

Great Waltham C of E Primary School Mental Health and Well-being Action Plan 2022—2025

The combination of pastoral care and quality of teaching at Great Waltham C of E Primary School helps our children to thrive and prepares them for the opportunities experiences and responsibilities of adult life. They have a wide range of opportunities to understand the importance of good mental health and wellbeing – for example explicit teaching through our PSHE and RSE curriculum and is reinforced consistently through the supportive, positive ethos of the school. We know that our children feel safe and secure, they know that adults will listen to them and that they are valued.

The World Health Organisation defines mental health as “a state of wellbeing in which every individual achieves their potential, copes with the normal stresses of life, works productively and fruitfully, and is able to make a contribution to their community”. Mental health includes our emotional, psychological and social wellbeing. It affects how we think, feel and act.

Good mental health helps children:

- Learn and explore the world
- feel, express and manage a range of positive and negative emotions
- form and maintain good relationships with others
- cope with, and manage change and uncertainty
- develop and thrive.

Building strong mental health early in life can help children build their self-esteem, learn to settle themselves and engage positively with their education. This, in turn, can lead to improved academic attainment, enhanced future employment opportunities and positive life choices. In line with local and national agendas, we aim to further develop our whole school approaches to Mental Health and Wellbeing thus providing opportunities for children, and the adults surrounding them, to develop their strengths and coping skills that underpin resilience. We are a school that can help our pupils (and staff) flourish and let their light shine.

	Actions	Leadership	Support	Impact. What do we want to see? Implementation.	Completion Date
1.	Promoting a whole school approach				
	Ensuring there is a robust mental health and wellbeing policy that demonstrates commitment in the development and improvement of Mental Health and Wellbeing of children, and staff at GWS Primary School.	SLT	NG	Appoint SMHL. Promoting Mental health and wellbeing by providing training and access to webinars and other resources. Mental health at the forefront of the school for everyone – agenda item at all meetings.	December 21 June 22
	To demonstrate commitment by completing a three year action plan.	TB/NG	SLT/ Teaching staff	Action plan to be reviewed termly at staff meetings. SMHL and PSHE lead to meet regularly to ensure focus on delivery and outcomes.	Ongoing.
	Signpost information for governors, staff, pupils, parents and carers.	NG	Office	Dedicated staff and pupil notice boards, Mental health and wellbeing page on the school website including online safety, Wellbeing/mental health folder on the governor's SharePoint drive.	Ongoing
	Develop mental health related days i.e. time to talk day, wellbeing week, 'wellbeing Wednesday'.	TB	Teaching staff	Monitor diary and implement relevant wellbeing days across whole school.	Ongoing

	Actions	Leadership	Support	Impact. What do we want to see? Implementation	Completion Date
2.	Targeted interventions				
	<p>Identify mental health needs for both children and colleagues at risk.</p> <p>Implementing different interventions to meet the needs of pupils and colleagues.</p> <p>To investigate other opportunities to support our work around MHWB.</p>	<p>SENDCO, Teaching staff</p> <p>SENDCO, Teaching staff</p> <p>SENDCO, SMHL, PSHE lead</p>	<p>Teaching staff, parents</p> <p>Teaching staff</p> <p>Teaching staff</p>	<p>Survey children and colleagues to ascertain current wellbeing levels as well as day to day interactions via 121 conversations.</p> <p>Analyse data to establish interventions required. Monitor patterns via CPOM's and attendance officer.</p> <p>Pastoral provisions on offer-</p> <p>Learning mentoring via established LSA's</p> <p>Mental Health first aiders</p> <p>Peer Mentoring</p> <p>Play leaders</p> <p>Year R and Year 6 buddies</p> <p>Wellbeing club.</p> <p>Investigate costs of bush craft afternoons.</p> <p>PSHE lead and SMHL meet regularly to research further interventions.</p>	<p>Spring 23</p> <p>Ongoing</p> <p>October 22</p> <p>Spring 23</p> <p>Ongoing</p>

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3.	Working in partnership with professional service teams				
	<p>Implementing different interventions to meet the needs of pupils and colleagues.</p> <p>To investigate how other external agencies and or charities may be able to support our work around MHWB for example visits, lessons, assemblies, and specialist lessons.</p> <p>To provide training and development opportunities for governors and staff members to increase awareness of the impact of MHWB on pupil outcomes.</p>	<p>SENDCo, Teaching staff</p> <p>SENDCO, SMHL, PSHE lead</p> <p>SLT</p>	<p>Teaching staff</p> <p>Teaching staff</p> <p>Teaching staff</p>	<p>Pastoral provisions on offer- YMCA counselling YOYO bereavement counselling School nurse</p> <p>Establish contacts with Anglia Ruskin social worker scheme to provide further counselling.</p> <p>Train 5 key staff members to become qualified mental health first aiders through MIND.</p>	<p>Ongoing</p> <p>Spring 23</p> <p>March 22</p>

	Actions	Leadership	Support	Impact. What do we want to see? Implementation	Completion Date
4.	Working in partnership with parents and carers				
	<p>To provide information to parents regarding mental health and wellbeing, where they can seek advice, support and guidance if they have concerns about their children.</p> <p>Supporting parents with current needs.</p> <p>Encourage positive parent communications.</p>	SMHL, teaching staff, DH	Office colleagues	<p>Sign posted school website page with links to other organisations. Continually updated with current news and support.</p> <p>Reviewing their child's progress and mental health and wellbeing during meet the teacher, exhibition evenings, parent's evenings, google classroom, face to face interaction or by phone where this is not possible.</p> <p>Implement parent questionnaires around wellbeing to establish current needs of both children and parents.</p> <p>Office staff trained as mental health first aiders to support parents during times of stress or difficulty.</p> <p>Look into anonymous 'worry boxes' for children, parents and staff.</p> <p>Investigate services in the community that can support parents by providing them with workshops on stress management, anger management, ways of developing positive interactions with their children and strategies for managing depression and anxiety.</p> <p>Meet the new head teacher sessions set up to develop relationship with new Headteacher and establish what the school does well and even better if.</p>	<p>Spring 23</p> <p>Ongoing</p> <p>Spring 23</p> <p>September 22</p>

	Actions	Leadership	Support	Impact. What do we want to see? Implementation	Completion Date
5.	Working in partnership with children				
	<p>Embedded PSHE and RSE programme of study.</p> <p>To continue the work with the student council and encourage pupil voice.</p> <p>To continue to develop and embed 'Growth Mindset' approaches to enable pupils to become resilient and confident learners:</p> <p>To continue to develop and embed ASPIRE values.</p> <p>Provide peer mentoring schemes where older peers support younger peers with specific needs which can develop leadership and mental health literacy.</p> <p>To provide regular opportunities for pupils to learn self-help strategies to reduce anxiety, aggression and improve well-being for example breathing exercises, relaxation, yoga.</p>	<p>PSHE lead</p> <p>KC</p>	<p>All staff</p> <p>HB</p>	<p>Teachers to deliver lessons following medium term plans. Review effectiveness of lessons in staff meetings and by PSHE lead. Share success stories.</p> <p>Meetings to take place at least half termly. Discuss current topics. Share meeting minutes.</p> <p>All classrooms and corridor to have a display promoting growth mindset. Encourage children to have a growth mindset with their learning throughout the day in lessons and outside of class. Celebrate examples of growth mindset.</p> <p>Promote ASPIRE values in collective worships. All classrooms and corridor to have a display promoting ASPIRE values. Celebrate examples of ASPIRE values being shown in celebration assemblies with ASPIRE certificates.</p> <p>Year R and Year 6 buddies</p> <p>Play leaders</p> <p>Access to quiet sensory/ wellbeing room. Re-promote external quiet area at break and lunchtime.</p> <p>KS1 children to have access to worry monster board to identify and display their current feelings and emotions.</p>	<p>Ongoing</p> <p>Ongoing</p>

	Actions	Leadership	Support	Impact. What do we want to see? Implementation	Completion Date
6	Working in partnership with staff				
	<p>Survey staff to gain an understanding on how staff are currently feeling with their mental health and wellbeing.</p> <p>Improve staff mental health and wellbeing and reduce staff workload.</p> <p>Promote staff insurance benefits.</p>	<p>NG</p> <p>SLT</p>	<p>Teaching staff</p> <p>Teaching staff</p>	<p>All staff to be issued with survey and contents analysed.</p> <p>Promote ethos and values of school.</p> <p>Review and discuss workload and reduction tool kit to help identify areas affecting staff wellbeing and actively aim to reduce teacher workload.</p> <p>Implement (student target tracker) to reduce workload and improve communication amongst staff.</p> <p>Each staff member to have a guardian angel.</p> <p>Adapt October grade cards to make more effective for both teachers and parents.</p> <p>All staff members to have login details for National College to access training and webinars at their own pace.</p> <p>Investigate strategies for half termly 'wellbeing Wednesday'.</p> <p>Current insurance benefits include-wellbeing, doctor appointment by phone, physio & counselling these benefits help colleagues stay at work.</p>	<p>Spring 22</p>