

Gawber Primary School
Strategic Plan for Mental Health and Wellbeing
Academic year 2022/23

	Action	When	Who	Success criteria	Resources	Monitoring Who?How?
Leadership and management	Teaching staff to receive training on mental health First aid in order to recognise when someone around them is displaying mental health needs	Aut 1 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	Further develop wellbeing areas in school, which children can access in order to manage themselves and their emotions.	September 2022	DB, LH and SG	Children use the safe spaces to help them when overwhelmed	Resources to be reviewed and purchased for wellbeing areas to support children e.g sensory toys, games, blankets	DB/wellbeing governor LB
	A timetable to be in place so that children who are identified as needing some 'safe' time can access these resources	September 2022	SMHA and wellbeing TA	Wellbeing areas are being regularly used both during class time for those requiring sensory breaks and at lunch times/ break times for wellbeing sessions		

Curriculum and PSHE	New PSHE and RSHE (Wellbeing) to be researched, purchased and implemented for the new academic year	September 2022	PSHE /RSHE curriculum lead CD	Lessons are taught with up to date, current knowledge relevant to school context.	PSHE subject leader time	DB and CD
	CD RSHE lead to deliver staff meeting on the new scheme	Aut 1 2022	PSHE /RSHE curriculum lead CD	Medium term plans reflect progression and needs of the pupils		
	Monitoring of RSHE sessions, pupil voice and books	January 2023	PSHE/ RSHE curriculum lead	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		
Identifying need and monitoring impact	Children in year 4, 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.	September 2022	DB, LH 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	DB, wellbeing TA and SENDco

				CPOMS records will show action is being taken to address emotional needs.	needing further support	
Targeted support and appropriate referrals	SMHL will research local support on offer to families eg TADS Plan in place to support vulnerable children in Early years and KS 1 with transition. SENDco to work with class teachers to identify children needing to access support from Little Acorns	September 2022	SMHL	SL for MH and SENDco have 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 continuing to reduce 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 To train a TA in the thrive approach and for her to support in the delivery of wellbeing sessions with targeted children	October 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	Aut 1 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	September 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		DB/ LH/SG
NOTES:	The wellbeing areas were developed prior to doing the SMHL training. This is an ongoing project that we are further enhancing.					