

Wellbeing Strategy 2020-21

Foreword

I am pleased to welcome you to St Mary the Virgin CE Primary school Wellbeing Strategy for 2020 - 2021
Our strategy looks at the areas of wellbeing and mental health that we believe can make the most difference to our staff, pupils and parents in the school community. Our aims are to ensure that all stakeholders are able to maintain positive wellbeing and mental health, for best possible outcomes in life, no matter what the circumstances are.

Vision Statement

At St Mary's Church Aided Primary School, we aim to establish a happy and thriving community, living our core values of Love, Strength, Faith, the love of God and one's neighbour. Every child will have a love of life-long learning through high-quality teaching and excellent achievement, resilience, respect for all, equality and inclusion.

Love: Love and respect yourself and all others, treating them as you would like to be treated. Luke 10:25-37

Strength: Recognise people's strengths and use your own to be resilient and the best you can be in all you do. John 6:1-14

Faith: Have faith in yourself and others and be honest and truthful. Believe that you never know what you can achieve until you try. Luke 5:1-11

The Wellbeing Leader is to include the following into their role:

- Engaging parents and promoting family wellbeing
- Holding Therapeutic play sessions to support the emotional needs of vulnerable children
- Delivering staff supervision and mediation sessions
- Creating and delivering bespoke staff training on wellbeing and mental health

- Leading the CHANGE TEAM, to drive positive wellbeing across the whole-school community
- To lead on the Wellbeing Award for Schools
- To plan and create an action plan for the WAS process
- To evaluate the impact and outcomes, based on the action plan

Goals	What we will do to achieve this	Desired Outcomes	Evidence that this is achieved
Objective One – The whole school is committed to promoting and protecting emotional wellbeing and mental health by achieving the wellbeing award	<p>1.1 The award process is reviewed by the Senior Leadership Team (SLT) and governors and formally adopted.</p> <p>1.2 A statement of commitment is signed by HoS and Chair of Governors</p> <p>1.3 A Change Team is nominated and appointed.</p> <p>1.4 The School Self-Evaluation Form is completed.</p> <p>1.5 The Stakeholder Evaluation Forms are sent out and the results analysed.</p> <p>1.6 The Action Plan is prepared and approved by the SLT.</p> <p>1.7 The whole school community and other partners are informed about the award</p>	<p>The whole school community will have a deeper understanding about the Wellbeing Award process and be fully committed to embracing change for positive outcomes of support for positive mental health.</p>	<p>1.1 School Development Plan produced with SLT</p> <p>1.2 Statement of commitment signed by James Procter & Alan Brundle</p> <p>1.3 Change Team was appointed in September 2020 (Abbie Hill, Kay Carpenter, Sian Leahy, Hilary Rowberry & Cheryl Trengove)</p> <p>1.4 Self-evaluation form completed by Abbie Hill, September 2020</p> <p>1.5 Stakeholder Evaluation forms sent out to parents and staff September 2020</p> <p>1.6 Action Plan prepared in conjunction with adviser March 2020</p> <p>1.7 Shared in a school newsletter in October 2020</p>
Objective Two – 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 process	<p>2.1 The school’s vision statement is in place that puts emotional wellbeing and mental health at the heart of the school’s aspirations.</p> <p>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</p> <p>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.</p>	<p>The whole school community will understand the vision and embrace any learning around this committing to the strategy and will be included in the action plan.</p> <p>Our provision for supporting wellbeing and mental health will be greatly enhanced.</p>	<p>2.1 School’s vision statement is embedded across the school community</p> <p>2.2 SWOT analysis created with the Change Team to evaluate current provision and ways forward</p> <p>2.3 All relevant policies have been reviewed by Abbie Hill to ensure they link with our wellbeing provision</p> <p>2.4 Risk factors analysed with Change Team, highlighting any that are potentially heightened in the area and added to the Positive Mental Health and Wellbeing Policy</p> <p>2.5 This strategy document has been used throughout the award process and regularly shared with Change Team and staff</p> <p>2.6 Whole-school community have been informed of changes to policies and this strategy document through email, newsletters and briefing meetings.</p>

	<p>2.4 The school has reviewed and understand all the relevant risk factors that can impact on emotional wellbeing and mental health</p> <p>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.</p> <p>2.6 Strategy and vision statement are communicated to whole-school community</p>	<p>All staff involved in working with children will have a clear understanding of the risk factors to mental health and wellbeing.</p>	
<p>Objective Three – The school has a positive culture which regards the emotional wellbeing and mental health as the responsibility of all</p>	<p>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.</p> <p>3.2 The whole-school community has contributed to the vision and strategy for emotional wellbeing and mental health</p> <p>3.3 The whole-school community understands their role in promoting and protecting emotional wellbeing and mental health.</p> <p>3.4 An accountability framework clearly sets out who is responsible for emotional wellbeing and mental health within the school leadership</p> <p>3.5 The school works to implement positive ways of talking about, and removing the stigma around, mental health.</p>	<p>All stakeholders will have a clearer understanding of what wellbeing means and be able to contribute via feedback forms</p> <p>Staff and parents will be able to recognise emotional health issues and respond appropriately</p> <p>All staff will have a greater understanding of accountability throughout the school</p>	<p>3.1 The range of interventions we provide are listed in the Positive Mental Health and Wellbeing policy and details of our whole school focus days can be found on website and newsletters</p> <p>3.2 Change Team, SLT and staff contributed to any policy changes and sharing of the strategy</p> <p>3.3 Results from stakeholder evaluation forms state that under ‘<i>Understanding my role in promoting emotional wellbeing and mental health</i>’ most felt confident in this area (average score between 4-5 out of 5)</p> <p>3.4 Accountability framework created with Head of School and shared with all staff</p> <p>3.5 Summary of anti-stigma interventions are listed in the Positive Mental Health & Wellbeing Policy</p>

		<p>A range of anti-stigma interventions will be held throughout the year to implement positive ways of talking about mental health</p>	
<p>Objective Four The School actively promotes staff emotional wellbeing and mental health</p>	<p>4.1 Staff emotional wellbeing and mental health is specifically included in the strategy 4.2 A budget is in place and resources allocated to staff emotional wellbeing and mental health 4.3 Stress management, positive wellbeing interventions and reward systems are in place for staff 4.4 The staff appraisal system, alongside ongoing supervision, ensures emotional wellbeing and mental health is recognised and monitored.</p>	<p>Staff will feel valued and have a greater sense of their own wellbeing in the workplace Team building events will be held throughout the year An environment will be created where mental health is openly spoken about Staff will be provided a space to explore their wellbeing within our appraisal system</p>	<p>4.1 Outcomes for staff and steps to take are outlined in this strategy 4.2 Resources allocated for staff are included in the Positive Mental Health and Wellbeing Policy 4.3 Any policies relating to staff mental health or wellbeing and any support mechanisms available for staff are detailed in the Positive Mental Health and Wellbeing Policy 4.4 See Appraisal Policy</p>

<p>Objective Five The school prioritises professional learning and staff development on emotional wellbeing and mental health</p>	<p>5.1 Professional learning and staff development forms part of the strategy 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 5.3 The school has a targeted short-term and long-term CPD programme in place that includes wellbeing and mental health with training opportunities offered 5.4 A programme of mental health awareness training is available to all staff</p>	<p>Staff will gain a greater depth of knowledge around mental health needs and be able to respond appropriately</p> <p>A teacher from each class and all TAs will take part in Zones of Regulation training, with the aim of embedding this into classrooms from September 2021</p> <p>Staff to take part in Anti-Bullying training, with this becoming standard for new staff members</p> <p>Staff will take part in a range of CPD and cascade this through staff briefings</p>	<p>5.1 Desired outcomes are highlighted in this strategy document 5.2 Under '<i>I feel comfortable with identifying signs of emotional or mental distress in both pupils and colleagues</i>' the average score from staff evaluation was 4/5. Under '<i>I believe that increasing staff's awareness, understanding and skills in relation to emotional wellbeing and mental health is a priority for the school</i>' the average score was 4.3/5. Under '<i>I have the knowledge and skills needed to address emotional wellbeing and mental health</i>' the average score was 5.3 Strategy document and SDP highlight focus for staff development 5.4 CPD document highlights training courses attended by staff that focus on mental health and wellbeing</p>

		There will be an accredited Mental Health First Aider on staff team by T6	
<p>Objective Six The school understands the different types of emotional and mental health needs across the whole-school community and has systems in place to respond appropriately</p>	<p>6.1 All staff can identify and respond appropriately to signs of emotional or mental distress in pupils and each other.</p> <p>6.2 All staff can identify and respond appropriately to signs of emotional or mental distress in pupils and each other</p> <p>6.3 There is a clear identification and information sharing system for pupils</p> <p>6.4 The school uses its best endeavours to provide for pupils a range of interventions appropriate to the needs identified.</p> <p>6.5 Arrangements with external specialist services are in place with clear referral pathways and outcomes agreed for pupils</p> <p>6.6 The school provides signposts to appropriate online information, services and support</p>	<p>A cascade will be created for staff to follow if they have any concerns regarding pupil mental health</p> <p>We will network with any outside agencies or services, ensuring an information sharing process is in place</p> <p>We will share information as appropriate about vulnerable pupils at weekly briefing meetings</p> <p>We will create a dedicated wellbeing page on our school website, detailing our work in school and provide signposts to online information and support</p>	<p>6.1 Records are kept of pupils at each stage of the cascade and MyConcern is regularly monitored by DSLs. Staff needs are addressed as and when they arise and through appraisal meetings</p> <p>6.2 Key points from any relevant training is shared with staff in briefing meetings and under <i>'I feel comfortable with identifying signs of emotional or mental distress in both pupils and colleagues'</i> of the teacher evaluations, the average score was 4/5</p> <p>6.3 A cascade has been created, is displayed in the staff room and can be found in the Positive Mental Health & Wellbeing policy. Where appropriate, information about vulnerable pupils is shared in weekly staff briefing meetings</p> <p>6.4 A list of available interventions can be found in the Positive Mental Health & Wellbeing Policy</p> <p>6.5 Art Therapy was introduced this year and links have continued with external agencies, including CLASS and the school nurse</p> <p>6.6 A wellbeing page is on the website detailing information about services and support available</p>

<p>Objective Seven The school actively seeks the ongoing participation of the whole-school community in its approach to emotional wellbeing and mental health</p>	<p>7.1 Pupil voice mechanisms are in place and used at regular points 7.2 The school works in partnership with parents/carers to respond to their views and needs 7.3 The school has identified ‘Wellbeing Champions’ across the whole-school community 7.4 The school proactively and regularly communicates with the whole-school community regarding emotional wellbeing and mental health issues</p>	<p>All pupils will be aware of the ways they can share their worries</p> <p>Pupil Leader groups will be created, with part of the role to be ‘Wellbeing Champions’</p> <p>Evaluations will take place on regular intervals to understand what we could do to continue developing positive wellbeing for all stakeholders</p>	<p>7.1 Bubble Time, worry boxes and Pupil governor systems are in place 7.2 Links with parents are outlined in the Positive Mental Health & Wellbeing Policy and regular evaluations take place asking for feedback 7.3 Pupil Governors and Anti-Bullying Ambassadors are established 7.4 Wellbeing support/ideas are sent out each week in the newsletter and updates regarding the award are sent out regularly</p>
<p>Objective Eight The school works in partnership with other schools, agencies and available specialist services to support emotional wellbeing and mental health</p>	<p>8.1 The school has identified and maintained links with appropriate local health, social care, voluntary and community sector services 8.2 The school has identified representatives who attend local mental health forums to share information and new learning</p>	<p>A directory of agencies and services will be created and shared with staff</p> <p>We will have strong links with outside services and agencies</p>	<p>8.1 Outside services and agencies directory created and shared with staff/on wellbeing board in staff room 8.2 Forums are attended/minutes read by Sian Leahy or Abbie Hill 8.3 Communication across Pioneer Federation schools is clear and ideas/strategies are shared 8.4</p>

	<p>8.3 The school works with other schools to share best practice and new learning, establishing networks where appropriate</p> <p>8.4 The school informs and participates in local commissioning arrangements undertaken by the local authority</p>	<p>Key staff will attend/read/share information from mental health forums</p> <p>We will work in partnership with other schools in our federation to ensure consistency</p>	
--	--	---	--