

Grendon Primary School
Whole School Wellbeing Strategy
2023-2024



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Our School Vision

Our School Ethos



... provide the knowledge and skills to unlock learning through: -

- ❖ a pastoral curriculum removing barriers and developing strength of character
- ❖ an academic curriculum providing effective structure and opportunity

In order that all of our children have the keys to embrace their futures and believe...



And So We Can...

- ❖ Provide teaching that develops knowledge and skills so children learn and progress effectively.
- ❖ Offer enriching activities, events and experiences.
- ❖ Work together to remove barriers and ensure equality.
- ❖ Build independent and resilient learners who are able to communicate confidently.
- ❖ Listen to and treat each other and all members of the community with respect, tolerance and concern.
- ❖ Recognise ability, maximise potential and prepare children well for their future and life in modern Britain

2. Purpose, Aims and Approach

2.1 Our Purpose

- ✓ For positive mental health and wellbeing to become one of our embedded principles: a strand that weaves its way through our academic and pastoral curricula as well as all school policies and practice, ensuring school aims are met, our vision achieved and our We Can ethos realised for all stakeholders.

2.2 Our Aims

- ✓ To actively promote and support the mental health and wellbeing of all stakeholders.
- ✓ To avoid negative impacts on mental health and wellbeing wherever possible.
- ✓ To provide a supportive environment and structured curriculum.
- ✓ To identify and validate the views and needs of stakeholders, including how they change over time.
- ✓ To provide practical support with specific mental health and wellbeing issues where needed.
- ✓ To ensure all stakeholders understand their role in this collective responsibility.

2.3 Our Approach

We will do this by:

- ✓ Researching, discussing, understanding and defining what positive mental health and wellbeing looks like in our school.
- ✓ Making explicit the action that is already embedded in our policy, practice, culture and ethos.
- ✓ Planning, implementing and evaluating further action in response to analysis of current need.
- ✓ Ensuring that roles and responsibilities are clear and shared.
- ✓ Using the eight principles identified in the PHE document "Promoting children and young people's emotional health and wellbeing: A whole school and college approach, (2021) to structure our thoughts and actions.

3. Mental Health and Wellbeing Introduction

3.1 Definition

Health is a state of complete physical, mental and social wellbeing and not merely the absence of disease infirmity, (World Health Organisation). At Grendon, we understand that we all have mental health, just as we all have physical health and that how we feel can vary over time. We understand that wellbeing is our ability to cope with the day to day stresses of life, work productively, interact positively with others and realise our own potential. The links between this and our school vision are clear: we will not achieve one without the other.

3.2 Risk Factors and Protective Factors

	Risk Factors	Protective Factors
In the Individual	Genetic influences	Secure attachment experience
	Low IQ and learning disabilities	Outgoing temperament as an infant
	Specific developmental delay or neurodiversity	Good communication skills, sociability
	Communication difficulties	Being a planner and having a belief in control
	Difficult temperament	Humour
	Physical illness	Problem solving skills and a positive attitude
	Academic failure	Experiences in success and achievement
	Low self esteem	Faith or spirituality
In the Family		Capacity to reflect
	Overt parental conflict including domestic violence	At least one good parent-child relationship (or one supportive adult)
	Family breakdown	Affection
	Inconsistent or unclear discipline	Clear consistent discipline
	Hostile and rejecting relationships	Support for education
	Failure to adapt to child's changing needs	Supportive long term relationships
	Physical, sexual, neglect or emotional abuse	
Parental psychiatric illness		

	Parental criminality, alcoholism or personality disorder	
	Death and loss, including loss of friendship	
In the School	Bullying online	Clear policies on behaviour and bullying
	Discrimination	Open door policy for children to raise problems
	Breakdown in or lack of positive friendships	A whole school approach to mental health and well being
	Deviant peer influences	Good relationships between children and adults
	Peer pressure	Positive classroom management
	Peer on peer abuse	A sense of belonging
	Poor pupil to teacher/school staff relationships	Positive peer influences
		Positive friendships
		Effective safeguarding and child protection policies
		An effective early help process
	Multiagency working	
	Appropriate procedures to ensure staff are confident to raise concerns about policy and practice	
In the Community	Socio- economic disadvantage	Wider supportive network
	Homelessness	Good housing
	Disaster, accidents, war or other overwhelming events	High standard of living
	Discrimination	High morale school with positive attitudes and anti-bullying
	Exploitation	Opportunities for valued social roles
	Other significant live events	Range of sport/leisure

3.3 Warning Signs

All members of our school community need to be aware of the potential early indicators of falling or low mental health and Wellbeing. Although not an exclusive list, any awareness of these indicators should always be taken seriously and help sought from our Designated Senior Lead for Mental Health or any staff with specific responsibilities named in the Roles Responsibilities section. Possible warning signs include:

- ✓ Changes to activity and mood; sadness, withdrawal or mood swings
- ✓ Increased isolation from friends, family or colleagues; becoming unusually withdrawn
- ✓ Physical signs of harm that appear non-accidental
- ✓ Changes to eating habits; excessive and unplanned weight loss or gain
- ✓ Changes to sleeping habits
- ✓ Repeated lateness or absence from school
- ✓ Missing deadlines
- ✓ Repeated physical pain or nausea with no evident cause
- ✓ Secretive behaviour
- ✓ Abusing drugs or alcohol
- ✓ Showing low self esteem; becoming fearful or withdrawn
- ✓ Showing aggressive, coercive or controlling behaviour
- ✓ Indiscriminate contact, seeking affection, over friendliness or excessive clinginess
- ✓ Expressing feelings of failure, uselessness or helplessness
- ✓ Unwilling or unable to talk about feelings
- ✓ Difficulty in concentration and short attention span

Any concerns about or disclosures from children should always be logged on cpoms in line with our usual school policy and practice.

4. Good Practice at Grendon - What do we already do?

Action What?	Impact What effect?
Leadership and management supports and champions efforts to promote mental health and wellbeing across all areas.	
1. Ethos and Environment	
Promote an open and understanding culture.	All stakeholders feel heard and valued and are clear about their roles, responsibilities and accountability.
Implement an open door policy.	Staff and children know that Leaders are available to help whenever needed.
Communicate clearly and in a timely manner.	Expectations are clear and shared.
Ensure workload and wellbeing is central to policy decisions and meeting requirements including Governors Link Meetings and Governing Board meetings.	Decisions are taken to reduce workload at every opportunity.
Use Governors Hub for all required documentation.	All Governors have access to all documentation at any point.
Implement Flexible Working Policy.	Staff are able to make decisions to ensure they maintain a good work, life balance.
Implement Leave of Absence procedure wherever possible.	Staff can make individual and independent choices about whether to remain in school or work from home.
Follow Leave of Absence Policy for Staff.	Staff and Governors uphold their responsibility, while staff are granted leave in accordance with policy.
Continue to promote our school ethos and vision.	There is equal focus on academic and pastoral curriculum and a planned approach to delivering both.
Organise whole school events and celebrations for all stakeholders, (Summer Fayre, enrichment programme).	There is shared sense of enjoyment, engagement, achievement and pride in the school.
Implement format for classroom environment that focuses on Grendon's Goals.	Staff and children are increasingly aware of the focus on health and well being as part Grendon's Goals.
2. Curriculum, Teaching and Learning	
Reduce requirements around paper based weekly planning for staff.	Workload is reduced, while time spent on planning the most effective lessons is increased.
Reduce requirements in marking and feedback, specifically use of next steps.	Workload is reduced for staff. Children are more engaged and involved in their own learning and have a clear understanding of how to improve further.
Implement half termly Feel Good Friday sessions for all children.	Children's wellbeing improves because they have regular and planned

	opportunities in engage in activities that they enjoy.
Use wellbeing check ins for children to measure social and emotional health.	Children are increasingly able to recognise and communicate how they are feeling and help can be accessed in a timely manner.
Plan, organise and hold whole school days with chosen focus.	Mental health and wellbeing are high priority with frequent opportunities planned to further develop skills, knowledge and understanding.
Implement our PSHE curriculum.	The curriculum is broad and balanced, beyond the requirements of the statutory RSE guidance.
Continue to embed teaching and learning about children's right across the curriculum.	Children have a good understanding about their rights and are better able to identify if and when these are not being met.
Include 'Nurture our health and wellbeing' as one of Grendon's Goals.	Children are increasingly able to use their growth mindset and develop resilience in the face of adversity.
Allocate directed time for transition meetings and sharing information at the end of a school year.	Teachers have a clear and shared understanding of individual needs and can plan accordingly.
Develop strategies for children to use communication, resilience, and independence across the curriculum.	Children are increasingly able to discuss their communication, resilience, and independence in learning.
Further improve transition processes to include: a) pupil voice letters on Moving Up Day. b) Early Years early transition model implementation.	Teaching and learning is well matched to needs for the start because it is based on accurate information about the children.
3. Pupil Voice	
Reinforce Unicef rights article 12 throughout school.	Children understand that they have a voice and can make changes.
Ensure pupil voice is recorded on SEND Pupil Profiles and assessment documentation, on Personal Education Plans for children in care and as part of safeguarding policy and practice, (3 houses).	Decisions are made with pupil voice taken into account.
Plan and run 3 Junior Leader days annually.	Children understand that they have a voice and can make changes.
Make changes to marking and feedback.	Children are more involved in and engaged by their own learning.
Maximise opportunities for pupil leadership through school captains, junior leaders, play leaders and prefects.	Children understand that they have a voice and can make changes.
Targeted mental and wellbeing through Aston Villa Foundation for: a) Identified children b) Whole class	Children have an improved understanding of their mental health and strategies to improve this.
4. Staff and Governor Development	
Give the same consideration and support to mental health as physical health when managing absence.	The profile and importance of maintaining good mental health and wellbeing is raised.

Produce risk assessments for individuals where needed.	Staff are well supported and all mitigated action considered and implemented as appropriate.
Ensure supervision meetings take place following events that have increased significant emotional component.	Staff are well supported with appropriate time given to ensuring feelings are heard.
Ensure specialist support is sought in areas where staff are non-specialists.	Support is effective because it is given by appropriately trained and experienced professionals.
Maximise opportunities for career progress and opportunities within school.	Staff feel valued, challenged, engaged, involved and are paid at an appropriate level to reflect this.
Access training for Senior Mental Health Lead.	Senior Mental Health Lead is effective because policy and practice is based on best professional standards.
Arrange support for staff during times of increased need, for example, Perma workshop and 1-1 Educational Psychologist Support during lockdown.	Staff feel well supported and valued.
Make referrals to Occupational Health to support staff with identified issues.	Professional help and advice ensures challenges are overcome effectively and appropriate action is taken to support.
Subscribe to the Employee Assistance Programme.	Professional help and advice ensures challenges are overcome effectively and appropriate action is taken to support.
Secure technology that is reliable and provide ongoing support for issues arising.	Staff can work quickly and efficiently.
Secure Senior Leader support for subject leaders.	New middle leaders feel well supported increasingly able to fulfil their role.
Reduce requirements for weekly planning and marking and feedback.	Workload is reduced and time can be spent on forward planning.
Plan all meetings and enrichment days well in advance, including all Governing Board meeting dates for the year and documentation being available to Governors 7 days prior to meeting.	There is a clear and shared understanding of events from which staff can organise their time appropriately.
Ensure staff have access to feedback from professionals following observation of identified children.	There is a clear and shared approach to improvement, with staff voice heard and understood.
Use of an assembly scheme to avoid the need for planning and preparation.	Workload is reduced, while themes continue to be addressed.
Further improvements to parents evening with the use of an online booking app and scaffolding and resources for discussion.	Workload for staff is reduced and quality of interaction improves.
Whole staff training on emotional literacy.	Subject knowledge improves and staff have a better understanding of their own emotional literacy.
Improve the ways in which the voice of staff is collected and included in decision making process.	All decisions made reflect views and opinions of staff.
Sign DfE Education Staff Wellbeing Charter.	Staff have a clear and shared understanding about our commitment to mental health and wellbeing.

Advice on work life balance around email communication following staff discussion.	Staff responsibilities and accountabilities are clear.
5. Intervention - identifying need and monitoring impact	
Implement support from outside professional, including nurse, sweet project, EP, CAT, PSS, Behaviour Consultant.	The needs of children and families are met and barriers to learning are removed.
Implement in house interventions such as ELSA.	The needs of children and families are met and barriers to learning are removed.
Record concerns on cpoms.	DSLs can identify need and plan support efficiently and effectively.
Plan and deliver focused workshops based on need.	The needs of children and families are met and barriers to learning are removed.
Individual strategies implemented according to need, such as daily handovers, home school books.	The needs of children are met and home school communication is clear.
Re-introduce lunch time support group.	Children's wellbeing needs are met because there is time and staff available to support with issues arising.
6. Parents, Carers and Families	
Ensure staff are visible and approachable.	Pastoral curriculum identifies working with parents as a priority.
Maximise opportunities to develop positive relationships with families.	Parents say that school is friendly, staff are approachable, and they know where to go for help.
Provide Early Help where needed.	Barriers to learning are removed quickly and effectively.
Complete daily handovers for identified children.	Parents have a good understanding of their child's progress in school.
Run workshops and coffee morning for parents and families, for example Introduction to wellbeing by Living Well Consortium.	Parents have a better understanding about how to support their child at home and in school.
Develop effective processes for induction and transition.	Children make good progress for the start because provision is planned based on an accurate assessment of need.
Ensure timely response to concerns and issues raised.	Parents feel listened to and issues are resolved quickly and effectively.
Implement DLP project including additional school nurse, behaviour consultant and family support worker to remove barriers to attendance and behaviour.	Parents feel listened to and issues are resolved quickly and effectively.
Re-start "share" sessions as part of our 'chocolate chips' in the academic curriculum.	Parents are better able to support their children's learning because of their increased understanding.
7. Further Support and Referral	
Use the Safeguarding Hub on the website to signpost additional support.	Parents and families have access to appropriate support.
Use CASS referral system where needed.	Support provided is effective and in line with the right help, right time approach.

5. Our Action Plan - What more can we do?

Action What?	Expected Impact What effect?	Resources With what?	Time When?	Personnel Who?	Monitored by Who?
Leadership and management supports and champions efforts to promote mental health and wellbeing across all areas.					
1. Ethos and Environment					
Empower staff to take ownership of their own wellbeing and look out for the wellbeing of others.	Staff can make decisions about their own mental health and wellbeing and that of others.	Actions outlined in this plan. Display board in staffroom.	From Aut 23	All staff	SML evaluate this action plan.
Use workload reduction kit to continue to drive down workload.	Staff workload reduces but the quality of education remains good or better.	Workload reduction kit, Leadership meetings, INSET.	From Aut 23	HR leads	SML evaluate this action plan.
Further improve behaviour and attendance across the school, (see SIP).	Behaviour in lessons and around school is good or better. Attendance improves and persistent absence reduces.	Creating a Culture document. Updated behaviour policy. Behaviour training	Aut 23	Leadership Team	SML evaluate this action plan.
Develop use of space, inside and out, to promote wellbeing, (Classrooms, Nursery, blue bench, spinney, pergola, library).	There are many areas around school that can be used by all stakeholders for quiet and reflection time.	Development plans Pupil Voice Premise budget. Classroom display guidance. Teaching and learning policy update.	From Aut 23	BW, HR and all staff	SML evaluate this action plan.
Use Marketing Strategy to further improve positive communication.	The school community is more aware of the good news stories.	Social media, website, newsletters.	From Aut 23	HR, RG, all staff	SML evaluate this action plan.
Maximise opportunities to reward achievement of Grendon's Goals.	The profile of our embedded principles and their link to wellbeing is raised.	Good work award, notes home, we can awards.	From Aut 23	HR, all staff	SML evaluate this action plan.
Create displays to raise aspirations and inspire stakeholders, (e.g. House People).	Children are challenged and inspired to have a go or achieve more.	Aspiration/celebration display	Aut 23	AWW	SML evaluate this action plan.
Ensure agendas of Governing Board allow identification of items for the	Governors feel prepared and have an improved understanding of where/what next.	Governor Board agendas.	From Spr 24	HR/JB/Clerk	Governors to review.

future.					
2. Curriculum, Teaching and Learning					
Further improve Feel Good Fridays by: a) further improving wellbeing targets b) improving children's ability to talk about their feelings.	Choices of activities are better matched to children's requests, enabling engagement to increase. The profile of mental health and wellbeing is high and can be transferred across the curriculum.	Half termly Feel Good Friday plan to focus on Grendon's Goals.	From Aut 23	All staff	SML evaluate this action plan.
Maximise opportunities to share learning with other children, classes, or year groups.	Children's excitement and engagement in learning continues to develop.	Unit plans, chocolate chips, share sessions.	From Aut 23	All staff	SML evaluate this action plan.
Further improve teaching and learning of PSHE through the explicit teaching of: a) self esteem b) friendships	Areas of weakness arising from pupil surveys are high profile and addressed through high quality teaching.	PSHE unit plans.	From Aut 23	All staff	SML evaluate this action plan.
Further improves playtimes by: a) Increasing play equipment available. b) Re-introducing lunch club. c) Installing friendship stops. d) Steve Groves training and modelling for supervisors.	Children are increasingly engaged in appropriate activity during social times.	Equipment - games, play equipment, friendship stops. Lunchtime supervisor training.	From Spr 24	SJ/AD/HR Supervisors	SML evaluate this action plan.
3. Pupil Voice					
Implementation of House system.	Children have increased opportunities to work together as a team with a greater range of children.	House system plan	From Aut 23	HR/AD/RG	SML evaluate this action plan.
Raise profile of mental health and wellbeing as one of our Grendon Goals.	The profile of mental health and wellbeing is high and can be transferred across the curriculum.	Target on the wall. Feel Good Friday sessions. Emotional check ins.	From Aut 23	All staff	SML evaluate this action plan.
Introduce "You said....We did..." approach.	It is explicit to all stakeholders the action taken and impact that children have had on change.	Whole school display.	Aut 23	HR/AD	SML evaluate this action plan.
Develop role of Wellbeing	Children have an increasing awareness of how	Job descriptions, training	Spr 24	SJ	SML evaluate

Leaders/Prefects.	they can impact on the wellbeing of themselves and others.	for. Children. House system.			this action plan.
4. Staff and Governor Development					
Highlight benefits to staff offered by BCC My Birmingham Rewards, for example BHSF, cycle to work scheme. Childcare vouchers, flu vaccinations.	Increasing numbers of staff take the opportunities that are available because awareness improves.	Process noted in action column. Staff wellbeing board in ethos section.	From Aut 23	All staff	SML evaluate this action plan.
Provide support for Governor mental health and wellbeing through external support, e.g. staff care, and identified members of the board.	Professional help and advice ensures challenges are overcome effectively and appropriate action is taken to support.	Staff care Named Governor	From Aut 23	All Governors	Governing Board to review.
Implement programme of support through Living Well Consortium to include wellbeing INSETs.	The profile of mental health and wellbeing is high and can be transferred across the curriculum.	Living Well programme of support - 2 x insets, plus offers of CBT individual support and staff fitness.	From Aut 23	All staff	SML evaluate this action plan.
DLP CPD to include SEMH at EYFS, KS1 and KS2	Staff are upskilled and have the knowledge, skills and understanding to cope well with a range of needs.	DLP Ed Psych	Aut 23	Identified staff	SML evaluate this action plan.
Consult on and make changes to design of the staffroom, including clear signposting to support.	The staffroom becomes a place that is comfortable and conducive to good mental health and wellbeing.	Resources and decoration	From Aut 23	All staff	SML evaluate this action plan.
Introduce email footer making clear work life balance principles.	There is a clear and shared understanding about expectations for work life balance.	Email footer	From Aut 23	AD/Junaid	SML evaluate this action plan.
Increase social or team building activities for staff.	Relationships and support between staff improve further.	Scheduled social times	From Aut 23	All staff	SML evaluate this action plan.
Lieu days offered to staff where appropriate, such as payback for residential trips.	Increased hours do not impact on staff directed time or workload.	Supply cover	From Sum 23	All staff	HR evaluates this action.
Use tick and fix continuous monitoring to provide feedback on effectiveness of classroom environment.	Practice improves as a result of feedback given.	All leaders. M&E schedule.	From Aut 23	All staff	HR evaluates this action.

5. Intervention - identifying need and monitoring impact					
Ensure all children on reduced timetables are included in whole school or class events.	School is inclusive and equality statement is met.	Class plans, meetings with parents, risk assessments. Class staff to communicate in a timely manner.	From Aut 23	All staff	SML evaluate this action plan.
Re-launch Sparkly Folder intervention.	Targeted children make good progress against targets for intervention.	Intervention materials	From Aut 23	PP, Year 5 staff	SML evaluate this action plan.
Refer to Stick where required/Forward Thinking Birmingham/Pause	Children can access professional support in a timely manner.	Referral process.	From Aut 23	SJ	SML evaluate this action plan.
Secure additional professional support from Living Well and Aston Villa Foundation for targeted children and families.	Children can access professional support in a timely manner.	Referral process.	From Sum 24	SJ	SML evaluate this action plan.
6. Parents, Carers and Families					
Maximise opportunities for parental involvement in whole school days.	Parents are better able to support their children's learning as a result of their increased understanding.	Plans for whole school events	From Aut 23	All staff	SML evaluate this action plan.
Introduce wraparound care before and after school.	Childcare options for parents improve, are on site and are of high quality.	Transfer of control agreement	From Aut 23	HR/BW/GBNFC	SML evaluate this action plan.
Offer specific support to families, for example, budget management, debt, SEMH.	Families are supported to make changes that will support children.	Selly Oak Family Hub Living Well Aston Villa Foundation DLP family support Floral workshop	From Spr 24	SJ Leads	SML evaluate this action plan.
Implement a buddy system for parents new to school.	Families settle quickly and know who and how to get further support.		From Spr 24	SJ Leads	SML evaluate this action plan.
7. Further Support and Referral					
No Further Action Taken					

6. Roles and Responsibilities

6.1 All stakeholders have a responsibility to promote positive mental health and wellbeing. The members of staff below have specific roles within this:

- | | |
|---------------------|---|
| ✓ Mrs H Ridley | Headteacher, DSL |
| ✓ Miss S Jones | Designated Senior Mental Health Lead, Pastoral Manager and Deputy DSL |
| ✓ Mr A Darby | Deputy Headteacher (Pastoral) and Deputy DSL |
| ✓ Mrs P Prendeville | SENDCo |
| ✓ Ms S Richardson | PSHE Lead |
| ✓ Mrs C Symons | Pastoral Governor |
| ✓ Mrs J Baker | Chair of the Governing Board |

More general responsibilities are as follows:

6.2 Role of the governing board

- ✓ Make sure the school is fulfilling its duty of care as an employer, such as by giving staff a reasonable workload and creating a supportive work environment.
- ✓ Monitor and support the wellbeing of the Headteacher.

- ✓ Ensure that resources and support services are in place to promote wellbeing of all stakeholders.
- ✓ Make decisions and review policies with wellbeing in mind, particularly in regards to workload for staff.
- ✓ Be reasonable about the format and quantity of information asked for from staff as part of monitoring work.
- ✓ Ensure that staff are clear about the purpose of any monitoring visits and what information will be required.

6.3 Role of the Headteacher and Leadership Team

- ✓ Lead in setting standards for conduct, including how they treat other members of staff and adhering to agreed working hours.
- ✓ Manage a non-judgemental and confidential support system for staff.
- ✓ Monitor the wellbeing of staff through regular surveys and formal and informal conversations.
- ✓ Make sure accountability systems are based on trust and professional dialogue, with proportionate amounts of direct monitoring.
- ✓ Regularly review the demands on staff, such as the time spent on paperwork, and seek alternative solutions wherever possible.
- ✓ Make sure job descriptions are kept up-to-date, with clearly identified responsibilities and staff being consulted before any changes are made.
- ✓ Listen to the views of staff and involve them in decision-making processes, including allowing them to consider any workload implications of new initiatives.
- ✓ Communicate new initiatives effectively with all members of staff to ensure they feel included and aware of any changes occurring at the school.
- ✓ Make sure that the efforts and successes of staff are recognised and celebrated.
- ✓ Produce calendars of meetings, deadlines and events so that staff can plan ahead and manage their workload.
- ✓ Provide resources to promote staff wellbeing, such as training opportunities.
- ✓ Promote information about, and access to, external support services, and make sure that there are clear routes in place to escalate a concern in order to access further support.
- ✓ Share our Wellbeing Strategy with all stakeholders, making explicit actions that are already embedded in policy and practice.

- ✓ Implement, monitor and evaluate the Action Plan that is part of our Wellbeing Strategy.

6.4 Role of all staff

- ✓ Treat each other with empathy and respect.
- ✓ Keep in mind the workload and wellbeing of other members of staff.
- ✓ Support other members of staff if they become stressed, such as by providing practical assistance or emotional reassurance.
- ✓ Report honestly about their wellbeing and let other members of staff know when they need support.
- ✓ Contribute positively towards morale and team spirit.
- ✓ Use shared areas respectfully, such as the staff room or offices.
- ✓ Take part in training opportunities that promote their wellbeing.

6.5 Role of the children

- ✓ Treat each other with empathy and respect.
- ✓ Use wellbeing check ins to report honestly about their wellbeing and let an adult know when they need support.

6.6 Role of families

- ✓ Treat each other with empathy and respect.
- ✓ Report honestly about their wellbeing and let other members of staff know when they need support.

7. Managing Specific Mental Health and Wellbeing Concerns

All concerns will be managed in line with our action plan above. The school will support and discuss options with any stakeholder that raise wellbeing issues, such as if they are experiencing significant stress at school or in their personal lives.

Where possible, support will be given. This could be through:

- ✓ Giving staff time off to deal with a personal crisis
- ✓ Arranging external support, such as counselling or occupational health services
- ✓ Completing a risk assessment and following through with any actions identified
- ✓ Reassessing their workload and deciding what tasks to prioritise
- ✓ Referrals to CASS
- ✓ Early Help

At all times, the confidentiality and dignity of stakeholders will be maintained, except where it needs to be shared in line with Safeguarding policy and practice and to secure additional support.

8. Links to Other Policies

This Strategy is intrinsically linked to and influenced by our whole school ethos, vision and aims and is one of our embedded principles.

Strong links are made with the following current policies:

- ✓ Safeguarding Policy
- ✓ Staff Code of Contact
- ✓ Home School Agreement
- ✓ Behaviour Policy
- ✓ Attendance Policy
- ✓ Capability Policy
- ✓ Appraisal Policy
- ✓ PSHE Policy
- ✓ Computing Policy
- ✓ Special Educational Needs and Disabilities Policy
- ✓ Equalities Policy
- ✓ Anti-Bully Policy

9. Monitoring Arrangements

- ✓ This strategy will be reviewed annually by the Designated Senior Mental Health Lead, Miss S. Jones and the Headteacher, Mrs H Ridley following discuss with the leadership team and an audit of the views of stakeholders.
- ✓ It will be approved annually by the Full Governing Board.
- ✓ Progress will be monitored termly, as part of our Short Term Plans and Monitoring and Evaluation Cycle.
- ✓ Progress will be reported termly to the Pastoral Governor, who will report back to the Provision and Performance Committee and then to the Full Governing Board.