

Rosslyn Park Primary and Nursery School



Strategy for Emotional Wellbeing and Mental Health

Wellbeing Vision Statement

Our wellbeing and mental health strategy is central to our curriculum intent. We believe in collaborative work between children, parents and the wider local community. Aiming to widen our children's horizons and willingness to develop themselves and then bring their achievements and values back to the community. We aim to raise healthy children who are confident, resilient, physically and mentally healthy and happy.

The Wellbeing Lead, with support from the Change Team, will:

- Co-ordinate staff training and CPD in relation to wellbeing and mental health.
- Lead the Change Team to drive positive wellbeing across the whole school community.
- Communicate Wellbeing and Mental Health developments with all stake holders.
- Monitor and maintain the school's Wellbeing Award for Schools (WAS) status and identify next steps through a yearly action plan
- Engage parents and promote wellbeing.
- Regularly gather feedback from staff, pupils and parents and take appropriate action.

| Objective | Measures | Outcome |
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| 1. The school has a clear vision and strategy for promoting and protecting emotional wellbeing and mental health | <ul style="list-style-type: none"> ➤ action plan ➤ termly reports to governors, ➤ newsletters to parents ➤ Standards report to Transform Trust ➤ Updates to website ➤ Upload to Sharepoint | <ul style="list-style-type: none"> ➤ All stakeholders fully aware of strategy |
| 2. The school actively promotes staff wellbeing and mental health | <ul style="list-style-type: none"> ➤ Staff survey (termly) ➤ Noticeboards ➤ Staff briefing ➤ Suggestions box ➤ School budget allocation ➤ Opportunities for CPD ➤ SSS training ➤ Regular opportunities for feedback on work/life balance ➤ Wellbeing to be discussed in appraisal / career conversations ➤ Policy development ➤ SLT meetings used to discuss workload / considerations ➤ Marking policy developed to reduced workload ➤ Medium / Long term planning shared in cohort to reduce workload ➤ Only 3 data drops per year to reduce workload ➤ Perkbox subscription for all staff ➤ Cycle to work scheme established for all staff | <ul style="list-style-type: none"> ➤ Environment created where mental health and wellbeing is created ➤ Reduction in staff absence related to mental health and wellbeing |
| 3. The school understands the different types of emotional and mental health needs across the school and has systems in place to respond appropriately | <ul style="list-style-type: none"> ➤ Pupil survey ➤ Parent survey ➤ Place2Be report ➤ Health Mentor report ➤ Evaluation of impact of ELSAs, Place2Be, Behaviour mentors | <ul style="list-style-type: none"> ➤ Surveys evaluated for next steps ➤ Intervention impact evaluated ➤ All adults / pupils receive appropriate support / provision |

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| | <ul style="list-style-type: none"> ➤ CPD (attachment, trauma informed etc) as a core training offer for all adults in school | |
| 4. The school actively seeks the ongoing participation of the whole school community in its approach to emotional wellbeing and mental health | <ul style="list-style-type: none"> ➤ Pupil survey ➤ Parent survey ➤ Staff survey ➤ Place2Be report ➤ Health Mentor report ➤ Evaluation of impact of ELSAs, Place2Be, Behaviour mentors ➤ CPD (attachment, trauma informed etc) as a core training offer for all adults in school | <ul style="list-style-type: none"> ➤ Surveys evaluated for next steps ➤ Place 2 Be and Health Mentor reports scrutinised ➤ Change Team acts on feedback ➤ Evaluation forms next steps such as CPD, assembly foci |