

Bourne Abbey C of E Primary School
Mental Health & Wellbeing Action Plan
Nov 2021 - 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.</p> <p>Informal monitoring of pupils' wellbeing through Worry Boxes, feelings pegs.</p> <p>Links to PSHE curriculum.</p> <p>School being a safe place to make mistakes.</p> <p>Self-regulation strategies taught to pupils. Use of 5 point scale etc for specific pupils. Safe spaces to regulate.</p> <p>Children to be encouraged to reflect informally upon the strategies shared weekly by MHFAs in Golden Book (on slides) and to consider what works for them.</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>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>Impact God Given Talents are celebrated in Golden Book and throughout the school days incidentally.</p> <p>Children show good awareness of how to share their views and to express their opinions – to have their voices heard.</p> <p>Positive feedback from parents and pupils – heard</p>	<p>Established with the exception of the weekly strategy.</p> <p>Sustainable</p>	<p>Pupil questionnaires</p> <p>Feedback/ observations from parents, outside agency workers, adults in school</p>

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			through TAC, wellbeing sessions. Reports from staff are positive.		
<p>Staff Development to Support Staff and Pupil Wellbeing</p>	<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 adequate training and support to ensure they are adequately</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 time to implement these in a timely way – links to SIP.</p> <p>Time to be together – move back to staff room meetings and morning briefings.</p> <p>Balance between online staff meetings and</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>SF/LC 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 SF/LC leadership and support personal development.</p> <p>Impact Mental Health and Wellbeing are more prominent in discussions with staff and are taken into consideration when implementing new initiatives. The approach to marking is kept under review</p>	<p>Established and sustainable</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> <p>Staff questionnaires related to teaching/learning and curriculum development.</p>

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	<p>prepared to support and lead across the school.</p>	<p>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 activities at the end of the school day. These could include activities such as boxercise (as offered previously). 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. termly coffee and cake in the staff room.</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 SF/LC with whole school initiatives and decision making and provide SF/LC with necessary non-contact time to complete role.</p> <p>ELSA training booked for SF/LC (academic year 2022-2023). Time for supervision sessions to be made.</p>	<p>and is altered to keep work load as manageable as possible.</p> <p>LC and SF begin ELSA training in September and will have opportunities for supervision sessions throughout the year.</p> <p>Roles of MHFA further ring-fenced with both being released 5 afternoons a week from September 2022. This clearly evidences the importance school place upon mental health and wellbeing.</p> <p>Linsey Leafe has completed Senior Mental Health First Aid training to take a leadership role in the team.</p>		
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		Consideration of additional appointments to the MHFA team and training to be put into place staff appointed.			
<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>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 and the child themselves.</p> <p>Impact Children are being identified as early as possible with concerns from all related parties listened to carefully. MHFA team feel increasingly confident in their role and expertise.</p>	<p>Established</p> <p>Sustainable</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>
<p>Working with parents, families and carers</p>	<p>Supporting families in a wider sense.</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</p>	<p>Parents report feeling 'heard' and supported.</p> <p>Prompt support which considers the wider picture</p>	<p>Established</p> <p>Sustainable</p>	<p>Parental questionnaire.</p> <p>Ofsted parent view questionnaire</p>

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	<p>Ensuring that the voice of the family has an opportunity to be heard.</p>	<p>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>SEND coffee mornings -see SEND action plan.</p> <p>Family Learning sessions for Early Years parents.</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>impacting families and children.</p> <p>Impact Attachment training for teachers and key staff has supported a greater understanding of behaviour driven by ACES and the long-term impact. Staff continue to consider families holistically in their professional discussions.</p> <p>Next steps: to utilise the Facebook feed more frequently with parental information.</p>		<p>Feedback through parent letters, TAC closure documents.</p>
<p>Ethos and Environment that Promotes Respect and</p>	<p>Diversity and difference are represented in the curriculum, resources and support pathways.</p>	<p>Support for and consideration of mental health forms part of responses to pupil and staff behaviours and needs. This is informed</p>	<p>Pupils know who they can talk to both in and out of school. Pupils report feeling safe. Pupils are proud of</p>	<p>Embedded Sustainable</p>	<p>Pupil questionnaires. Staff questionnaires.</p>

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<p>Values Diversity</p>		<p>by training on aspects such as trauma and ACES.</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, 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>their differences and feel represented.</p> <p>Parents report feeling 'heard' and supported – parental questionnaires.</p> <p>Staff feel valued – staff questionnaires.</p> <p>Impact Awareness of diversity of experience enables staff to make informed judgements. There is no complacency however, and staff are always ready to consider additional opportunities to celebrate and include diversity. School continues to work around the Unicef Rights of Children framework.</p>		<p>Parent questionnaires.</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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<p>Curriculum teaching and learning</p>	<p>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>	<p>Children to be encouraged to reflect informally upon the strategies shared weekly by MHFAs in Golden Book (on slides) and to consider what works for them.</p> <p>Once slides are introduced successfully, the next step will be to consider how to introduce the concept of Wellbeing Warriors for each class.</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> <p>Impact Wellbeing is not considered to be a stand-alone aspect of our duty of care or curriculum, but is embedded throughout with opportunities for discrete teaching and recognition throughout the curriculum as well as more specific lessons in particular curriculum areas e.g. PSHE, Sport.</p>	<p>Established</p> <p>Sustainable</p>	<p>Day to day observations of teacher and pupil dialogue.</p> <p>Wellbeing slides.</p>
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			Next Steps: to establish a network of pupil Wellbeing Warriors .		
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