**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 award was achieved in October 2020. The Inclusion Manager/Deputy Headteacher has responsibility for Wellbeing and has completed accredited Emotional First Aider training and the Senior Mental Health Lead (level 6) qualification. She is responsible for leading on and 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
* To lead on the Wellbeing Award for Schools
* To evaluate the impact and outcomes, based of the Wellbeing Strategy
* 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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| **GOALS**  **Linked to Wellbeing Award Objectives** | **What we will do to achieve this** | **Desired Outcomes** |
| The whole school is committed to promoting and protecting emotional wellbeing and mental health by achieving the wellbeing award | Discuss reassessment to all stakeholders.  Invite parents, staff and governors to form part of the Review Team  Audit and evaluate where we are with supporting mental health and wellbeing for staff, pupils and parents  Create an action plan and monitor it at regular stages. | All staff, pupils and parents will have an understanding about the WAS process and will be fully committed to continuing to strive for positive outcomes of support for mental health and wellbeing. |
| 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 | Our vision statement is reviewed to ensure it reflects our ethos regularly  Gaps in provision are included in our action plan  The strategy is shared with the school community  Provisions and support is reviewed termly and also as required linked to pupil needs  Risk factors are taken into account for pupils and mental health screening is completed as appropriate or as requested | The whole school community embrace the school vision  The schools provision for wellbeing is be enhanced  All staff involved in working with children within the school community have a clear understanding of risk factors for vulnerable pupils |
| The school has a positive culture which regards the emotional wellbeing and mental health as the responsibility of all | Awareness raising activities are planned for staff, pupils and parents. | All stakeholders have an understanding of what wellbeing means and a deeper understanding of mental health issues.  Staff and parents feel confident recognising emotional health issues and responding appropriately  Pupils, parents and staff accept and understand that positive mental health and wellbeing is the responsibility of all  Mental health discussions and issues that pupils, parents and staff face are free from stigma |
| The School actively promotes staff emotional wellbeing and mental health | A budget is allocated for staff wellbeing in order to promote mental health and wellbeing in the workplace  Appraisal policies and procedures specifically support the emotional wellbeing of staff  Weekly SLT and phase meetings include a wellbeing focus  Feedback and evaluations take place regularly to ascertain the needs of staff  Staff wellbeing questionnaires are completed regularly | Staff work in an environment that is built on respect and empathy.  There is a culture of ‘open door’.  Staff work in an environment that looks after their physical wellbeing  Staff are provided with a place to explore wellbeing through the appraisal system  Mental health is talked about openly thus reducing the stigma surrounding it |
| The school prioritises professional learning and staff development on emotional wellbeing and mental health | Staff development on emotional wellbeing and mental health is included in the School Improvement Plan  Skills audits take place and any gaps in knowledge are planned for  School delivers a programme of CPD for all staff  School target specific CPD to staff in cases where this is needed | Staff have an in depth knowledge around mental health needs in order to respond appropriately  Senior leaders 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 | All staff and pupils complete regular questionnaires that include wellbeing focus and concerns acted upon  School 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 order to evaluate need and act early  Signposting list created to share with staff and parents and pupils where appropriate | Issues are identified and interventions delivered will support pupil’s mental health in a timely manner.  A referral process enables targeted support to be used early and impact positively on mental health and wellbeing issues  A graduated response ensures that support is directed at the appropriate level |
| The school actively seeks the ongoing participation of the whole-school community in its approach to emotional wellbeing and mental health | The views of staff, pupils and parents are surveyed at regular intervals  Family courses and sessions are provided by the school  Members of the school community take part in the mental health and wellbeing events held at school | School has 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 | DHT attends Wellbeing forums, SENDCo and Behaviour Lead meetings to share good practice of wellbeing and mental health support  A list of agencies and services is available and shared with staff and parents via the school website. | The school has a strong network with other schools and agencies to share approaches to outstanding mental health support for all stakeholders. |