

Gawber Primary School
Strategic Plan for Mental Health and Wellbeing
Academic year 2021/22

	Action	When	Who	Success criteria	Resources	Monitoring Who?How?
Leadership and management	All staff to receive training on mental health First aid in order to recognise when someone around them is displaying mental health needs	March 2022	LB (Wellbeing governor)	Staff can articulate what resilience and mental health is and will use the understanding to spot the signs of mental health difficulties and know how to deal with it.	Twilight time Funding for LB time	DB (SMHL) and governors
Ethos and Environment	To develop wellbeing areas in school, which children can access in order to manage themselves and their emotions. A timetable to be in place so that children who are identified as needing some 'safe' time can access these resources	September 2021 December 2021	Class teachers SMHA and wellbeing TA	Children use the safe spaces to help them when overwhelmed Wellbeing areas are being regularly used both during class time for those requiring sensory breaks and at lunch times/ break times for wellbeing sessions	Resources to be purchased for wellbeing areas to support children e.g sensory toys, games, blankets	DB/wellbeing governor LB

Curriculum and PSHE	PSHE and RSHE (Wellbeing) medium term plans to be reviewed in line with current guidance, with input from children. Also review the use of Discovery education as a means of delivering our RSHE curriculum. Are there any gaps? Do we need to supplement any areas? Explore the resources on the Anna Freud website to support delivery of PHSE/ RSHE Medium term plans with key vocabulary for each theme and each year group to be shared with staff at staff meeting	March 2022 April 2022	PSHE /RSHE curriculum lead CD PSHE/ RSHE curriculum lead	Lessons are taught with up to date, current knowledge relevant to school context. Medium term plans reflect progression and needs of the pupils Conversations with children demonstrate that they are developing an understanding of the key themes being taught. They confidently use the appropriate year group vocabulary from our progression documents	PSHE subject leader time	DB and CD
Identifying need and monitoring impact	Children in year 5 and 6 to be screened using the 3 houses (whole class lesson). Trends from worries/concerns to be inserted into assembly planning and PSHE curriculum, circle time. Assembly themes to be reviewed to accommodate any emerging issues/needs.	March 2022	DB, CD and SH	3 houses will inform a pyramid of need. Interventions are mapped to vulnerable children who require support	Class time Targeted support sessions for children identified as needing further support	DB, wellbeing TA and SENDco

				CPOMS records will show action is being taken to address emotional needs.		
Targeted support and appropriate referrals	SMHL will research local support on offer to families eg TADS	March 2022	SMHL	SL for MH has an improved understanding of local MH services and begun to develop a relationship with local providers	SMHL - time	SMHL and SLT
Staff Development	SLT to look at ways of reducing workload To develop a staff well-being promise so that all staff are aware of the SLT and governor commitment to supporting all staff with wellbeing CoG and wellbeing governors to attend staff meeting to discuss how the governing body can support with staff wellbeing To train a TA in the thrive approach and for her to support in the delivery of wellbeing sessions with targeted children	May 2022	SLT and LB wellbeing governor	Staff talk about improved workload and the actions which have been taken Staff speak positively about improvements in work related well-being and the actions taken from SLT to improve this.	SLT cover Cost for external speaker	DB and wellbeing governor

Working with parents/carers	Wellbeing resources and services to be shared on the website and to be signposted at regular intervals on the weekly newsletters. Leaflets on wellbeing to be on display in the reception lobby and available at parents' evenings for parents' to take away	June 2022	DB and wellbeing TA	Parents can articulate a greater understanding of the school's approach to mental health and well-being	Time for wellbeing TA	DB
Student voice	Meetings to be held each half term with wellbeing ambassadors to share what they feel is working well, and what isn't, what resources they may need and what needs to be shared with all children through class discussions/ assemblies. Feedback from wellbeing ambassadors on which children are still benefiting from some wellbeing support and which children no longer need to attend	April 2022	DB/ SG/ LH	Children and staff have a good understanding of the challenges and what actions which have been taken. Greater awareness of well-being and mental health		
NOTES:	The wellbeing areas were developed prior to doing the SMHL training. This is an ongoing project that we are further enhancing.					