Next steps (especially with respect to parents) | | You said we did for all stakeholders  -fed back to staff at Octo INSET and Spring 2021 INSET.  Feedback to parents.  Parent forum – December – March cancelled  Feedback to Pupils via school council? – check this Introduction of Zones |
| 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). | | Caroline 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. * Brent Wellbeing Initiative – SG * John Lyon Charity | | Sharon asked to involved in MHST – evidence?  Sharon attending Brent Wellbeing Iniative (EP)  John Lyon evidence |
| 8.3 Work with other schools to share best practice and new learning, establishing networks where appropriate. | Spring 2/Summer term | 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 – training with in the context of new RHE curriculum * Other schools to work with as a group e.g. LP – Summer term   Specific examples of ways that we have shared ideas with/from other schools.  Provide evidence of 2 occasions where either  - Wembley has benefitted from the practise of another school (an idea you have borrowed)  - Another school has benefitted from one of your ideas (something you have shared) | | Sharon asked to involved in MHST  Child Wellbeing project Brent EP Clare/Sharon?  Matthew Syed growth mindset lessons for year 6 PSHE ask year 6 for evidence  Evidence from PSHE meetings CB  Evidence from SENCO cluster meetings SG |
| 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.   A copy of data, reports, or other written submissions to local commissioners  You may be able to evidence this through Brent Wellbeing Initiative if it is clear this forum has the capacity to influence wider deployment of resources in the Authority. | | John Lyon Charity  Brent Wellbeing Initiative |
| 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.  Chase up after Easter –only 3 replied  A survey and/or minutes from discussions  Completed for 3 partners.  Identify at least another two external partners and evidence their views  Identify any things you have learned from these responses and any possible next steps. | | Sent evaluation form to key partners February 2021; chase up March 2021  Download results and consider next steps if any by 24th March 2021  Check evidence is uploaded |