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| **Main Priorities**   * **Mental Health and well-being curriculum through Vision and Values in order to support staff, parents and pupils** * **Development of staff CPD** * **Increase the confidence and self-esteem of individuals identified and groups of pupils who may be affected by external factors** * **Develop the use of sports as a means for relaxation and healthy bodies/Healthy minds** * **Support groups for parents including workshop on anxiety** | | | | | |
| **Priority: Mental Health and well-being post lockdown** | | | | | |
| **Actions:** | **Impact: What do you want to see? Success Criteria** | **Cost** | **Date** | **Specific actions and responsibility.** | **Monitoring** |
| Ensure that mental health and wellbeing is incorporated into curriculum offer | Mental health at the forefront of the school for everyone.  Developed understanding of why Mental Health and wellbeing are important. | Cost as required | Sept 2022 | PSHE/SLT to write plan with input from Class teachers | LGC  SLT |
| Ensure that the vision and values of the school are incorporated into lessons where appropriate | Developed sense of belonging and being a part of the St. Mary’s Family and Chiddingfold Community. | Nil | On  going |  | LGC  SLT |
| To develop a policy for Mental Health and Well-being, using staff and child voice | There will be a consistent approach to mental Health and Well-being across the school  Similar support mechanisms will be in place Everyone will be more aware for mental health and well-being and the importance of support and recognition post lockdown | Nil | Autumn 2022 | HT with input from PSHE lead/ SENDCo and HSLW | LGC  SLT |
| To revisit vulnerability grid for whole school. Add Reception children and review all children on list | Tracking children who need Mental Health and Well-Being. Or those who may need further outside agency support. | Nil | Autumn 2022 | SENDCo, ELSA and HSLW to review and update | LGC  SLT |

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| To attend appropriate training for Mental Health and Well-being. To further develop training of Mental Health lead teacher.  Anxiety workshops  ***8th and 15th November 2022*** | School staff are trained in delivering quality mental health support throughout the school.    Resources are linked to the children and anxieties.    Staff understand the main principles of supporting pupils with anxieties  Staff know how to implement support for children and (adults) who are displaying mental health in a constructive and informed way. | Nil | As training arises | Record of training  SENDCo and mental health worker | LGC |
| TA to attend ELSA training updates | ELSAs are '**Emotional Literacy Support Assistants**'. They help children and young people | Nil | Termly | ELSA | LGC  SLT |

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|  | learn to understand their **emotions** and respect the feelings of those around them. They provide them with the time and space for pupils to think about their personal circumstances and how they manage them. |  |  |  |  |
| To carry out the Daily Mile or  15 minutes of exercise per day. | Benefits to mental health through exercise and fresh air.  Healthy minds and body supports the self-esteem of the children and adults. | Nil | On going | All staff to ensure that the daily mile or physical focus happens each day. | LW |
| To continue to use mindfulness/ positive mindset in school as part of relaxation techniques and coping mechanisms | Positive mindset and mindfulness used as part of PSHE | **Class teachers** | On going | Part of PE and well-being offer | All staff |

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| To develop the use of Worry boxes, How you are feeling today boards and worry monsters (ELSA room) across the school. | Children know that they can express their feeling privately if needed and class teachers and TAs can monitor the way children are feeling in the class without openly asking. | **Nil** | On going | All classes to have a means for children  to communicate their feelings without discussion. | All staff. |
| Outdoor learning opportunities to continue | Develops resilience outside of the classroom. Developing self-esteem and confidence to explore learning through nature.  Develop communication and expression in a natural environment. |  | On going | Lessons planned in advance.  Risk assessments in place. | KB |
| Develop role of Play Leader at lunch times to lead games and support SEN and PP children to become involved with activities. | Develop a sense of belonging – Everyone Together and children to join in with activities with different children. This develops friendships and activities contribute towards self-esteem. | **TA time**  **Update resources** | On going | Children monitored | CH |
| Children’s Mental Health Week participation (February 2023). | https://schoolofkindness.org/childrens-mental-health-week-2023?gclid=Cj0KCQiAn4SeBhCwARIsANeF9DLG21Adtszg1tlJyPvvUwWNRMRNPTMTpSWSsjnR\_YoaunTzN-YhIgkaAt5\_EALw\_wcB | **Nil** | On going | Make children and parents aware of week in advance. | EH  LW  HSLW  SLT |
| All children to complete One page Profiles. | To further understand children and their likes and dislikes, who they are as an independent person. Value who they are.  Support SEN and other vulnerable groups to discuss their lives. | **Nil** | On  going | Reflect on One Page Profiles and level of need/support | CC |
| To access or know how to access different websites to support with the teaching of mental health and to support the staff with their own wellbeing | Websites on the school’s own website – easy links. | **Nil** | Updated as necessary | ZB to upload | LGC  SLT |
| To apply for Inclusion Award | Gain award for whole school so that support available is recognised and celebrated | **£1050** | Autumn 2022 | CC and SLT to apply for award. | CC |