

Improving well-being and mental health Action Plan

<u>SDP Priority:</u>	The school's curriculum and wider work supports pupil, parent and staff wellbeing effectively, and pupils are successfully supported to return confidently to school		
Expected presentations	<u>Children</u> <ul style="list-style-type: none"> • Anxious to leave parents • Increase in anxiety based behaviours (worry / stress / tearful) • Poor levels of concentration • Poor attendance • Not making progress in line with expectations • Unable to articulate thoughts and feelings effectively 	<u>Staff</u> <ul style="list-style-type: none"> • Increase in staff absence or health concerns • Increase in stress / anxiety levels • Staff struggling to manage difficulties associated with childcare arrangements etc • Impact on Staff who are isolating – mental health may suffer 	<u>Parents / carers</u> <ul style="list-style-type: none"> • Anxious to separate from children • Unclear about measures in place to minimise risks resulting in increased anxiety • Keeping children off school • Possible increase in issues at home (D.V etc) • Unsure how to express concerns or what help is available
Expected outcomes	<u>Children</u> <ul style="list-style-type: none"> • Reduced anxiety • Smooth drop-offs and pick-ups – reduced separation anxiety • Can express concerns and feelings in a healthy way • Feel confident their health and wellbeing is important • Improved positive learning behaviours • Reduced absence 	<u>Staff</u> <ul style="list-style-type: none"> • Reduced anxiety • Reduced absences • Can express concerns and feelings in a healthy way • Feel confident their health and wellbeing is important • Feel supported by school even when isolating / undertaking home learning 	<u>Parents / carers</u> <ul style="list-style-type: none"> • Reduced anxiety • Smooth drop-offs and pick-ups – reduced separation anxiety • Know who to speak to about concerns / feelings • Have access to additional support around families issues / child behaviour etc • Feel confident their health and wellbeing is important
Whole school actions	<u>Children</u> <ul style="list-style-type: none"> • Increase positive language and praise • Wellbeing assemblies • Displays around school to promote wellbeing 	<u>Staff</u> <ul style="list-style-type: none"> • Subscription to 'Workplace Wellness' package for all staff • 'Wellbeing' focus in all SLT and CPD meetings 	<u>Parents/carers</u> <ul style="list-style-type: none"> • Promote 'Early Help' package with parents via Dojo / website / Inclusion Co-ordinator • Increased sharing of pupil's positive behaviours with parents via Dojo

	<ul style="list-style-type: none"> • Identify very vulnerable pupils and set up individualised return to school plans which include support for wellbeing and feelings • Pupil well-being surveys to monitor improvements • Introduce Zones of Regulation / feelings boards in all classrooms and Implement 'Zones of Regulation' curriculum across school Spring 2021 • Home learning to include daily online check-in with class teacher and peers – decreasing feelings of isolation 	<ul style="list-style-type: none"> • Wellbeing focus on weekly staff memos • Leadership 'share success' via weekly memo and in person – highlight the positives • Choice to take PPA at home • Identify other opportunities to provide staff with additional time out of class • Set up staff wellbeing group with members from each staffing group <ul style="list-style-type: none"> ○ Half termly meetings to review action plan ○ These staff members to act as 'wellbeing ambassadors' for staff 	<ul style="list-style-type: none"> • Introduce 'Wellbeing Wednesdays' – move towards this being a drop-in session for parents when circumstances allow. Initially, share wellbeing tips / info on Dojo (Angela) • Invite parents into Celebration Assemblies via Zoom if pupils are being rewarded / share recorded assemblies
Class-based actions	<u>Children</u> <ul style="list-style-type: none"> • Ensure reward / learning value ticks / praise are given fairly across the class • Introduce 'Zones of Regulation' feelings boards in classes (Y2 onwards) <ul style="list-style-type: none"> ○ Develop simplified version of this for EY and Y1 • Aut 1: Use of Jigsaw Recovery package to support reducing anxiety around return to school • 2 x weekly PSHE (Jigsaw) sessions • Introduce 'Worry box' in each class and set up systems for how this will be monitored • Wellbeing prompts in classrooms • Use of 'C.A.R.E.' approach towards interactions with pupils • Increased use of Class Dojo to share positive messages / photos of work etc with families • Increased use of 'feelings' language in the classroom 	<u>Staff</u> <ul style="list-style-type: none"> • Work with class colleague to support staff 'time out' / change of face when needed • Build in opportunities to discuss feelings / mental health linked to class circumstances – use 'zone' boards in class to support this. Include staff feelings / use of 'zone' boards as appropriate • Incorporate 'C.A.R.E.' approach when interacting with pupils • Increased use of metacognitive approaches in classroom – modelling and discussing thinking to support reduced anxiety 	<u>Parents/carers</u> <ul style="list-style-type: none"> • Offer opportunities for parents meetings via Zoom if needed for some • Staff available on playground or via appointment for parents before / after school

	<ul style="list-style-type: none">• Targeted conversations with more vulnerable pupils / pupils with increased anxiety• Wellbeing area in classrooms for identified pupils who may need time out)• Targeted support from Positive About Young People (linked to outcomes of pupil survey and feedback from class teachers)		
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