

Bourne Elsea Park C of E Primary Academy
Mental Health & Wellbeing Action Plan
2021 – 2022 (Reviewed July 2022)

	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>Staff to be encouraged to select children for Golden Book on their personal merits and kindness shown to others with links to Christian Values where appropriate.</p> <p>Links to PSHE curriculum.</p> <p>School being a safe place to make mistakes.</p> <p>Self-regulation strategies taught to pupils.</p> <p>Use of 5 point scale etc for specific pupils.</p> <p>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.</p> <p>Wellbeing ambassadors (The Mindfullers) will meet termly with WC/MF to discuss pupil ideas to promote mental health and wellbeing.</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>Established</p> <p>Kindness awards added to Golden Book celebration each week.</p> <p>Posters of self regulation strategies placed in prominent places in corridors and classrooms.</p> <p>Well being displays/affirmations and posters accessed by children across school.</p> <p>Mindfullers meet every 2/3 weeks with MF and have been involved in creating MM films and resources for classes.</p>	<p>Pupil questionnaires</p> <p>Feedback/ observations from parents, outside agency workers, adults in school</p>

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		Wellbeing ambassadors (The Mindfullers) to support weekly mindful sessions in class and lead regular mindful opportunities in class. Class 'feelings pegs' to be used consistently across school and 'ask me' option used as a support tool for children.		Class pegs are monitored by Mindfullers and teachers and teachers act upon any concerns raised.	
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 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. Opportunities for staff to raise concerns about wider issues such as those related to COVID risks.</p> <p>Consideration of marking expectations. Consultation of workload and what changes could be made to improve this. Consideration of any changes made. Careful consideration of any changes to the curriculum and the</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 support personal development.</p>	<p>Established. Staffroom is accessed more frequently and by larger groups.</p> <p>WC MF are confident in supporting others and use professional contacts and AAT colleagues for additional support if needed.</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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	<p>Mental Health and Wellbeing leads should receive a range of adequate training and support to ensure they are adequately prepared to support and lead across the school.</p>	<p>time to implement these in a timely way – links to SIP.</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>Well being staff meeting sessions for both Teachers and Support staff to be scheduled for each term.</p> <p>Displays throughout school include information about mental health support, help for safeguarding matters.</p> <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>Staff meetings are either whole school or Trust wide as appropriate. Online meetings usually take place in school in one room.</p> <p>Well being staff meeting for Teachers in Spring Term. Support Staff meeting to date TBC</p> <p>TBC</p> <p>Discussions with SLT when needed.</p>	
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		ELSA training booked for MF (academic year 2022-2023). Time for supervision sessions to be made.		Booked for Sept 2022	
		Consideration of timetable for the MHFA team.		Sept 2022 staffing	
Identify need and monitor impact of interventions Targeted Support and Appropriate Referral	Children experiencing mental health and well-being difficulties are identified by class teachers/ parents and families/ self/ other members of staff. Support is agreed with child and family.	Teachers / SLT/ Support staff to signpost any mental health concerns to a member of the mental health team/ SLT as soon as identified Appropriate support drawing on internal resources/support and external agencies/ support networks as necessary.	Identified children will be receiving appropriate support as soon as possible within the school year. Improvement in identified children's mental health & wellbeing and self-help strategies should be seen by school staff/ families and the child themselves.	Established To be continued and expanded where needed in 2022-23	Intervention notes from MHFAs Anecdotal information from schools staff/ families and child Formal documentation e.g. TAC/SEND records
Working with parents, families and carers	Supporting families in a wider sense. Ensuring that the voice of the family has an opportunity to be heard.	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	Parents report feeling 'heard' and supported. Prompt support which considers the wider picture impacting families and children.	Established To be continued and expanded where needed in 2022-23	Parental questionnaire. Ofsted parent view questionnaire

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		<p>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>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>			Feedback through parent letters, TAC closure documents.
Ethos and Environment that Promotes Respect and Values Diversity	Diversity and difference are represented in the curriculum, resources and support pathways.	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 school. Pupils report feeling safe. Pupils are proud of their differences and feel represented.	ACES training in Sept 2022	<p>Pupil questionnaires.</p> <p>Staff questionnaires.</p> <p>Parent questionnaires.</p>

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		<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, assemblies, 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>Parents report feeling 'heard' and supported – parental questionnaires.</p> <p>Staff feel valued – staff questionnaires.</p>	<p>Established and to continue 2022-23</p>	<p>Ofsted parent view feedback.</p>
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		<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>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>			
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		Mindful Monday sessions weekly			
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 to be implemented 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 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>	Established and to continue 2022-23	<p>Day to day observations of teacher and pupil dialogue.</p> <p>Wellbeing slides.</p>