

Westdale Junior School Wellbeing and Mental Health Action Plan 2020/21

Where we are now:

All classes have a display and focus around Attitudes to Learning. These qualities are promoted across school to encourage good behaviour and focus in the classroom. All staff have received the KCSIE training and are aware of the links between safeguarding and emotional health. The new RSHE curriculum is in place and all children are being taught an up to date scheme of work. We have introduced R-Time weekly which supports children to build relationships and work together. We have increased the time that our ELSA spends with children in need of nurture intervention, this will be in place from January 2021. The MHL has attended webinars around the return to school and we have a range of resources ready to share with staff to promote mental health and wellbeing amongst staff and children. We have excellent links with local support services, including being involved with the pilot of the Mental Health Support Team who have supported several of our children.

| Objective | Action | Success Criteria | Time Scale/ Completion | Resources: Staffing, Time, Money, CPD | Monitoring | Evaluation & Further Action |
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| Curriculum | Links to be made between the promotion of emotional literacy and other curriculum areas. | Staff and children develop an understanding of promoting good mental health as a whole school, embedded approach. | By end of Summer term 2021 | Briefing to staff, all staff to adopt new approach. | Subject leaders | |
| | Create opportunities for outdoor learning: <ul style="list-style-type: none"> • Working in the school grounds. • Accessing local parks. | Children demonstrate less anxiety and stress through being given opportunities to experience nature. | By end of Summer term 2021 | Risk assessments if going off site or engaging in risky activities. Time planning new activities and incorporating into schemes of work. | SLT | |

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| | <ul style="list-style-type: none"> Developing links with the local community. | Children develop a feeling of belonging in their community. | | | | |
| | Lessons around emotional and mental health to be monitored and evaluated for impact and pupil progress is assessed. | Children to receive improved teaching as sessions are selected based on need and effectiveness. | By Easter 2021 | Staff time for assessing after unit of work – or adapting approach in lesson to incorporate AfL. | PSHE lead | |
| Training | <p>All staff to receive training in identifying mental health needs in children. This should be a whole school approach:</p> <ul style="list-style-type: none"> Training to be delivered to all staff, including support staff. Staff to be made aware of process for escalating/referral. | Staff to feel more confident in identifying need and able to refer/signpost children appropriately. | January 2021 | Staff meeting time for teaching staff. Time for TAs and other staff to receive training. Staff delivering training to prepare and deliver. | MHL/SLT | |
| | Staff identified as wellbeing champions to receive training in supporting staff with mental health needs. | Staff feel confident to support colleagues. | By Easter 2021 | Staff to have time to access training. Anna Freud 5 steps webinars? | MHL/SLT | |

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| | All staff to receive updated training in emotion coaching. | Improved behaviour of children, reduction in need to refer for nurture sessions. | By Easter 2021 | Involvement from EP service in initial training for 1 staff member and then staff meeting/other meeting for training to be cascaded. | MHL | |
| Vulnerability Identification | Regular review meetings to identify pupils in need. | Children identified early and needs addressed before becoming severe. All staff aware who need to be aware. | In place by Easter 2021 | Time put aside for staff to meet to discuss pupils. | SLT | |
| | Develop a wellbeing scale to use with pupils and share with staff. | Staff feel confident to deal with concerns and know who to refer/signpost to. | February 2021 | Leuven scale of Wellbeing and Involvement possible option. Time for some staff to practise with this and then roll out to all staff. | MHL | |
| | Effective routes to be created for self-referral for pupils: <ul style="list-style-type: none"> Worry box | More staff being approached by children willing to talk. Greater openness | Launch during w/c 1 st February 2021 to coincide with Children's | Time for MHL to set up display. Staff meeting time for all staff to be briefed (could be at the same time as the | MHL/SLT | |

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| | <ul style="list-style-type: none"> • 'How do you feel today?' boards in each classroom. • Display in school offering advice. • 'Look, Listen, Link' message. • Children to be offered options amongst staff who they can approach to seek support. | amongst children. Improved behaviour in classrooms and on playground. Fewer distressed children. | Mental Health week | mental health training). Staff time to set up class boards. | | |
| | <p>Clear signposting to be provided for parents to access support for their child or themselves:</p> <ul style="list-style-type: none"> • Wellbeing button on website linking to in school information and services that can be accessed out of school. • 'Look, Listen, Link' message to be promoted in school and with parents. | Improved relations with parents and school. Fewer queries in school as some parents able to manage issues at home or self-refer. General awareness and understanding of 'Look, Listen, Link' message and 'How do you feel today?'. | Launch during w/c 1 st February 2021 to coincide with Children's Mental Health week | Luke to be contacted about website button. MHL time to update website. | MHL/SLT | |
| | Clear assessment processes to be in place | Improved progress amongst children | From January 2021 | Time for MHL and ELSA to discuss and set | MHL/ELSA | |

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| | <p>to identify a child's specific needs:</p> <ul style="list-style-type: none"> • Initial session with ELSA for assessment. • Effective process for ELSA to assess each session (AfL). • Effective process for keeping class teachers informed of child's progress. • MHL to keep records of each child attending nurture. | <p>accessing nurture sessions. Improved communication between staff involved with the child.</p> | | <p>up new processes.</p> | | |
| Staff Wellbeing | <p>Staff Stress Management policy to be introduced, reviewed and updated.</p> | <p>Staff aware of policy and have better understanding of who to contact if they need support.</p> | <p>By end of Summer term 2021</p> | <p>Time for SLT/Nova to implement and for this to be shared with staff.</p> | <p>SLT</p> | |
| | <p>Staff to know who to contact in school if they need emotional support:</p> <ul style="list-style-type: none"> • 3 members of staff to be identified as wellbeing champions. • Process to be agreed for how staff contact the | <p>Staff feel improved sense of wellbeing through support network in school. Staff feel decreased anxiety.</p> | <p>By Easter 2021</p> | <p>Involvement of staff, initial meetings to set up initiative as well as initial training.</p> | <p>SLT</p> | |

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| | wellbeing champions. | | | | | |
| | Staff to be encouraged to take a break during the day: <ul style="list-style-type: none"> Free fruit and milk for drinks to be available in the staffroom. Lunchtime in the staffroom to be encouraged. | Staff take a break and feel improved wellbeing. | From January 2021 | SB to source fruit and milk. Cost of fruit and milk. | SLT/Staff wellbeing champions | |
| | Staff views to be collected around mental health and wellbeing: <ul style="list-style-type: none"> Suggestion box. Survey. | Staff are able to share thoughts, helping to decrease anxiety. | By Easter 2021 | MHL/SLT to set up survey of staff. Time to review results of box and survey and then review action plan accordingly. | MHL/SLT/Staff wellbeing champions | |
| | All staff to be reminded of email curfew. | Staff feel able to take a break in the weekends and evenings. | January 2021 | Reminders to staff via email and in meetings. | SLT | |
| | Wellbeing board to be created in the staffroom: <ul style="list-style-type: none"> Look, listen, link message. Westfield Health information. | Staff understand who to contact if they need support, have access to some self-help strategies and feel decreased anxiety as a result. | By Easter 2021 | Time for MHL to create staff board. | MHL/Staff wellbeing champions | |

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| Integration | Commitment to mental health to be referenced in SIP, mission statement and other key documents. | School community feel confidence in the high profile of mental health and wellbeing. | By end of summer term 2021 | SLT time to adjust information where necessary. | SLT | |
| | Relevant policies such as Safeguarding, Confidentiality, PSHE, Equality, Behaviour and Anti-Bullying to be owned and implemented by the whole school and regularly reviewed. | School community feel ownership of policies and confidence in them. | By end of summer term 2021 | SLT to to share with staff and arrange time for staff to be part of review process. | SLT | |
| | A range of interventions to be employed to support children with their emotional health and wellbeing: <ul style="list-style-type: none"> Request funding for 'Theraplay' training. Investigate 'Forest School' training. | Improved behaviour and mental health amongst children who have not progressed with other interventions. | By end of summer term 2021 | Theraplay – funding cost approximately £800 OR time for staff member to apply for funding. Time for staff member to attend minimum 2 days of training. Forest School training: £567. Time for staff member to attend training. | SLT/MHL | |
| | Pupil Voice to be integrated across the whole school: <ul style="list-style-type: none"> Pupil survey. | Children feel ownership of new initiatives around | By end of summer term 2021 | Time for MHL or SLT to produce and share survey. | SLT/MHL | |

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| | <ul style="list-style-type: none"> • Pupil leadership roles to be created. • Pupils to be encouraged to support each other – ‘Look, listen, link’ message. • Pupils to be given increased ownership of their environment by being consulted around potential changes to school areas. | <p>emotional literacy. Children develop confidence in managing their own and others emotional health.</p> | | | | |
| | <p>Ensuring all staff are aware of safeguarding or emotional issues amongst pupils:</p> <ul style="list-style-type: none"> • Create pupil lists including photos for midday and wraparound care staff to highlight children who may need additional support. | <p>Children receive appropriate support from all staff, avoiding additional distress and anxiety.</p> | <p>By Easter 2021</p> | <p>Time for RF to create pupil list and share with midday and other staff.</p> | <p>MHL/SLT</p> | |