

Whole School Wellbeing and Mental Health Audit and Year Plan

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Problem	When	Intervention Description	Implementation Activity	Outcomes Short Term	Final Outcome	SEF Link
<p><u>Leadership</u></p> <ul style="list-style-type: none"> Leadership do not know how to implement a wellbeing and mental health action plan A clear understanding of the staff well being and mental is not in place. The opportunity to share feelings anonymously has not been provided. Leaders have not named a link governor for Mental Health & Wellbeing <p><u>Staff</u></p> <ul style="list-style-type: none"> Staff do not always know how to take responsibility for their own wellbeing. Pupils can be affected by staff mental ill health. <p><u>Pupils</u></p> <ul style="list-style-type: none"> Pupils have received lots of mental health training, but not been given the 	<p>Y1</p> <p>June 2023</p> <p>Sept-Oct 2023</p> <p>Sept 24</p> <p>Sept 2023</p>	<p><u>Active Ingredient 1</u></p> <ul style="list-style-type: none"> Leaders ensure that effective training takes place to introduce a Senior Mental Health Leaders ensure that mechanisms are put in place to measure the wellbeing and mental health of the whole staff. The Chair of Governors to conduct an audit of skills to ascertain which governor is most suitable to take on the role of Link Mental Health and Wellbeing governor <p><u>Active Ingredient 2</u></p> <ul style="list-style-type: none"> Partnership Activities with staff to gauge opinion and encourage openness. Staff training to provide understanding of behaviours associated with mental ill health. <p><u>Active Ingredient 3</u></p>	<p><u>Active Ingredient 1</u></p> <p>The headteacher has assigned herself as Senior Mental Health Lead and will attend a DF accredited training programme with Innovating Minds</p> <p>The SMHL will develop a 3 year plan for Mental Health and wellbeing The SMHL will conduct a survey with staff/ complete a report /action plan/address key findings All findings will be shared with staff, with open discussion encouraged and contribution valued. The Chair of Governors will appoint a link governor following the audit of skills to work alongside the SMHL</p> <p><u>Active Ingredient 2</u></p> <p>All staff will be given training using Maslow's Hierarchy of Need, to be able to identify triggers and pinpoint key areas to make personal changes in approaches, prioritisation, and time management.</p> <p><u>Active Ingredient 3</u></p>	<p>Leadership will have addressed key areas of staff mental ill health by gathering feedback and collating data to actively respond to. Staff will be included in the process and actions taken.</p> <p>A culture of positive change towards supporting staff wellbeing and mental health will begin to emerge.</p> <p>Governors will have a strategic overview of the quality of Mental health support in school</p>	<p>Embedded practice of annual surveys will ensure that matters continue to be addressed and staff feel consistently listened to and supported.</p> <p>A 3 year plan will ensure that there is a clear vision based on quantitative data to focus improvement areas to reach a flourishing model</p> <p>Governance will work in close partnership with school to ensure that any barriers to mental health are addressed and overcome.</p>	

<p>opportunity to implement their skills and knowledge.</p>		<ul style="list-style-type: none"> • Pupils are given the opportunity to support peers with mental health and well being 	<p>Well-being ambassadors will be set up in charge of meeting peers each week to gather pupil voice. This will then be shared with the SMHL</p>			
<p><u>Leadership</u></p> <ul style="list-style-type: none"> • Leaders have provided training on how to recognise signs of mental ill health, but no mental health first aid for staff. <p><u>Staff</u></p> <ul style="list-style-type: none"> • Staff recognise signs of mental ill health but do not have resources or specific techniques to support pupils or work colleagues <p><u>Pupils</u></p> <ul style="list-style-type: none"> • Have received mental training, but some pupils, who have meltdowns, do not have self-regulation skills 	<p>Y2</p>	<p><u>Active Ingredient 1</u></p> <ul style="list-style-type: none"> • Leaders ensure that staff receive adequate training to support pupils to self-regulate • Leaders ensure that training packages and resources are researched thoroughly before implementation <p><u>Active Ingredient 2</u></p> <ul style="list-style-type: none"> • Teaching Assistants will be provided with Mental Health first Aid Training and ELSA <p><u>Active Ingredient 3</u></p> <ul style="list-style-type: none"> • Identified pupils will receive targeted intervention sessions 	<p><u>Active Ingredient 1</u></p> <p>The Senior Mental Health Lead and will attend an accredited training programme for Mental Health First Aid The Senior Mental Health Lead will introduce a therapy dog</p> <p>The Senior Mental Health lead will purchase ELSA</p> <p>The Senior Mental Health lead will introduce Zones of Regulation to all staff</p> <p><u>Active Ingredient 2</u></p> <p>Teaching Assistants will participate in Mental Health First Aid Training and ELSA Training programme and Zones of Regulation</p> <p><u>Active Ingredient 3</u></p> <p>Pupils will participate in ELSA sessions Pupils will spend time with the therapy dog</p>	<p>Leaders will have strengthened the knowledge and practice to support mental ill health in school Leaders will have considered alternatives to support pupils with mental ill health by providing the opportunity to connect with an animal who can offer affection, comfort and support. Staff will be equipped with strategies and approaches to approach pupils who are struggling. Pupils will benefit from interventions that will provide them with concrete methods to help self regulate.</p>	<p>An embedded practice of support will be secured across the school. Pupils' ability to manage their own mental ill health will improve and they will feel empowered by their skills and knowledge and willing to share this with peers</p>	

<p><u>Leadership</u> Leaders have not provided withdrawal areas for spiritual and mental wellbeing for pupils and staff exist.</p> <p><u>Staff</u> Staff do not have a place to go during the day to reflect outside of the building</p>	<p>Y3</p>	<p><u>Active Ingredient 1</u></p> <ul style="list-style-type: none"> • Leaders ensure that staff are provided with an outdoor space to retreat to • Leaders to allocate funding in the budget to develop a tranquillity space for adults • Leaders will ensure that staff accessing the area are given time to reflect uninterrupted, where possible <p><u>Active Ingredient 2</u></p> <ul style="list-style-type: none"> • Staff will have an area of spiritual tranquillity outside of the main building 	<p><u>Active Ingredient 1</u> Leaders will gather quotes to transform an area outside of school to an area of tranquillity for staff An area will be installed with seating, a water feature and aesthetically calming plants</p> <p><u>Active Ingredient 2</u> Staff will use the area to congregate outside or to have 1:1 time during the school day.</p>	<p>An alternative space will exist that offers spiritual calmness and opportunity to reflect and enjoy a period of inner calm, connective with sounds of running water and calming fragrances from carefully chosen plants</p>	<p>Staff will feel that their wellbeing is valued and that they are encouraged to unwind during the busy school day and spend time connecting with their inner calm away from other staff and pupils.</p>	
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