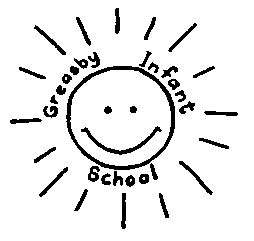
Greasby Infant School  
Mental Health & Wellbeing Strategy

2021-2023



*Greasby Infant School is committed to developing a positive wellbeing culture. As a school, we take all aspects of our wellbeing seriously and aim to promote an environment where we can all give, share and connect.*

**Why do we need a wellbeing and mental health strategy?**  
  
Our strategy looks at the areas of wellbeing and mental health that we believe can make the most difference to our staff, pupils and parents in the school community. Our aims are to ensure that all stakeholders can maintain positive wellbeing and mental health, for best possible outcomes in life, no matter what the circumstances are.

**Strategic overview**   
  
To implement our school’s vision, the Head teacher and Governors are committed to working towards the Wellbeing Award for Schools. We have a designated mental health lead that is responsible for promoting the wellbeing and positive mental health of pupils, staff and parents. Our leader is supported by the wellbeing team who consists of teachers, teaching assistants, office staff and kitchen staff.

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| Wellbeing Award Objectives | Theme | What we will do to achieve this | Desired Outcomes |
| The whole school is committed to promoting and protecting emotional wellbeing and mental health by achieving the wellbeing award | Theme 1:  Provide information about the award | * Introduce the award to all stakeholders – face-to-face, via email, Tapestry, curriculum evenings/ assemblies. * Gain the commitment of the Head teacher and Chair of Governors * Invite members of our school to join the Wellbeing (Change) Team * Audit and evaluate where we are with supporting mental health and wellbeing for staff, pupils and parents (questionnaires) * Create an action plan and monitor it at regular stages. | All staff, pupils and parents will have an understanding about the WAS process and will be fully committed to embracing change for positive outcomes of support for mental health and wellbeing. |
| The school has a clear vision and strategy for promoting and protecting emotional wellbeing and mental health, which is communicated to all involved with the process |  | * Our vision statement will be reviewed with the Headteacher to ensure it reflects our ethos. * Gaps in provision will be included in the Wellbeing Lead’s action plan. * Share the strategy with the school community. * Review policies in light of the school’s vision and strategy * Review provisions and support * Take into account risk factors for pupils and plan from this. * Create a strategy for emotional wellbeing and mental health | The whole school community will embrace the school vision.  The school’s provision for wellbeing will be enhanced.  All staff involved in working with children will have a clear understanding of risk factors for vulnerable pupils. |
| The school has a positive culture which regards the emotional wellbeing and mental health as a responsibility of all | Theme 2: Understanding the importance of emotional wellbeing and mental health.  Theme 3: Understanding my role in promoting emotional wellbeing and mental health  Theme 4: Ensuring that emotional wellbeing and mental health is seen as the responsibility of all  Theme 5: Encouraging people to talk about mental health issues | * Plan and deliver awareness raising activities. * Have a mental health first aider within the school. * Celebrate international days focussing on wellbeing and Children’s MH wee annually. | All stakeholders will have an understanding of what wellbeing means and a deeper understanding of mental health issues.  Staff and parents will feel confident recognising emotional health issues and responding appropriately.  Pupils, parents and staff will accept and understand that positive mental health and wellbeing is the responsibility of all.  Mental health discussions and issues that pupils, parents and staff face are free from stigma. |
| The school actively promotes staff emotional wellbeing and mental health | Theme 6: Supporting staff emotional wellbeing and mental health | * A budget will be allocated for staff wellbeing in order to promote mental health and wellbeing in the workplace. * Appraisal policies and procedures will specifically support the emotional wellbeing of staff. * Staff wellbeing questionnaires will be completed. * A staff wellbeing policy will be in place. * Staff events will be planned for. | Ensure there is a culture of ‘open door’. Staff will be able to work in an environment that looks after their physical wellbeing. |
| The school prioritises professional learning and staff development on emotional wellbeing and mental health | Theme 7: Promoting professional development and training for emotional wellbeing.  Theme 8: Ensuring confidence and capacity among staff in addressing emotional wellbeing and mental health.  Theme 9: Identifying mental health issues | * School will deliver a programme of CPD for all staff. * School will target specific CPD to staff in cases where this is needed. * Staff will have unlimited access to online training. | Staff will have a more in depth knowledge around mental health needs in order to respond appropriately. |
| The school understands the different types of emotional and mental health needs across the whole-school community and has systems in place to respond appropriately | Theme 9: Identifying and acting on mental health issues.  Theme 10: Supporting pupil emotional wellbeing and mental health | * All staff and pupils will be encouraged to complete questionnaires that include wellbeing focus and concerns acted upon. * School will work with external agencies or services ensuring information sharing processes are in place. * A range of mental health and wellbeing support interventions will be in place. * Pupils will be clearly identified on the register. | Issues will be identified and interventions delivered will support pupil’s mental health. A referral process will enable targeted support to be used early and impact positively on mental health and wellbeing issues.  A graduated response will ensure that support is directed at the appropriate level. |
| The school actively seeks the ongoing participation of the whole-school community in its approach to emotional wellbeing and mental health | Theme 12: Engaging the whole-school community in emotional wellbeing and mental health issues | * The views of staff, pupils and parents will be surveyed at the beginning and end of the award process with opportunities for feedback during termly intervals. * Family courses and sessions will be provided by the school. * Signposting list created to share with staff and parents. * The Wellbeing lead will communicate with all through Tapestry, email, reports and newsletters. | School will have a clear understanding of the needs of its pupils, parents and staff. |
| The school works in partnership with other schools, agencies and available specialist services to support emotional wellbeing and mental health |  | * A list of agencies and services will be created and shared with staff and parents via the school website. * Wellbeing Lead and Governor will attend forums and report back good practice appropriately. | * The school will have a strong network with other schools and agencies to share approaches to outstanding mental health support for all stakeholders. |

Stakeholder Evaluation Analysis

**Parent**

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| Question | Score | Actions Completed | Score | Next Steps |
| 1. I have been informed about the wellbeing Award for Schools. | 3.7 | * Launch on website with designated page. * Emails via school office to inform new and existing parents of the award. | 4.1 | Share verification result. |
| 1. I have a good understanding of the importance of emotional wellbeing and mental health on my child’s performance. | 4.6 | * Website updated * Curriculum evening discussion. * Courses provided by Healthbox. * Tapestry posts. | 4.8 | Hold more parent courses when available.  Continue to update website. |
| 1. I understand my contribution in promoting emotional wellbeing and mental health within school. | 4 | * Tapestry posts * Curriculum evening discussion | 4.3 | Expand wellbeing champion role further to parents.  Provide more opportunities for parents to be involved in wellbeing workshops. |
| 1. Everyone involved with the school needs to support and look out for each other when it comes to emotional wellbeing and mental health. | 4.8 | * Posters/Displays around school. * Charity collections for families from Ukraine. * Welcome letters for new students, pupils. * Donations. | 4.8 | Expand wellbeing champion role further. |
| 1. The school really cares about the emotional wellbeing and mental health of everyone involved with the school. | 4.2 | * Resources provided online. * Open-door policy * In-school activities communicated via Tapestry. * Interventions provided. * Newsletters | 4.5 | Continue to communicate work taking place in school.  Build strong relationships with new parents. |
| 1. It is clear that emotional wellbeing is valued and important across the school. | 4.2 | * Newsletters including wellbeing activities. * Wellbeing lead appointed. * Interventions in place. * Parenting courses. * Tapestry posts. | 4.5 | Continue to communicate work taking place in school.  Continue to provide parenting sessions & courses. |
| 1. The school actively encourages parents to be open about how they and their children are feeling. | 4 | * Open-door policy * Communication via Tapestry. * Wellbeing a main focus at parent-teacher meetings. * Money spent on PSHE curriculum. | 4.3 | Promote wellbeing across all platforms. |
| 1. If needed, I would feel comfortable talking about my own emotional wellbeing and mental health with the school. | 3.4 | * Open-door policy * Communication via Tapestry * Wellbeing of all a main focus of parent-teacher meetings. * Members of staff readily available each morning and afternoon on the playground. | 3.7 | Continue with open-door policy and building strong relationships.  Ensure any meeting with parents has a wellbeing focus. |
| 1. If needed, I would feel comfortable talking about my child’s emotional wellbeing and mental health with the school. | 4.7 | * Open-door policy * Communication via Tapestry * Wellbeing of all a main focus of parent-teacher meetings. * Members of staff readily available each morning and afternoon on the playground. * Teachers accessible by phone. * Wellbeing Lead and SENCo available via email. | 4.7 | Continue with open-door policy and building strong relationships.  Ensure any meeting with parents has a wellbeing focus.  Promote contact face-to-face and through school office. |
| 1. The school seeks out and listens to my views and needs about its approach to emotional wellbeing and mental health. | 3.9 | * Website * Award evaluations * Feedback requests on interventions/courses provided. * Annual surveys at end of school year. | 3.7 | You said, we did approach to questionnaires and promote this on school website. |

**Pupil**

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| Question | Score | Actions Completed | Score | Next Steps |
| 1.I know about the Wellbeing Award for Schools | 3.2 | * Launch during Children’s Mental Health Week. * Launched with parents via email, website. | 4.6 | Share verification result & explain what this means for them. |
| 2.In our school, we learn about how important it is to talk about our feelings and emotions. | 4.7 | * Class Jigsaw charters * Wellbeing Champions. * Celebrating International wellbeing days/weeks. * PSHE lessons * Sanctuaries within classrooms. * Wellbeing champion/School council. * SMSC focus through texts used. * Transition to Year 3 work. | 4.9 | Continue to teach about MH through PSHE and celebrating international days/national weeks. |
| 3.I can help someone if they are feeling worried or unhappy. | 4.7 | * PSHE Curriculum * Support groups/interventions. | 4.9 | Increase Wellbeing Champion role across KS1. |
| 4.My school really cares about me and how I am feeling. | 4.6 | * Strong teacher/pupil relationships * Whole-school approach allowing children to discuss their feelings. * Strong focus in PSHE lessons. * Promoting of sharing feelings during Children’s Mental Health Week. | 4.9 | Continue to build relationships.  Increase use of worry monsters/boxes & pupil voice each half term. |
| 5.My school really cares about all the children and how they are feeling. | 4.6 | * Strong teacher/pupil relationships * Whole-school approach allowing children to discuss their feelings. * Strong focus in PSHE lessons. * Consistent behaviour system. | 4.9 | Continue to build relationships.  Increase use of worry monsters/boxes & pupil voice each half term. |
| 6.I feel comfortable to talk about my feelings in school | 4.1 | * Open door policy * Wellbeing support groups/interventions. * Strong relationships between teachers and pupils. * Worry monsters/boxes. | 4.5 | Continue to build relationships.  Increase use of worry monsters/boxes & pupil voice each half term. |
| 7.My teacher knows when I am feeling worried or unhappy. | 4.5 | * Worry monster/boxes. * Strong relationships * Open-door policy. * Sanctuaries within classrooms. | 4.8 | Increase use of worry monsters/boxes. |
| 8.I can get help at school when I am feeling worried or unhappy. | 4.8 | * Open-door policy * Wellbeing groups * Behaviour policy * Wellbeing Champions. | 4.9 | Increase use of worry monsters/boxes |
| 9.My school really cares about what I think and listens to what I have to say. | 4.7 | * Pupil voice/questionnaires * School council * Wellbeing Champions. | 4,9 | Increase opportunities for pupil voice/ questionnaires. |

**Staff**

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| Question | Score | Actions Completed | Score | Next Steps |
| 1.I have been informed about the wellbeing Award for Schools and what is involved in achieving it. | 3.9 | * Emails * Staff meetings * Website * Staffroom board | 4.6 | Share verification result. |
| 2. I have a good understanding of the importance of emotional wellbeing and mental health on children’s performance. | 4.3 | * Yoga * Mindfulness * PSHE Curriculum * Wellbeing discussed in parent-teacher meetings * Targeted training * Sensory space around the school | 4.6 | Ensure CPD is planned for new staff including ECTs, associate teachers and apprentices. Increase CPD opportunities for all staff. |
| 3.I understand my contribution in promoting emotional wellbeing and mental health within school. | 4.1 | * CPD * Face-to-face training delivered by HT. * PSHE curriculum to meet the needs of our school. * Celebration of Children’s mental health week. * Use of outside agencies. * Teaching of growth and fixed mindset. | 4.6 | As above. |
| 4. Everyone involved with the school needs to support and look out for each other when it comes to emotional wellbeing and mental health. | 4.5 | * Outreach support for behaviour. * Open-door policy for staff and SLT. * Wellbeing for HT. * Teambuilding events. | 4.7 | Continue to raise the profile of wellbeing and expanding wellbeing roles to new and current staff. |
| 5. The school really cares about the emotional wellbeing and mental health of everyone involved with the school. | 4 | * Strategies in place for specific needs * Interventions in place from outside agencies. * PSHE curriculum with focus on mental health. * Teaching of growth and fixed mindset. * Support from outside agencies in the teaching of wellbeing. * Wellbeing focus in all meetings with actions. * Wellbeing time – inset, staff meetings, family circumstances. | 4.5 | Continue to communicate the provision we have in place and ask for feedback from all stakeholders to continue to make improvements. |
| 6.It is clear that emotional wellbeing is valued and important across the school. | 4 | * Changes to curriculum * CPD * Wellbeing time – inset, staff meetings, family circumstances, Christmas shopping days. * Wellbeing focus in all meetings with actions – staff, pupils and parents. * Budget for wellbeing and resources. | 4.5 | Wellbeing team to continue to raise profile and keep wellbeing a focus at all events.  Continue to provide CPD opportunities for staff. |
| 7.The school actively encourages staff to be open about how they are feeling. | 3.6 | * Open door policy with headteacher and SLT. * Wellbeing focus in appraisals. | 4.2 | Concerns acted upon appropriately. |
| 8. If needed, I would feel comfortable talking about my own emotional wellbeing and mental health with the school. | 3.7 | * Opportunities to discuss in meetings with SLT. * Strong staff relationships within year groups. | 4.2 | Continue to promote open-door policy. |
| 9.I believe that increasing staff’s awareness, understanding and skills in relation to emotional wellbeing and mental health is a priority for the school. | 3.8 | * Targeted training to all. * CPD opportunities. | 4.7 | Prioritise training for new members of staff. |
| 10.I have the knowledge and skills needed to address emotional wellbeing and mental health. | 3.6 | * Targeted training to all. * CPD opportunities. | 4.4 | Targeted CPD where staff feel they need further support. |
| 11.I feel comfortable with identifying signs of emotional or mental distress in both pupils and colleagues. | 3.8 | * Targeted training to all. * CPD opportunities. * SMHL training. | 4.5 | As above. |
| 12.I know what to do next if I see someone with signs of emotional or mental distress. | 3.6 | * Staff Wellbeing Policy * Stress Management Checklist. * Relationship building through planned social events for staff. * Wellbeing Team | 4.4 | As above. |
| 13.The school offers good quality support for pupils with emotional wellbeing and mental health difficulties. | 3.5 | * Behaviour outreach support. * Interventions for wellbeing on weekly basis provided by Thumbs Up. * Intervention for transition –provided by Flourish. * MH leader & SENCo. * Timid2Tiger Programme * CAMHS support. * Commando Jo * Celebration of Children’s MH week. * PSHE Curriculum including fixed/growth mindset. | 4.5 | Continue to provide provision and discuss with cluster new resources available. |
| 14.The school offers good quality support for staff’s emotional wellbeing and mental health. | 3.6 | * Wellbeing meetings * Wellbeing INSET * Open-door policy. * Discussion of wellbeing in staff meetings. * Staff PPA together * Opportunities to support family events/performances of own children. * Occupational health * Curriculum resources. * Cover for time out of class. * Christmas shopping days. | 4.5 | Continue to make staff wellbeing a priority, acting upon concerns and asking all staff for contributions to the wellbeing support on offer. |
| 15.The school seeks out and listens to my views and needs about its approach to emotional wellbeing and mental health. | 3.5 | * Staff questionnaires. * Invitation to join Wellbeing Team. * Discussions in staff meetings. | 4 | Expand role of wellbeing champions with a bigger focus on staff. |

**Related Policies**

Accessibility  
Anti-bullying  
Behaviour  
Code of Conduct  
Dignity at Work  
Medical Conditions  
PSHE  
Relationships  
Safeguarding  
SEND  
Staff Appraisal  
Staff Wellbeing  
Stress Management