



# Roby Park Primary School

## Wellbeing Strategy



### **Why do we need a wellbeing and mental health strategy?**

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.

We aim to:

- Create a shared understanding of all aspects of mental health.
- Empower all to understand their own wellbeing and be proactive in supporting it.
- Increase awareness and understanding among staff and parents/carers of issues involving the mental health of young people
- Detect and support problems in the earliest stages
- Increase the appropriate level of support available to students, staff and parents/carers with mental health issues in partnership with outside health agencies and child support groups
- Continue to promote positivity around mental wellbeing
- Reduce the stigma associated with mental health issues

### **Strategic overview**

To implement school's vision, the Head teacher and Governors committed to working towards the Wellbeing Award for Schools in February 2019. The Inclusion Manager has responsibility for Wellbeing and has completed accredited Emotional First Aider training. She will be responsible for leading on promoting the wellbeing and positive mental health of pupils, staff and parents.

This will include:

- Engaging parents and promoting family wellbeing
- Ensuring staff have adequate 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
- Signposting staff and parents to organisations/resources that can support with emotional health and wellbeing
- Where possible, work with other agencies to further improve and develop emotional health and wellbeing across the community



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<b>GOALS</b> <b>Linked to Wellbeing</b> <b>Award Objectives</b>	<b>THEME</b>	<b>What we will do to</b> <b>achieve this</b>	<b>Desired Outcomes</b>
<p>The whole school is committed to promoting and protecting emotional wellbeing and mental health by achieving the wellbeing award</p>	<p>Theme 1: Provide information about the award</p>	<p>Introduce the award to all stakeholders, gain the commitment of the Headteacher and Chair of Governors</p> <p>Invite parents, staff and governors to form part of the Change Team</p> <p>Audit and evaluate where we are with supporting mental health and wellbeing for staff, pupils and parents</p> <p>Create an action plan and monitor it at regular stages.</p>	<p>All staff, pupils and parents will have an understanding about the WAS process and will be fully committed to embracing change for positive outcomes of support for mental health and wellbeing.</p>
<p>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>		<p>Our vision statement will be reviewed to ensure it reflects our ethos</p> <p>Gaps in provision will be included in our action plan</p> <p>Share the strategy with the school community</p> <p>Approve the strategy with SLT team</p> <p>Review provisions and support</p> <p>Take into account risk factors for pupils and complete mental health screening as appropriate or as requested</p> <p>Create a strategy for emotional wellbeing and mental health</p>	<p>The whole school community will embrace the school vision</p> <p>The schools provision for wellbeing will be enhanced</p> <p>All staff involved in working with children within the school community will have a clear understanding of risk factors for vulnerable pupils</p>



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<p>The school has a positive culture which regards the emotional wellbeing and mental health as the responsibility of all</p>	<p>Theme 2: Understanding the importance of emotional wellbeing and mental health</p> <p>Theme 3: Understanding my role in promoting emotional wellbeing and mental health</p> <p>Theme 4: Ensuring that emotional wellbeing and mental health is seen as the responsibility of all</p> <p>Theme 5: Encouraging people to talk about mental health issues</p>	<p>Plan and deliver awareness raising activities for staff, pupils and parents.</p>	<p>All stakeholders will have an understanding of what wellbeing means and a deeper understanding of mental health issues.</p> <p>Staff and parents will feel confident recognising emotional health issues and responding appropriately</p> <p>Pupils, parents and staff will accept and understand that positive mental health and wellbeing is the responsibility of all</p> <p>Mental health discussions and issue that are pupils, parents and staff face are free from stigma</p> <p>Links with the whole school community will drive the vision forward</p>
<p>The School actively promotes staff emotional wellbeing and mental health</p>	<p>Theme 6: Supporting staff emotional wellbeing and mental health</p>	<p>A budget will be allocated for staff wellbeing in order to promote mental health and wellbeing in the workplace</p> <p>Appraisal policies and procedures will specifically support the emotional wellbeing of staff</p> <p>SLT and phase meetings will include a wellbeing focus</p> <p>Feedback and evaluations will take place regularly to</p>	<p>Staff will work in an environment that is built on respect and empathy.</p> <p>Ensure there is a culture of 'open door'.</p> <p>Staff will be able to work in an environment that looks after their physical wellbeing</p> <p>Staff will be provided with a place to explore wellbeing through the appraisal system</p> <p>Mental health will be talked about openly</p>



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		ascertain the needs of staff  Staff wellbeing questionnaires will be completed regularly	thus reducing the stigma surrounding it
The school prioritises professional learning and staff development on emotional wellbeing and mental health	Theme 7: Promoting professional development and training for emotional wellbeing  Theme 8: Ensuring confidence and capacity among staff in addressing emotional wellbeing and mental health  Theme 9: Identifying mental health issues	Staff development on emotional wellbeing and mental health will be included in the School Improvement Plan  Skills audits will take place and any gaps in knowledge planned for  School will deliver a programme of CPD for all staff  School will target specific CPD to staff in cases where this is needed	Staff will have a more in depth knowledge around mental health needs in order to respond appropriately  Senior leaders will have a clear understanding of staff CPD and plan for it, therefore, increasing staff confidence
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	Theme 9: identifying and acting on mental health issues  Theme 10: Supporting pupil emotional wellbeing and mental health	All staff and pupils will complete regular questionnaires that include wellbeing focus and concerns acted upon  School will work with external agencies or services ensuring information sharing processes are in place  A range of mental health and wellbeing support interventions will be in place  SEMH pupils will be clearly identified on the SEND register and their provision recorded on Provision Map  During PPR meetings, wellbeing be students will be discussed in	Issues will be identified and interventions delivered will support pupil's mental health.  A referral process will enable targeted support to be used early and impact positively on mental health and wellbeing issues  A graduated response will ensure that support is directed at the appropriate level



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		<p>order to evaluate need and act early</p> <p>Signposting list created to share with staff and parents and pupils where appropriate</p>	
<p>The school actively seeks the ongoing participation of the whole-school community in its approach to emotional wellbeing and mental health</p>	<p>Theme 12: Engaging the whole-school community in emotional wellbeing and mental health issues</p>	<p>The views of staff, pupils and parents will be surveyed at regular intervals</p> <p>Family courses and sessions will be provided by the school</p> <p>All members of the school community will take part in the mental health and wellbeing events held at school</p>	<p>School will have a clear understanding of the needs of its pupils, parents and staff.</p>
<p>The school works in partnership with other schools, agencies and available specialist services to support emotional wellbeing and mental health</p>		<p>AHT attends Wellbeing forums, SENDCo and Behaviour Lead meetings to share good practice of wellbeing and mental health support</p> <p>A list of agencies and services will be created and shared with staff and parents via the school website.</p>	<p>The school will have a strong network with other schools and agencies to share approaches to outstanding mental health support for all stakeholders.</p>



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PUPIL						
QUESTION	SCORE	COMMENTS	ACTIONS COMPLETED	COMMENTS	SCORE	NEXT STEPS
1. I know about the Wellbeing Award for Schools	3.4	<ul style="list-style-type: none"> <li>• Mrs Lyon explained more</li> <li>• Every teacher talked about it</li> </ul>	<ul style="list-style-type: none"> <li>• Launched in assembly</li> <li>• Launched with parents on website, newsletter and social media</li> </ul>	<ul style="list-style-type: none"> <li>• I know this because of the wellbeing assembles</li> <li>• I have seen it around school</li> </ul>	3.7	<p style="text-align: center;"><b>Share verification results</b></p> <p style="text-align: center;"><b>Continue to reference the award either through continuing to work towards gaining it or maintaining</b></p>
2. In our school we learn about how important it is to talk about our feelings and emotions.	4	<ul style="list-style-type: none"> <li>• Do it more often</li> <li>• We should talk about it more</li> <li>• I want to learn more about it</li> </ul>	<ul style="list-style-type: none"> <li>• Introduced worry boxes/monsters</li> <li>• PHSE has a high focus on feelings and emotions</li> <li>• Several wellbeing support groups</li> <li>• SMSC focus through texts</li> </ul>	<ul style="list-style-type: none"> <li>• Because with Mrs Tucker we do mindfulness and we talk about it then</li> <li>• We talk a lot</li> <li>• There is a small group with me in it called 'Mrs Lyon's Laughing time' and we always say it's best to share our emotions.</li> <li>• Because I get lots of help with my feelings in class.</li> </ul>	4.6	<p style="text-align: center;"><b>Continue to teach about mental health through PHSE lessons and incidentally</b></p>



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				<ul style="list-style-type: none"> <li>We learn to talk to a teacher if we have a problem</li> </ul>		
3. I believe I can make a difference if someone else is feeling happy or worried	4.4	<ul style="list-style-type: none"> <li>Maybe actually have somewhere to go or someone to talk to</li> <li>We had a learning mentor</li> </ul>	<ul style="list-style-type: none"> <li>AHT non class based</li> <li>PHSE curriculum redesigned to enhance children's understanding of how they can help others</li> </ul>	<ul style="list-style-type: none"> <li>Yes, because I know how it feels to be worried and unhappy at school if my friends were upset I would try and help them though it</li> <li>Because it is good to help people because you treat people how you want to be treated</li> <li>I would listen to them</li> <li>You can by going to your friends</li> </ul>	4.5	<b>Increase role of Wellbeing Champions in KS2</b>
4. My school really cares about me and how I am feeling	4.4	<ul style="list-style-type: none"> <li>Spend more time to talk to them</li> <li>Take us out of class for a bit</li> <li>Go and see someone if I am angry or upset</li> </ul>	<ul style="list-style-type: none"> <li>Covid 19 Lockdown weekly welfare calls to every pupil by their class teacher</li> <li>Whole school approach to allowing children</li> </ul>	<ul style="list-style-type: none"> <li>They always help my emotions my stress and anxiety. They always find a way to help me.</li> <li>Because they ask you if you feel sad or happy and they</li> </ul>	4.6	<b>Continue to use a whole school Emotion Coaching approach to children's feelings</b>



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		<ul style="list-style-type: none"> <li>• If we could have more time to talk about our feelings</li> </ul>	<p>opportunities to discuss feelings</p> <ul style="list-style-type: none"> <li>• Emotion Coaching approach to dealing with pupils who are upset, distressed, angry etc</li> <li>• PHSE – a greater focus on discussion</li> </ul>	<p>listen to you if you have a problem</p> <ul style="list-style-type: none"> <li>• Always know I can talk to a teacher or my friends and I know that they will be able to give me advice and/or fix my problems and will give me time and space the will always listen to my problems</li> <li>• All the staff are caring and help us all the time when we feel unsafe and unhappy</li> </ul>		
<p>5. My school really cares about all its pupils and how they are feeling</p>	<p><b>4.5</b></p>	<ul style="list-style-type: none"> <li>• They definitely show us they care when we are upset</li> <li>• They could speak more to the worried children</li> <li>• Have a 1:1 teacher you can chat with</li> </ul>	<ul style="list-style-type: none"> <li>• Covid 19 Lockdown weekly welfare calls to every pupil by their class teacher</li> <li>• Whole school approach to allowing children opportunities to discuss feelings</li> </ul>	<ul style="list-style-type: none"> <li>• They do care about all of us because we tell them how we feel</li> <li>• When we come in to the classroom of a morning the teacher she/he says good morning how are you</li> </ul>	<p><b>4.6</b></p>	<p><b>Continue to build relationships</b></p>





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			<ul style="list-style-type: none"> <li>• Emotion Coaching approach to dealing with pupils who are upset, distressed, angry etc</li> <li>• A fair and consistent behaviour policy</li> </ul>	<ul style="list-style-type: none"> <li>• I see teachers sometimes take children somewhere to calm down if they're upset</li> <li>• Because they always make sure we are happy</li> </ul>		
6. If needed, I would feel comfortable talking about how I am feeling at school	<b>3.8</b>	<ul style="list-style-type: none"> <li>• I would like to talk to Mrs Lyon or someone like that</li> <li>• Maybe have an area to talk about it or talk to someone</li> </ul>	<ul style="list-style-type: none"> <li>• Open door policy with AHT</li> <li>• Worry boxes and monster</li> <li>• Wellbeing support groups</li> <li>• Wellbeing alerts on</li> <li>• Pupil and parent wellbeing section on Class Charts</li> </ul>	<ul style="list-style-type: none"> <li>• If I need to I would be able to talk about my feelings with Mrs Reid or Mrs Lyon or Mrs Wardle but sometimes I don't feel comfortable to and it's hard to describe why</li> <li>• Yes because you can just talk to any of the staff</li> <li>• I will talk to teachers if I feel I want to but it depends sometimes because if its private I like</li> </ul>	<b>4</b>	<b>Continue to build relationships</b>



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				keeping it to myself but if it is not helping me then I will		
7. My teachers know when I am feeling happy or worried	3.9	<ul style="list-style-type: none"> <li>• Sometimes I just need to go somewhere by myself or with friends.</li> <li>• If teachers asked you every morning how you feel</li> </ul>	<ul style="list-style-type: none"> <li>• Introduced feelings thermometers for key children</li> <li>• Worry boxes/monsters</li> <li>• Pupil and parent wellbeing section on Class Charts</li> </ul>	<ul style="list-style-type: none"> <li>• They'll just call us out and ask if we are okay, and if we say no they will talk to us until we are okay.</li> <li>• Because they ask what is wrong</li> </ul>	4.3	<p><b>Extend feelings thermometers to more children</b></p> <p><b>Respond to Class Charts wellbeing responses consistently</b></p>
8. I am able to get help at school when I am feeling worried or unhappy	4.1	<ul style="list-style-type: none"> <li>• They could see me</li> <li>• If they know let the kid say first</li> <li>• Speak when we ask</li> </ul>	<ul style="list-style-type: none"> <li>• Use of worry boxes/monster</li> <li>• Groups</li> <li>• 5 scale</li> <li>• Indicator cards</li> <li>• Pupil and parent wellbeing section on Class Charts</li> <li>• AHT open door policy</li> <li>• Wellbeing groups</li> <li>• Emotion Coaching approach</li> </ul>	<ul style="list-style-type: none"> <li>• When I tell the teacher they help me or speak to me about it.</li> <li>• Yes because they give me time to have some space</li> <li>• My friends help me when I am angry sometimes or a bit worried or possibly sad.</li> </ul>	4.6	<p><b>Respond to Class Charts wellbeing responses consistently</b></p>
9. The school really cares about what I think and listens to what I have to say	4.3	<ul style="list-style-type: none"> <li>• If they listened more</li> <li>• Listen more carefully</li> </ul>	<ul style="list-style-type: none"> <li>• Wellbeing included on all pupil voice activities including learning reviews,</li> </ul>	<ul style="list-style-type: none"> <li>• They always listen to me and other pupils</li> </ul>	4.6	<p><b>Wellbeing Champions have an expanded role in school</b></p>



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			<p>School Council and questionnaires</p>	<ul style="list-style-type: none"> <li>• The teacher/friends will always listen to my suggestions and may give me ideas to improve and make a positive impact to my idea</li> <li>• They will listen and pay attention</li> <li>• Yes because that's what they have to do to keep us happy and that's how we get education.</li> </ul>		<p><b>You said, we did approach to questionnaires and school council/wellbeing meetings</b></p>
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PARENT						
QUESTION	SCORE	COMMENTS	ACTIONS COMPLETED	COMMENTS	SCORE	NEXT STEPS
1. I have been informed about the Wellbeing Award for Schools	2.5	<ul style="list-style-type: none"> <li>• We had some information sent home to read</li> <li>• If more information was on display or on the website</li> </ul>	<ul style="list-style-type: none"> <li>• Website updated</li> <li>• Facebook</li> <li>• Newsletters</li> <li>• Emails</li> <li>• Wellbeing Forum</li> </ul>	<ul style="list-style-type: none"> <li>• Updates via social media and newsletters</li> <li>• There was a meeting at school about this</li> </ul>	4.4	<p><b>Share verification results</b></p> <p><b>Continue to reference the award either through continuing to work towards gaining it or maintaining</b></p>



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<p>2. I have a good understanding of the importance of emotional wellbeing and mental health on my child's performance at school</p>	<p><b>4.9</b></p>	<ul style="list-style-type: none"> <li>• If you are happy, you learn better and feel better.</li> <li>• Feeling supported and understood is a protective factor in children who have poor mental health</li> </ul>	<ul style="list-style-type: none"> <li>• Facebook and newsletter posts</li> <li>• Wellbeing forums</li> <li>• Workshops</li> <li>• Family clubs</li> <li>• Shared online courses with parents</li> </ul>	<ul style="list-style-type: none"> <li>• The school have spoken to the families about this and handed out leaflets to help us with our children.</li> </ul>	<p><b>4.6</b></p>	<p><b>Continue Wellbeing forums</b></p> <p><b>Share websites/courses</b></p> <p><b>Hold parent courses when able</b></p>
<p>3. I understand my contribution in promoting emotional wellbeing and mental health within school</p>	<p><b>4.2</b></p>	<ul style="list-style-type: none"> <li>• We had a point of contact at the school</li> </ul>	<ul style="list-style-type: none"> <li>• Invited to be part of change team</li> <li>• Wellbeing forums</li> <li>• Dedicated wellbeing email address</li> <li>• Newsletters</li> </ul>	<ul style="list-style-type: none"> <li>• The way you talk to your child, parents and teachers has an effect on them.</li> </ul>	<p><b>4.3</b></p>	<p><b>Expand Wellbeing Champion role in school to include more parents</b></p> <p><b>Continue Wellbeing forums</b></p>
<p>4. Everyone involved with the school needs to support and look out for each other when it comes to emotional wellbeing and mental health</p>	<p><b>3.9</b></p>	<ul style="list-style-type: none"> <li>• Incorporate into assemblies, have a designated teacher with clear visuals displayed for the children whom they can talk to about their problems, however trivial they seem.</li> </ul>	<ul style="list-style-type: none"> <li>• Wellbeing drop in sessions</li> <li>• Posters around school</li> <li>• 5 ways to wellbeing</li> <li>• Kindness calendar</li> <li>• PHSE lessons</li> <li>• Food parcels</li> <li>• Support to get pupils to school</li> <li>• Christmas present donations</li> </ul>	<ul style="list-style-type: none"> <li>• They work as a team and help others who are struggling</li> <li>• I am so happy with the collaboration of Roby Park, the effort they put into everything. My daughter is so happy in school and feels supported.</li> </ul>	<p><b>4.6</b></p>	<p><b>Expand Wellbeing Champion role in school to include more parents</b></p>



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<p>5. The school really cares about the emotional wellbeing and mental health of everyone involved with the school</p>	<p><b>4</b></p>	<ul style="list-style-type: none"> <li>• More parents and carers got involved in supporting school</li> <li>• Stop with belittling and sarcasm</li> </ul>	<ul style="list-style-type: none"> <li>• Covid 19 welfare checks</li> <li>• Support for families who are in need of food</li> <li>• Supporting children to get to school</li> <li>• Emotion Coaching training for all staff</li> </ul>	<ul style="list-style-type: none"> <li>• The school meets everyone's needs</li> <li>• Always a lot of support</li> <li>• School are great with communicating with parents</li> </ul>	<p><b>4.5</b></p>	<p style="text-align: center;"><b>Continue to build relationships</b></p>
<p>6. It is clear that emotional wellbeing is valued and important across the school</p>	<p><b>4</b></p>	<ul style="list-style-type: none"> <li>• They are always striving to improve</li> </ul>	<ul style="list-style-type: none"> <li>• Highlighted in newsletters</li> <li>• Facebook posts</li> <li>• Club offer</li> <li>• Interventions</li> <li>• All staff trained in aspects of mental health</li> <li>• Targeted training where specific needs arise</li> </ul>	<ul style="list-style-type: none"> <li>• Lots of offer</li> <li>• Very clear and helpful</li> </ul>	<p><b>4.7</b></p>	<p style="text-align: center;"><b>Continue parent sessions</b></p> <p style="text-align: center;"><b>Hold parent courses when able</b></p>
<p>7. The school actively encourages parents to be open about how they and their children are feeling</p>	<p><b>3.6</b></p>	<ul style="list-style-type: none"> <li>• I am not aware</li> <li>• Never been asked</li> <li>• I don't feel I have ever been encouraged</li> </ul>	<ul style="list-style-type: none"> <li>• Wellbeing a main focus of parents' evenings</li> <li>• COVID-19 welfare checks</li> <li>• Class Charts wellbeing for parents, pupils and</li> </ul>	<ul style="list-style-type: none"> <li>• School are always there to listen</li> <li>• They make everyone feel welcome</li> <li>• As my child is your main priority, I'd say that you have been open to</li> </ul>	<p><b>4.1</b></p>	<p style="text-align: center;"><b>Promote wellbeing across all platforms</b></p> <p style="text-align: center;"><b>Respond to Class Charts wellbeing section consistently.</b></p>



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			<ul style="list-style-type: none"> <li>staff to comment on</li> <li>• PHSE curriculum redesigned</li> <li>• Worry monsters/boxes</li> <li>• Feeling charts in classes</li> <li>• Open door policy with AHT for parents and staff</li> <li>• Wellbeing coffee mornings</li> </ul>	<p>listening and the new wellbeing section on the app...is a good idea.</p>		
8. If needed, I would feel comfortable talking about my own emotional wellbeing and mental health with the school	<b>4.1</b>	<ul style="list-style-type: none"> <li>• We could talk but not always in group settings as sometimes people are more comfortable saying things in privacy</li> </ul>	<ul style="list-style-type: none"> <li>• Open door policy with AHT for parents</li> <li>• Wellbeing coffee mornings</li> <li>• Wellbeing email address</li> <li>• COVID-19 welfare checks</li> </ul>	<ul style="list-style-type: none"> <li>• The teachers ask after our wellbeing also</li> <li>• I am comfortable sharing my wellbeing. It's encouraged other people to share.</li> <li>• Not entirely sure...but knowing the offer is there is nice.</li> </ul>	<b>3.8</b>	<p><b>Continue approach</b></p> <p><b>Ensure parent wellbeing has a focus in any meetings about pupils</b></p>
9. If needed, I would feel comfortable talking about my	<b>4.6</b>	<ul style="list-style-type: none"> <li>• My child has a mentor in school</li> <li>• Your concerns were not</li> </ul>	<ul style="list-style-type: none"> <li>• Wellbeing email address</li> <li>• COVID-19 welfare checks</li> </ul>	<ul style="list-style-type: none"> <li>• I have always been able to speak to the teacher if need be</li> </ul>	<b>4.7</b>	<p><b>Promote Class Charts, wellbeing email address and</b></p>



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<p>child's emotional wellbeing and mental health with the school</p>		<p>dismissed with 'I don't have time to do that.'</p>	<ul style="list-style-type: none"> <li>• Open door policy with AHT for parents</li> <li>• Wellbeing coffee mornings</li> <li>• AHT responsibility for wellbeing (non teaching)</li> <li>• Class Charts wellbeing</li> <li>• Class teacher accessible via telephone</li> <li>• Parents evening wellbeing focus</li> </ul>	<ul style="list-style-type: none"> <li>• The teachers are always there with a listening ear if we have problems with our children</li> <li>• My child's welfare is a joint concern and you have always been approachable with any concerns, however trivial.</li> </ul>		<p><b>discussions with class teachers</b></p>
<p>10. The school seeks out and listens to my views and needs about its approach to emotional wellbeing and mental health</p>	<p><b>3.3</b></p>	<ul style="list-style-type: none"> <li>• We had information on how to help</li> <li>• I don't feel fully informed of school's policy on mental health but would be happy to be involved if needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Website</li> <li>• Wellbeing forums</li> <li>• Wellbeing coffee mornings</li> <li>• Facebook posts</li> <li>• Questionnaires</li> <li>• Feedback sheets</li> </ul>	<ul style="list-style-type: none"> <li>• The school is amazing and helps others meet their needs</li> </ul>	<p><b>4</b></p>	<p><b>You said, we did approach to questionnaires that are shared with parents</b></p>

**STAFF**



# Roby Park Primary School Stakeholder Evaluation Analysis February 2019 to September 2020



QUESTION	SCORE	COMMENTS	ACTIONS COMPLETED	COMMENTS	SCORE	NEXT STEPS
1. I have been informed about the Wellbeing Award for Schools and what is involved in achieving it	3.8	<ul style="list-style-type: none"> <li>• Would like more information on it</li> </ul>	<ul style="list-style-type: none"> <li>• Staff meetings</li> <li>• Website</li> <li>• Assemblies for staff and pupils</li> </ul>	<ul style="list-style-type: none"> <li>• I have been well informed</li> <li>• We have been working towards this as a team with all stakeholders involved</li> </ul>	4.1	<b>Share the outcome and next steps for wellbeing and maintain the award</b>
2. I have a good understanding of the importance of emotional wellbeing and mental health on children's performance at school	4.6	<ul style="list-style-type: none"> <li>• Quiet and private rooms were available for us to use to help children</li> <li>• More interventions for children to promote mental health and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• Character mentoring</li> <li>• Yoga</li> <li>• Mindfulness</li> <li>• Room in process of being turned into a sensory space – currently used as a quiet room</li> <li>• Training in many areas of mental health for all staff</li> <li>• Targeted training where needs arose</li> <li>• Wellbeing discussed at PPR meetings relating to children's achievement and progress</li> </ul>	<ul style="list-style-type: none"> <li>• We are given regular CPD opportunities</li> <li>• I deal with children everyday who's mental health is impacting on their learning. I have had extensive training.</li> <li>• Accessed in house training and online training about mental health and emotional wellbeing. Worked alongside SENCo to develop and plan strategies to improve children's wellbeing. Previously had experience working with the EP and</li> </ul>	4.2	<b>Ensure CPD is planned for NQT's, new staff and students around mental health and wellbeing and links to achievement and learning.</b>





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				mentor to improve provision for targeted children.		
3. I understand my contribution in promoting emotional wellbeing and mental health within school	4.1	<ul style="list-style-type: none"> <li>• More training was given to staff so we could help more</li> <li>• We had the resources and time to devote to wellbeing.</li> <li>• I had some training on mental health and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• CPD online modules for all staff</li> <li>• Face to face training in emotion coaching</li> <li>• Mental Health training</li> <li>• Dedicated mental health curriculum</li> <li>• Redesigned PHSE curriculum</li> <li>• Calmer Classrooms scheme purchased with a wide range of resources included</li> </ul>	<ul style="list-style-type: none"> <li>• As the lead for mental health in school, I know I am an important resource and guide but that I also need to empower staff and pupils to affect their own wellbeing.</li> <li>• I try to ensure wellbeing is always part of the decision making process and considerations for staff, parents and pupils is given.</li> </ul>	4	
4. Everyone involved with the school needs to support and look out for each other when it comes to emotional wellbeing and mental health	4.8	<ul style="list-style-type: none"> <li>• Efforts have been made to get support but the process is lengthy and some pupils struggle to get into class.</li> </ul>	<ul style="list-style-type: none"> <li>• Outreach support for behaviour with a high focus on mental wellbeing</li> <li>• Email address for confidential advice or concerns</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	4.3	<b>Continue to raise the profile of wellbeing for all my expanding the role of staff wellbeing champions</b>



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<p>5. The school really cares about the emotional wellbeing and mental health of everyone involved with the school</p>	<p><b>3.4</b></p>	<ul style="list-style-type: none"> <li>• Some people more than others</li> </ul>	<ul style="list-style-type: none"> <li>• All meetings parent, staff, pupil and at all levels have a wellbeing focus/section</li> <li>• Strategies and interventions are in place and have an impact</li> </ul>	<ul style="list-style-type: none"> <li>• The school has been extremely supportive in supporting my own wellbeing as well as the students in my class</li> <li>• We are consistently informed of the importance of our wellbeing</li> <li>• When I need support or help with an issue for myself or a pupil, I know my colleagues will offer their help and support.</li> </ul>	<p><b>4.1</b></p>	
<p>6. It is clear that emotional wellbeing is valued and important across the school</p>	<p><b>3.8</b></p>	<ul style="list-style-type: none"> <li>• It is promoted more for adults</li> <li>• Only one member of staff has received training on emotional health and wellbeing</li> <li>• Evident for the children</li> </ul>	<ul style="list-style-type: none"> <li>• Programme of CPD online</li> <li>• Face to face CPD</li> <li>• Awareness raising</li> <li>• Changes to the curriculum</li> <li>• Focus on all displays</li> <li>• Assemblies</li> <li>• Discussed at all meetings</li> </ul>	<ul style="list-style-type: none"> <li>• It runs through our school ethos</li> <li>• High profile of wellbeing and emphasis throughout school provision</li> <li>• CPD signposted and made a high priority</li> <li>• The profile of emotional wellbeing has been raised with all stakeholders</li> </ul>	<p><b>4.3</b></p>	<p><b>Wellbeing Champions continue to keep wellbeing as a focus in all we do in school through events</b></p> <p><b>Further CPD for staff in areas that they would like to</b></p>



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				through curriculum development, wider opportunities and clubs, parent workshops, coffee mornings, communications, training and practices embedded in the school for staff and pupils.		<b>increase skills and/or knowledge</b>
7. The school actively encourages staff to be open about how they and their children are feeling	<b>3.3</b>	<ul style="list-style-type: none"> <li>• More opportunities to deal with social groups</li> <li>• Staff bottle up how they feel and it's hard for them to open up.</li> </ul>	<ul style="list-style-type: none"> <li>• Wellbeing focus in all meetings, staff, phase, SLT, appraisal</li> <li>• Open door policy with Headteacher</li> </ul>	<ul style="list-style-type: none"> <li>• I feel there is an open door policy for all staff to be able to talk to management and other members of staff if something is worrying them. We are lucky to have a supportive staff and are able to talk to anyone from TAs to the Head teacher about any issues we have.</li> <li>• The senior team have made it known to all staff that their door is always open</li> </ul>	<b>4.1</b>	<b>Wellbeing focus of meetings is fed back to the appropriate people and concerns acted upon.</b>



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				for any issues to be discussed.		
8. If needed, I would feel comfortable talking about my own emotional wellbeing and mental health with the school	3.4	<ul style="list-style-type: none"> <li>A designated person</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities to discuss</li> </ul>	<ul style="list-style-type: none"> <li>I have needed support from staff in the past and have been given it without judgement and have walked away feeling more positive about my situation</li> <li>I can talk to colleagues about how I am feeling and they are extremely supportive</li> <li>I do, regularly</li> </ul>	4.1	
9. I believe that increasing staff's awareness, understanding and skills in relation to mental health and wellbeing is a priority for school	4.6	<ul style="list-style-type: none"> <li>Staff had training in these areas</li> <li>It would help to be better educated on this subject so to feel more confident that you were approaching sensitive situations in the right manner</li> </ul>	<ul style="list-style-type: none"> <li>CPD programme</li> <li>Targeted training</li> </ul>	<ul style="list-style-type: none"> <li>We have invested time in CPD for all staff</li> <li>We have had lots of training in the subject and wellbeing is at the heart of all we do.</li> </ul>	3.9	<p style="text-align: center;"><b>Revisit Emotion Coaching training</b>  <b>Prioritise training for NQT's, new staff and students</b></p>
10. I have the knowledge and skills needed to address emotional	3.5	<ul style="list-style-type: none"> <li>Training to help with what to do would help</li> </ul>	<ul style="list-style-type: none"> <li>CPD programme</li> <li>Targeted training</li> </ul>	<ul style="list-style-type: none"> <li>I can identify behaviours which indicate emotional</li> </ul>	3.9	<p style="text-align: center;"><b>Target CPD where staff feel they need</b></p>



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<p>wellbeing and mental health</p>			<ul style="list-style-type: none"> <li>• Mental Health training – face to face</li> </ul>	<p>wellbeing and mental health of staff, children and parents which may be triggers for deteriorating mental health and provide support or signpost to external support and agencies through other colleagues</p> <ul style="list-style-type: none"> <li>• I have been given training and feel I have gained more experience in work with pupils.</li> </ul>		<p><b>further support, knowledge and skills</b></p>
<p>11. I feel comfortable with identifying signs of emotional or mental distress in both pupils and colleagues</p>	<p><b>3.8</b></p>	<ul style="list-style-type: none"> <li>• More quiet area and calming areas so children feel safe and calm to open up</li> <li>• Don't always know what to say to someone</li> </ul>	<ul style="list-style-type: none"> <li>• CPD in supporting staff wellbeing in schools</li> <li>• CPD around all mental health conditions</li> <li>• CPD programme includes pupils and staff</li> </ul>	<ul style="list-style-type: none"> <li>• Every day is different and knowing the pupils well is the key, knowing the child helps to understand that one day they may need support with something but the next they don't need as much.</li> <li>• I have had the opportunity to work with different year</li> </ul>	<p><b>4.1</b></p>	



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				groups and get to know the children. I think we pride ourselves on knowing our children.	
12. I know what to do next if I see someone with signs of emotional or mental distress	<b>3.6</b>	<ul style="list-style-type: none"> <li>• Don't always know what to say to someone</li> </ul>	<ul style="list-style-type: none"> <li>• Staff wellbeing policy</li> <li>• CPD</li> <li>• Relationship building</li> <li>• Team meetings more regularly</li> <li>• Wellbeing focus on meeting agendas</li> </ul>	<ul style="list-style-type: none"> <li>• We have systems in place to support wellbeing</li> <li>• We have clear policies and procedures for staff.</li> <li>• Our wellbeing lead is always on hand with advice</li> </ul>	<b>4.1</b>
13. The school offers good quality support for pupils with emotional wellbeing and mental health difficulties	<b>3.7</b>	<ul style="list-style-type: none"> <li>• Efforts have been made to get support but the process is lengthy and some pupils struggle to get into class.</li> </ul>	<ul style="list-style-type: none"> <li>• Interventions sourced and in place for key children</li> <li>• Entry and exit questionnaires</li> <li>• Behaviour Outreach support for staff and pupils</li> <li>• Range of support available</li> <li>• Staff feel more confident to offer support in first instance</li> </ul>	<ul style="list-style-type: none"> <li>• Children's individual needs are catered for whether that be in class or intervention support. The SENDco has had training on relevant interventions to support children with mental health, behaviour and SEMH and disseminates this across the staffing team as well</li> </ul>	<b>4.2</b>



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				<p>as implementing interventions</p> <ul style="list-style-type: none"> <li>• Our staff are always looking for strategies and ways to deal with well-being and they are practised each day as there are a lot of needs within the school and a lot of staff who have gone through some hard times</li> <li>• Small intervention groups take place regularly.</li> <li>• High priority of wellbeing. Sensory equipment and resources. Mentoring and PHSE programs.</li> </ul>		
<p>14. The school offers good quality support for staff's emotional wellbeing and mental health</p>	<b>3.2</b>	<ul style="list-style-type: none"> <li>• My only experience was under a previous head. After a traumatic experience, I was not offered support by the head</li> </ul>	<ul style="list-style-type: none"> <li>• Open door policy</li> <li>• Occupational Health counselling/bereavement services paid for by school</li> <li>• Staff wellbeing discussed in all</li> </ul>	<ul style="list-style-type: none"> <li>• We have highly trained staff who are approachable when needed.</li> <li>• Staff can be signposted to additional services.</li> </ul>	<b>3.9</b>	<p><b>Continue to make staff wellbeing a priority by discussing in all meetings, acting upon concerns and</b></p>



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		<ul style="list-style-type: none"> <li>With concerns about not having sufficient support for pupils can have detrimental effect on the teachers emotional well-being</li> </ul>	<p>meetings and acted upon</p> <ul style="list-style-type: none"> <li>Range of awards and rewards introduced such an Employee of the month, early finishes, curriculum resources, PPA room, staff PPA altogether, decorated staff toilets, inspirational speakers, decluttered and decorated classrooms with new furniture , wellbeing basket in staffroom, time to attend performances etc of own children</li> </ul>	<p>We work to find solutions.</p> <ul style="list-style-type: none"> <li>School leaders are always on hand during working hours and out when needed. When individuals need specific intervention or support, it is always offered.</li> </ul>		<p><b>finding solutions.</b></p>
<p>15. The school seeks out and listens to my views and needs about its approach to emotional wellbeing and mental health</p>	<p><b>3.1</b></p>	<ul style="list-style-type: none"> <li>No real experience of this</li> <li>Not always</li> </ul>	<ul style="list-style-type: none"> <li>Staff questionnaires</li> <li>Invitation to join Change Team</li> <li>Discussed in staff meetings</li> </ul>	<ul style="list-style-type: none"> <li>We have lots of feedback sessions and share ideas</li> <li>I feel listened to and that my needs are acknowledged and considered</li> </ul>	<p><b>4</b></p>	<p><b>Expand role of wellbeing champions with a bigger focus on staff decision making around the wellbeing strategy</b></p>





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