

Bourne Elsea Park C of E Primary Academy
Mental Health & Wellbeing Action Plan
2022-2023

	Areas identified for Development	Actions to be taken	Impact / Expected Impact	Emerging, Embedded or Established? Sustainable?	Sources of evidence
Student voice	Inspire self-help strategies among children and give them further avenues for accessing support.	<p>Children and staff to nominate wellbeing heroes. This will be celebrated weekly in Golden Book CW</p> <p>Links to PSHE curriculum.</p> <p>School being a safe place to make mistakes.</p> <p>Self-regulation strategies continued to be taught to pupils. Use of 5 point scale etc for specific pupils. Safe spaces to regulate.</p> <p>When considering involving internal or external support, children should be consulted in an age appropriate manner and their voice and opinions taken into account.</p> <p>Well being display in central part of school to include affirmations that children are encouraged to select and use. To be monitored by MHWBFA.</p> <p>Wellbeing ambassadors (The Mindfullers) will meet 2/3 weekly with WC/MF to discuss pupil ideas to promote mental health and wellbeing.</p> <p>Wellbeing ambassadors (The Mindfullers) to continue to support weekly mindful sessions in class and lead regular mindful opportunities in class</p> <p>Class 'feelings pegs' to be used consistently across school and 'ask me' option used as a support tool for children. To be informally monitored by MHWBFA.</p>	<p>Pupils will feel more engaged with supporting their own mental health.</p> <p>Importance of mental health and wellbeing will be seen to rise across the school.</p> <p>Pupils will have more routes to support.</p>	.	<p>Pupil questionnaires</p> <p>Feedback/ observations from parents, outside agency workers, adults in school</p>

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		Weekly drop in lunchtime club available for all children.			
Staff Development to Support Staff and Pupil Wellbeing	<p>There is an understanding of the equal importance of staff and pupil mental health and wellbeing.</p> <p>Leaders are well aware that for staff to support pupil mental health and wellbeing effectively, they themselves need to be able to assess and support their own mental health and wellbeing.</p> <p>Staff mental health and wellbeing during uncertain times needs to be actively addressed and supported through open dialogue and staff wellbeing provision.</p> <p>Mental Health and Wellbeing leads should receive a range of</p>	<p>Mental Health and Wellbeing team to model good practices around promoting and supporting own and others' mental health e.g. validate others' emotions, normal talking about own mental health challenges and what helps, model taking a break, work/life balances, exploring ways of managing workload.</p> <p>Clear communication about changes to events, timetables. Change kept to a minimum.</p> <p>Continued review of planning and marking workload for teachers through feedback, assessment policy review. Close connections with Director of Curriculum and SLT</p> <p>Time to be together – move back to staff room meetings. Balance between online staff meetings and face-to-face events. Social events to be encouraged e.g. end of year events, year group events etc. Opportunities to support well-being offered through informal activities at the end of the school day. These events should not form part of any directed time.</p> <p>Opportunities for staff to know they are valued and to feel valued e.g. Staff Thanks/Honks board</p> <p>Well being staff meeting sessions for both Teachers and Support staff to be scheduled for each term as part of TA and staff meetings.</p> <p>Displays throughout school include information about mental health support, help for safeguarding matters.</p>	<p>Staff wellbeing and morale to be visible across the school.</p> <p>Staff to be able to verbalise how their wellbeing and mental health is supported by the school.</p> <p>WC/MF confidence levels in leading mental health and wellbeing across the school to improve as a result of training.</p> <p>SLT to be confident in WC/MF leadership and</p>		<p>Day to day discussion with staff.</p> <p>Staff room atmosphere.</p> <p>SLT views on mental health and wellbeing and its leadership.</p>

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	adequate training and support to ensure they are adequately prepared to support and lead across the school.	<p>Consideration of Andy Cope staff training for academic year 2022-2023 and to include support staff.</p> <p>SLT to support MF/WC with whole school initiatives and decision making and provide MF/WC with necessary non-contact time to complete role.</p> <p>3x yearly MHWB team meetings with staff from all 3 schools. Consideration given to extending this to locality clusters.</p> <p>ELSA training booked for MF (academic year 2022-2023). Time for supervision sessions to be made.</p>	support personal development.		
<p>Identify need and monitor impact of interventions</p> <p>Targeted Support and Appropriate Referral</p>	<p>Children experiencing mental health and well-being difficulties are identified by class teachers/ parents and families/ self/ other members of staff.</p> <p>Support is agreed with child and family.</p>	<p>Teachers / SLT/ Support staff to signpost any mental health concerns to a member of the mental health team/ SLT as soon as identified</p> <p>Appropriate support drawing on internal resources/support and external agencies/ support networks as necessary.</p> <p>Use of ELSA materials to support pre and post intervention measures.</p> <p>ELSA training MF</p>	<p>Identified children will be receiving appropriate support as soon as possible within the school year.</p> <p>Improvement in identified children's mental health & wellbeing and self-help strategies should be seen by school staff/ families</p>		<p>Intervention notes from MHFAs</p> <p>Anecdotal information from schools staff/ families and child</p> <p>Formal documentation e.g. TAC/SEND records</p>

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			and the child themselves.		
Working with parents, families and carers	<p>Supporting families in a wider sense.</p> <p>Ensuring that the voice of the family has an opportunity to be heard.</p>	<p>Information shared in a variety of ways e.g. Facebook feed, newsletters, Parent Mail, posters, website. School website to include links to mental health and wellbeing support for all members of our school community. Example links could include bereavement support, charities (both national and local, food banks</p> <p>Facebook feed to include regular mental health tips and strategies.</p> <p>Family Learning sessions for Early Years parents. TBC</p> <p>SEND coffee mornings TBC</p> <p>Staff are alert to wider family needs in their discussions with them and alert the safeguarding team re issues which may need support e.g. Food Banks, housing etc.</p> <p>Training for key staff which considers wider impact e.g. ACES and trauma training, safeguarding online modules.</p> <p>Flexibility, where possible, around arrangements for meetings/pick up and drop off where parental mental health is a factor.</p> <p>MHWBFAs to be visible throughout the school e.g. posters, gate duties, Collective Worship</p>	<p>Parents report feeling 'heard' and supported.</p> <p>Prompt support which considers the wider picture impacting families and children.</p>		<p>Parental questionnaire.</p> <p>Ofsted parent view questionnaire</p> <p>Feedback through parent letters, TAC closure documents.</p>
Ethos and Environment that Promotes	Diversity and difference are represented in the	Support for and consideration of mental health forms part of responses to pupil and staff behaviours and needs. This is informed by training on aspects such as trauma and ACES.	Pupils know who they can talk to both in and out of		Pupil questionnaires.

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<p>Respect and Values Diversity</p>	<p>curriculum, resources and support pathways.</p>	<p>Links to other policies and processes such as PSHE, SMSC, SEND, Safeguarding, Equality, Behaviour, Medical Needs, Staff Wellbeing, Pupil Wellbeing, Complaints. Online safety.</p> <p>Values and skills are modelled by staff.</p> <p>Values-based approach which is modelled and lived by adults. This includes discussion about feelings, emotions, mental health, friendships and relationships, mutual respect,</p> <p>Policies and curriculum which promotes positive values, values diversity and challenges behaviours and stereo-types. Achievements and successes of staff and pupils are celebrated.</p> <p>Celebrating diversity through displays, Collective Worship, focus weeks.</p> <p>Strong pastoral care, including support from trained mental health first aiders. Children are aware of who they can talk to both in and out of school – displays, curriculum, incidental conversations, safeguarding conversations with pupils (Safe Hands).</p> <p>Staff have people they can ask for support – mental health team can be available to support and signpost staff. There is a lived duty of care for the adults in our school family.</p> <p>The mental health team has time to be supported themselves through supervision, problem-solving sessions and opportunities to discuss cases. Time is made available for this.</p>	<p>school. Pupils report feeling safe. Pupils are proud of their differences and feel represented.</p> <p>Parents report feeling 'heard' and supported – parental questionnaires.</p> <p>Staff feel valued – staff questionnaires.</p>	<p>,</p>	<p>Staff questionnaires.</p> <p>Parent questionnaires.</p> <p>Ofsted parent view feedback.</p>
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		<p>Strong links with outside agencies e.g. Healthy Minds, CAHMS, Childrens' Services, Pupil Reintegration Team, BOSS, WTT</p> <p>A solution-focussed approach is taken when dealing with challenges including behaviour, relationships between pupils.</p> <p>Student voice is gathered regularly. This is done formally through questionnaires and also informally through Worry Boxes, feelings pegs.</p> <p>Information for adults relating to mental health is displayed.</p> <p>Space for pupils to regulate.</p> <p>Mindful Monday sessions weekly</p> <p>Development of sensory room.</p>			
Curriculum teaching and learning	In order to imbed the importance of mental health and wellbeing across the school, elements should be linked to a range of curriculum areas ensuring its impact is seen.	<p>Weekly Mindful Monday sessions to take place in all classes.</p> <p>Cross curricular links for 5 ways of wellbeing.</p> <p>Inspire+ well being scheme continued with KS2 pupils</p>	<p>Teachers to draw links to mental health and wellbeing during teaching in a range of curriculum areas.</p> <p>Pupils able to discuss links to their mental health and</p>		<p>Day to day observations of teacher and pupil dialogue.</p> <p>Wellbeing slides.</p>

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			<p>wellbeing and how it is supported by a range of activities, supported by staff</p> <p>Children's awareness of their own mental health and self-help strategies will be seen daily across the school.</p>		
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