



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 wholeschool 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





uce the award to akeholders, gain mmitment of the eacher and Chair of Governors barents, staff and nors to form part of Change Team	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
it and evaluate re we are with porting mental and wellbeing for upils and parents e an action plan onitor it at regular	support for mental health and wellbeing.
stages. rision statement be reviewed to re it reflects our ethos in provision will ncluded in our action plan the strategy with shool community ove the strategy th SLT team w provisions and support into account risk rs for pupils and ete mental health creening as propriate or as requested	The whole school community will embrace the school vision The schools provision for wellbeing will be enhanced All staff involved in working with children within the school community will have a clear understanding of risk factors for vulnerable pupils
ir c	support nto account risk s for pupils and te mental health creening as ropriate or as





The school has a	Theme 2:	Plan and deliver	All stakeholders will
positive culture which	Understanding the	awareness raising	have an understanding
regards the emotional	importance of emotional	activities for staff, pupils	of what wellbeing
wellbeing and mental	wellbeing and mental	and parents.	means and a deeper
health as the	health	and paremen	understanding of
responsibility of all	1.55		mental health issues.
	Theme 3:		
	Understanding my role		Staff and parents will
	in promoting emotional		feel confident
	wellbeing and mental		recognising emotional
	health		health issues and
			responding
	Theme 4: Ensuring that		appropriately
	emotional wellbeing		
	and mental health is		Pupils, parents and
	seen as the		staff will accept and
	responsibility of all		understand that positive
			mental health and
	Theme 5: Encouraging		wellbeing is the
	people to talk about		responsibility of all
	mental health issues		
			Mental health
			discussions and issue
			that are pupils, parents
			and staff face are free
			from stigma
			Links with the sale of
			Links with the whole
			school community will
			drive the vision forward
The School actively	Theme 6: Supporting	A budget will be	Staff will work in an
promotes staff	staff emotional	allocated for staff	environment that is built
emotional wellbeing	wellbeing and mental	wellbeing in order to	on respect and
and mental health	health	promote mental health	empathy.
and montal noditi	Tiodili 1	and wellbeing in the	cripatity.
		workplace	Ensure there is a
		Wemplass	culture of 'open door'.
		Appraisal policies and	э эр эх ээ
		procedures will	Staff will be able to
		specifically support the	work in an environment
		emotional wellbeing of	that looks after their
		staff	physical wellbeing
		SLT and phase	Staff will be provided
		meetings will include a	with a place to explore
		wellbeing focus	wellbeing through the
		_	appraisal system
		Feedback and	
		evaluations will take	Mental health will be
		place regularly to	talked about openly





		T	
		ascertain the needs of staff	thus reducing the
		Stan	stigma surrounding it
!		Staff wellbeing	
!		questionnaires will be	
		completed regularly	
The school prioritises	Theme 7: Promoting	Staff development on	Staff will have a more in
professional learning	professional	emotional wellbeing	depth knowledge
and staff development	development and	and mental health will	around mental health
on emotional wellbeing and mental health	training for emotional	be included in the	needs in order to
and mental neath	wellbeing	School Improvement Plan	respond appropriately
!	Theme 8: Ensuring	i ian	Senior leaders will have
!	confidence and	Skills audits will take	a clear understanding
	capacity among staff in	place and any gaps in	of staff CPD and plan
	addressing emotional	knowledge planned for	for it, therefore,
	wellbeing and mental		increasing staff
!	health	School will deliver a	confidence
!	Theme 9: Identifying	programme of CPD for all staff	
!	mental health issues	ali Stali	
!	montal moduli loodoo	School will target	
!		specific CPD to staff in	
!		cases where this is	
	T. 0 . 1 . 47 .	needed	1 111 11 (17)
The school understands the different types of	Theme 9: identifying and acting on mental	All staff and pupils will complete regular	Issues will be identified and interventions
emotional and mental	health issues	questionnaires that	delivered will support
health needs across the	Hodili Hoddo	include wellbeing focus	pupil's mental health.
whole-school	Theme 10: Supporting	and concerns acted	' '
community and has	pupil emotional	upon	A referral process will
systems in place to	wellbeing and mental		enable targeted support
respond appropriately	health	School will work with	to be used early and
!		external agencies or	impact positively on mental health and
!		services ensuring information sharing	wellbeing issues
!		processes are in place	Wellbeilig leddes
!		,	A graduated response
		A range of mental	will ensure that support
		health and wellbeing	is directed at the
		support interventions	appropriate level
		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	





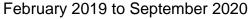
		order to evaluate need and act early Signposting list created to share with staff and parents and pupils where appropriate	
The school actively seeks the ongoing participation of the whole-school community in its approach to emotional wellbeing and mental health	Theme 12: Engaging the whole-school community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





PUPIL PUPIL							
QUESTION	SCORE	COMMENTS	ACTIONS COMPLETED	COMMENTS	SCORE	NEXT STEPS	
I know about the Wellbeing Award for Schools	3.4	 Mrs Lyon explained more Every teacher talked about it 	 Launched in assembly Launched with parents on website, newsletter and social media 	 I know this because of the wellbeing assembles I have seen it around school 	3.7	Share verification results Continue to reference the aware either through continuing to wor towards gaining it maintaining	
2. In our school we learn about how important it is to talk about our feelings and emotions.	4	 Do it more often We should talk about it more I want to learn more about it 	 Introduced worry boxes/monsters PHSE has a high focus on feelings and emotions Several wellbeing support groups SMSC focus through texts 	 Because with Mrs Tucker we do mindfulness and we talk about it then We talk a lot 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. Because I get lots of help with my feelings in class. 	4.6	Continue to teach about mental heal through PHSE lessons and incidentally	

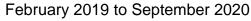






3. I believe I can make a difference if someone else is feeling happy or worried	4.4	Maybe actually have somewhere to go or someone to talk to We had a learning mentor	AHT non class based PHSE curriculum redesigned to enhance children's understanding of how they can help others	 We learn to talk to a teacher if we have a problem Yes, because I know how it feelings to be worried and unhappy at school if my friends were upset I would try and help them though it Because it is good to help people because you treat people how you want to be treated I would listen to them You can by going to your friends 	4.5	Increase role of Wellbeing Champions in KS2
4. My school really cares about me and how I am feeling	4.4	 Spend more time to talk to them Take us out of class for a bit Go and see someone if I am angry or upset 	 Covid 19 Lockdown weekly welfare calls to every pupil by their class teacher Whole school approach to allowing children 	 They always help my emotions my stress and anxiety. They always find a way to help me. Because they ask you if you feel sad or happy and they 	4.6	Continue to use a whole school Emotion Coaching approach to children's feelings

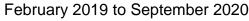






		If we could have more time to talk about our feelings	 opportunities to discuss feelings Emotion Coaching approach to dealing with pupils who are upset, distressed, angry etc PHSE – a greater focus on discussion 	listen to you if you have a problem Always know I can talk to a teacher or my friends and 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 All the staff are caring and help us all the time when we feel unsafe and unhappy		
5. My school really cares about all its pupils and how they are feeling	4.5	 They definitely show us they care when we are upset They could speak more to the worried children Have a 1:1 teacher you can chat with 	 Covid 19 Lockdown weekly welfare calls to every pupil by their class teacher Whole school approach to allowing children opportunities to discuss feelings 	 They do care about all of us because we tell them how we feel When we come in to the classroom of a morning the teacher she/he says good morning how are you 	4.6	Continue to build relationships







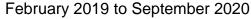
			 Emotion Coaching approach to dealing with pupils who are upset, distressed, angry etc A fair and consistent behaviour policy 	 I see teachers sometimes take children somewhere to calm down if they're upset Because they always make sure we are happy 		
6. If needed, I would feel comfortable talking about how I am feeling at school	3.8	 I would like to talk to Mrs Lyon or someone like that Maybe have an area to talk about it or talk to someone 	 Open door policy with AHT Worry boxes and monster Wellbeing support groups Wellbeing alerts on Pupil and parent wellbeing section on Class Charts 	 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 Yes because you can just talk to any of the staff I will talk to teachers if I feel I want to but it depends sometimes because if its private I like 	4	Continue to build relationships





7. My teachers know when I am feeling happy or worried	3.9	 Sometimes I just need to go somewhere by myself or with friends. If teachers asked you every morning how you feel 	 Introduced feelings thermometers for key children Worry boxes/monsters Pupil and parent wellbeing section on Class Charts 	keeping it to myself but if it is not helping me then I will 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. Because they ask what is wrong	4.3	Extend feelings thermometers to more children Respond to Class Charts wellbeing responses consistently
8. I am able to get help at school when I am feeling worried or unhappy	4.1	 They could see me If they know let the kid say first Speak when we ask 	 Use of worry boxes/monster Groups 5 scale Indicator cards Pupil and parent wellbeing section on Class Charts AHT open door policy Wellbeing groups Emotion Coaching approach 	 When I tell the teacher they help me or speak to me about it. Yes because they give me time to have some space My friends help me when I am angry sometimes or a bit worried or possibly sad. 	4.6	Respond to Class Charts wellbeing responses consistently
9. The school really cares about what I think and listens to what I have to say	4.3	If they listened moreListen more carefully	Wellbeing included on all pupil voice activities including learning reviews,	They always listen to me and other pupils	4.6	Wellbeing Champions have an expanded role in school







	School Council and	• The	
	questionnaires	teacher/friends will	You said, we did
		always listen to my	approach to
		suggestions and	questionnaires and
		may give me ideas	school
		to improve and	council/wellbeing
		make a positive	meetings
		impact to my idea	
		 They will listen and 	
		pay attention	
		 Yes because that's 	
		what they have to	
		do to keep us	
		happy and that's	
		how we get	
		education.	

PARENT							
QUESTION	SCORE	COMMENTS	ACTIONS COMPLETED	COMMENTS	SCORE	NEXT STEPS	
I have been informed about the Wellbeing Award for Schools	2.5	 We had some information sent home to read If more information was on display or on the website 	Website updatedFacebookNewslettersEmailsWellbeing Forum	 Updates via social media and newsletters There was a meeting at school about this 	4.4	Share verification results Continue to reference the award either through continuing to work towards gaining it or maintaining	





2.	I have a good understanding of the importance of emotional wellbeing and mental health on my child's performance at school	4.9	 If you are happy, you learn better and feel better. Feeling supported and understood is a protective factor in children who have poor mental health 	 Facebook and newsletter posts Wellbeing forums Workshops Family clubs Shared online courses with parents 	The school have spoken to the families about this and handed out leaflets to help us with our children.	4.6	Continue Wellbeing forums Share websites/courses Hold parent courses when able
3.	I understand my contribution in promoting emotional wellbeing and mental health within school	4.2	We had a point of contact at the school	 Invited to be part of change team Wellbeing forums Dedicated wellbeing email address Newsletters 	The way you talk to your child, parents and teachers has an effect on them.	4.3	Expand Wellbeing Champion role in school to include more parents Continue Wellbeing forums
4.	Everyone involved with the school needs to support and look out for each other when it comes to emotional wellbeing and mental health	3.9	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.	 Wellbeing drop in sessions Posters around school 5 ways to wellbeing Kindness calendar PHSE lessons Food parcels Support to get pupils to school Christmas present donations 	 They work as a team and help others who are struggling 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. 	4.6	Expand Wellbeing Champion role in school to include more parents





5. The school really cares about the emotional wellbeing and mental health of everyone involved with the school	4	 More parents and carers got involved in supporting school Stop with belittling and sarcasm 	 Covid 19 welfare checks Support for families who are in need of food Supporting children to get to school Emotion Coaching training for all staff 	 The school meets everyone's needs Always a lot of support School are great with communicating with parents 	4.5	Continue to build relationships
6. It is clear that emotional wellbeing is valued and important across the school	4	They are always striving to improve	 Highlighted in newsletters Facebook posts Club offer Interventions All staff trained in aspects of mental health Targeted training where specific needs arise 	 Lots of offer Very clear and helpful 	4.7	Continue parent sessions Hold parent courses when able
7. The school actively encourages parents to be open about how they and their children are feeling	3.6	 I am not aware Never been asked I don't feel I have ever been encouraged 	 Wellbeing a main focus of parents' evenings COVID-19 welfare checks Class Charts wellbeing for parents, pupils and 	 School are always there to listen They make everyone feel welcome As my child is your main priority, I'd say that you have been open to 	4.1	Promote wellbeing across all platforms Respond to Class Charts wellbeing section consistently.





				staff to comment on PHSE curriculum redesigned Worry monsters/boxes Feeling charts in classes Open door policy with AHT for parents and staff Wellbeing coffee mornings	listening and the new wellbeing section on the appis a good idea.		
8.	If needed, I would feel comfortable talking about my own emotional wellbeing and mental health with the school	4.1	We could talk but not always in group settings as sometimes people are more comfortable saying things in privacy	 Open door policy with AHT for parents Wellbeing coffee mornings Wellbeing email address COVID-19 welfare checks 	 The teachers ask after our wellbeing also I am comfortable sharing my wellbeing. It's encouraged other people to share. Not entirely surebut knowing the offer is there is nice. 	3.8	Ensure parent wellbeing has a focus in any meetings about pupils
9.	If needed, I would feel comfortable talking about my	4.6	 My child has a mentor in school Your concerns were not 	Wellbeing email addressCOVID-19 welfare checks	I have always been able to speak to the teacher if need be	4.7	Promote Class Charts, wellbeing email address and





child's emotional wellbeing and mental health with the school		dismissed with 'I don't have time to do that.'	 Open door policy with AHT for parents Wellbeing coffee mornings AHT responsibility for wellbeing (non teaching) Class Charts wellbeing Class teacher accessible via telephone Parents evening wellbeing focus 	 The teachers are always there with a listening ear if we have problems with our children My child's welfare is a joint concern and you have always been approachable with any concerns, however trivial. 		discussions with class teachers
10. The school seeks out and listens to my views and needs about its approach to emotional wellbeing and mental health	3.3	 We had information on how to help I don't feel fully informed of school's policy on mental health but would be happy to be involved if needed. 	 Website Wellbeing forums Wellbeing coffee mornings Facebook posts Questionnaires Feedback sheets 	The school is amazing and helps others meet their needs	4	You said, we did approach to questionnaires that are shared with parents





	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	Would like more information on it	Staff meetingsWebsiteAssemblies for staff and pupils	 I have been well informed We have been working towards this as a team with all stakeholders involved 	4.1	Share the outcome and next steps for wellbeing and maintain the award
2.	I have a good understanding of the importance of emotional wellbeing and mental health on children's performance at school	4.6	 Quiet and private rooms were available for us to use to help children More interventions for children tom promote mental health and wellbeing 	 Character mentoring Yoga Mindfulness Room in process of being turned into a sensory space – currently used as a quiet room Training in many areas of mental health for all staff Targeted training where needs arose Wellbeing discussed at PPR meetings relating to children's achievement and progress 	 We are given regular CPD opportunities I deal with children everyday who's mental health is impacting on their learning. I have had extensive training. 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 	4.2	Ensure CPD is planned for NQT's, new staff and students around mental health and wellbeing and links to achievement and learning.





3.	I understand my contribution in promoting emotional wellbeing and mental health within school	4.1	 More training was given to staff so we could help more We had the resources and time to devote to wellbeing. I had some training on mental health amd wellbeing 	 CPD online modules for all staff Face to face training in emotion coaching Mental Health training Dedicated mental health curriculum Redesigned PHSE curriculum Calmer Classrooms scheme purchased with a wide range of resources included 	mentor to improve provision for targeted children. • 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. • I try to ensure wellbeing is always part of the decision making process and considerations for staff, parents and pupils is given.	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	Efforts have been made to get support but the process is lengthy and some pupils struggle to get into class.	 Outreach support for behaviour with a high focus on mental wellbeing Email address for confidential advice or concerns 	•	4.3	Continue to raise the profile of wellbeing for all my expanding the role of staff wellbeing champions





5.	The school really cares about the emotional wellbeing and mental health of everyone involved with the school	3.4	Some people more than others	 All meetings parent, staff, pupil and at all levels have a wellbeing focus/section Strategies and interventions are in place and have an impact 	 The school has been extremely supportive in supporting my own wellbeing as well as the students in my class We are consistently informed of the importance of our wellbeing When I need support or help with an issue for myself or a pupil, I know my colleagues will offer their help and support. 	4.1	
6.	It is clear that emotional wellbeing is valued and important across the school	3.8	 It is promoted more for adults Only one member of staff has received training on emotional health and wellbeing Evident for the children 	 Programme of CPD online Face to face CPD Awareness raising Changes to the curriculum Focus on all displays Assemblies Discussed at all meetings 	 It runs through our school ethos High profile of wellbeing and emphasis throughout school provision CPD signposted and made a high priority The profile of emotional wellbeing has been raised with all stakeholders 	4.3	Wellbeing Champions continue to keep wellbeing as a focus in all we do in school through events Further CPD for staff in areas that they would like to





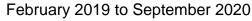
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				through curriculum development, wider opportunities and clubs, parent workshops, coffee mornings, communications, training and practices embedded in the school for staff and pupils.		increase skills and/or knowledge
7. The school actively encourages staff to be open about how they and their children are feeling	3.3	 More opportunities to deal with social groups Staff bottle up how they feel and it's hard for them to open up. 	 Wellbeing focus in all meetings, staff, phase, SLT, appraisal Open door policy with Headteacher 	 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 ti anyone from TAs to the Head teacher about any issues we have. The senior team have made it known to all staff that their door is always open 	4.1	Wellbeing focus of meetings is fed back to the appropriate people and concerns acted upon.





				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	A designated person	Opportunities to discuss	 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 I can talk to colleagues about how I am feeling and they are extremely supportive I do, regularly 	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	 Staff had training in these areas 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 	CPD programmeTargeted training	 We have invested time in CPD for all staff We have had lots of training in the subject and wellbeing is at the heart of all we do. 	3.9	Revisit Emotion Coaching training Prioritise training for NQT's, new staff and students
10. I have the knowledge and skills needed to address emotional	3.5	 Training to help with what to do would help 	CPD programmeTargeted training	I can identify behaviours which indicate emotional	3.9	Target CPD where staff feel they need







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wellbeing and mental			Mental Health	wellbeing and mental		further
health			training – face to face	health of staff,		support,
				children and parents		knowledge and
				which may be		skills
				triggers for		
				deteriorating mental		
				health and provide		
				support or signpost		
				to external support		
				and agencies		
				through other		
				colleagues		
				 I have been given 		
				training and fell I		
				have gained more		
				experience in work		
				with pupils.		
11.I feel comfortable with		 More quite area and 	CPD in supporting	Every day is different		
identifying signs of		calming areas so	staff wellbeing in	and knowing the		
emotional or mental		children feel safe	schools	pupils well is the key,		
distress in both pupils		and calm to open	CPD around all	knowing the child		
and colleagues		up	mental health	helps to understand		
		 Don't always know 	conditions	that one day they		
	3.8	what to say to	CPD programme	may need support	4.1	
	0.0	someone	includes pupils and	with something but		
		2011100110	staff	the next they don't		
			Stan	need as much.		
				I have had the		
				opportunity to work		
				with different year		
				with different year		





12.I know what to do next if I see someone with		Don't always know what to say to	Staff wellbeing policy	groups and get to know the children. I think we pride ourselves on knowing our children. • We have systems in		
signs of emotional or mental distress	3.6	someone	 CPD Relationship building Team meetings more regularly Wellbeing focus on meeting agendas 	 place to support wellbeing We have clear policies and procedures for staff. Our wellbeing lead is always on hand with advice 	4.1	
13. The school offers good quality support for pupils with emotional wellbeing and mental health difficulties	3.7	Efforts have been made to get support but the process is lengthy and some pupils struggle to get into class.	 Interventions sourced and in place for key children Entry and exit questionnaires Behaviour Outreach support for staff and pupils Range of support available Staff feel more confident to offer support in first instance 	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	4.2	





				as implementing interventions 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 Small intervention groups take place regularly. High priority of wellbeing. Sensory equipment and resources. Mentoring and PHSE programs.		
14. The school offers good quality support for staff's emotional wellbeing and mental health	3.2	 My only experience was under a previous head. After a traumatic experience, I was not offered support by the head 	 Open door policy Occupational Health counselling/bereave ment services paid for by school Staff wellbeing discussed in all 	 We have highly trained staff who are approachable when needed. Staff can be signposted to additional services. 	3.9	Continue to make staff wellbeing a priority by discussing in all meetings, acting upon concerns and





		With concerns about not having sufficient support for pupils can have detrimental effect on the teachers emotional wellbeing	meetings and acted upon 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	We work to find solutions. School leaders are always on hand during working hours and out when needed. When individuals need specific intervention or support, it is always offered.		finding solutions.
15. The school seeks out and listens to my views and needs about its approach to emotional wellbeing and mental health	3.1	No real experience of thisNot always	 Staff questionnaires Invitation to join Change Team Discussed in staff meetings 	 We have lots of feedback sessions and share ideas I feel listened to and that my needs are acknowledged and considered 	4	Expand role of wellbeing champions with a bigger focus on staff decision making around the wellbeing strategy



