

# Leigh Beck Infant and Nursery Academy Wellbeing Strategy 2019/2021

## Foreword

I am pleased to welcome you to Leigh Beck Infant and Nursery Academy Wellbeing Strategy for 2019/2021. 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 are able to maintain positive wellbeing and mental health, for best possible outcomes in life, no matter what their circumstances are.

## Strategic overview

To implement the above vision, the Head teacher and Governors committed to this being the core area of focus for 2019/2020 and 2020/2021. The school improvement plan is based on building resilience in pupils and the school has also committed to working towards achieving the Wellbeing Award for Schools. The appointed wellbeing team will be responsible for promoting the wellbeing and positive mental health of pupils, staff and parents.

## Vision Statement

At Leigh Beck Infant and Nursery Academy we commit to making it our mission to promote resilience and positive wellbeing for all our pupils and staff. We understand *wellbeing* as a state of being comfortable, healthy and happy. We will drive the message forward, to ensure that mental health is “everyone’s business” across the whole school community. We will strive to create an environment that has a whole school approach, in providing excellent mental health support, understanding and intervention. We will put wellbeing at the heart of our school to ensure successful learning and commit to our policies reflecting this.

Goals	What We Have Achieved/ Where We are Now	How We Know This/ Key Evidence	Next Steps/Further Desired Outcomes
<p>Objective One – The whole school is committed to promoting and protecting emotional wellbeing and mental health by achieving the wellbeing award</p>	<p>Mental health and wellbeing is recognised by the SLT as being vital to the development of all stakeholders. The school have committed to this being a core area of focus over a two-year period.</p> <p>The whole school community has been informed about the award. A display was put up during parent consultation sessions and the parents asked to complete the survey. The children were told by their teachers and completed a survey in class. The staff were informed in a staff training session.</p> <p>A change team has been nominated and appointed.</p>	<p>The School Improvement Plan 2019-2020 and 2020-2021 is based on developing resilience and independence in pupils. All teaching staff have a performance management target based on the core principles from the School Improvement Plan.</p> <p>The SLT and the Governing Body has committed to the achievement of the Wellbeing Award for Schools (WAS)</p> <p>We had 56 parental responses to the stakeholder evaluations.</p> <p>We had a 57% response rate from the pupils in Years Rec – 2 with 137 responses from our younger pupils.</p> <p>23 member of staff completed the staff evaluation.</p> <p>The first change team meeting was held on the 5<sup>th</sup> February 2020.</p> <p>82% of the children said they are happy being in school.</p>	<p>Create an action plan which is accessible to all staff.</p> <p>Develop a wellbeing section on the school website that can be accessed by parents and staff.</p> <p>Produce a regular wellbeing newsletter which updates both staff and parents about our journey to achieving the Wellbeing for Award for Schools.</p> <p>Regular communication with staff about what is happening around the school in relation to wellbeing and mental health.</p> <p>Wellbeing and mental health to have a regular section on the agenda for governing body meetings.</p> <p>Stake holder surveys to be carried out in July and December.</p>

<p>Objective Two – 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</p>	<p>Although the school’s vision statement refers to nurturing children and building resilience it needs a greater focus on promoting and protecting wellbeing and mental health.</p> <p>An audit has identified areas of strengths and also gaps within the provision we provide. The school provides a range of interventions and support packages for pupils depending on their needs. We can liaise with the counsellor (Bonnie) over at Northwick Park. There are lots of ideas that have been shared about how to move forward with promoting wellbeing and mental health.</p> <p>The School Improvement Plan is focussed on building resilience and independence in pupils. All teaching staff worked together to formulate the ideas that were used to create the plan and everybody has a performance management target linked to a specific section of the plan.</p>	<p>The stakeholder evaluations showed that most parents and children believe that the school does have a clear vision for promoting and protecting emotional wellbeing and mental health.</p> <p><i>The pupil stakeholder evaluations showed that pupils believe that the school really care about them and how they are feeling and that they are able to get help when they are feeling worried or upset (100%)</i></p> <p><i>Parent’s evaluations showed that they know that good emotional wellbeing and mental health is important to the school. 87% of parents believe that the school cares about the children’s emotional wellbeing and mental health and it is a high priority.</i></p> <p>Teaching staff’s performance management for 2019-2020 all have a target linked to the school improvement plan of building resilience and developing independence.</p>	<p>The schools vision statement needs to be amended to reflect our commitment to emotional wellbeing and mental health.</p> <p>The school’s policies are currently being updated and relevant policies will be audited to ensure that they reflect the work we are doing on emotional wellbeing and mental health.</p> <p>Staff stakeholder evaluations showed that some staff feel that their emotional wellbeing and mental health is not valued as much as the children, that there are not many people to talk to. Staff wellbeing is forming a large part of our action plan and we are committed to ensuring that the staff feel that their emotional wellbeing and mental health is also a priority.</p>
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<p>Objective Three – The school has a positive culture which regards the emotional wellbeing and mental health as the responsibility of all</p>	<p>The stakeholder evaluations show that staff, parents and pupils all agree about the importance of emotional wellbeing and mental health.</p> <p>There are already many interventions and activities in place that promote the importance of emotional wellbeing and mental health.</p> <p>The school improvement plan is focussed on building resilience and all teaching staff had input into the creation of the plan and have a responsibility for carrying out a section.</p>	<p>The stakeholder evaluations provide evidence that the school regards emotional wellbeing and mental health as the responsibility of all and that the stakeholders understand and are in agreement with this.</p> <p><i>The staff stakeholder evaluations provided evidence that staff understand that they contribute to promoting emotional wellbeing and mental health within the school and that they believe that everyone involved with the school needs to support and look after each other when it comes to emotional wellbeing and mental health</i></p> <p><i>92% of parental evaluations agreed that everyone in the school supports each other if they are feeling worried or upset. One parent said “Staff throughout the school are regularly available for providing support” and another quoted “We always feel supported by all members of staff”</i></p> <p>The School Improvement Plan is in place and all teaching staff are aware of the part they need to play through their individual performance management target.</p>	<p>Review and redesign the PSHE curriculum to ensure that children have taught sessions about emotional wellbeing and mental health.</p> <p>Introduce a parent’s wellbeing newsletter to keep them updated with what is happening in the school. Emails to be encouraged and messages left with senior members on gate.</p> <p>Health and wellbeing week to be held each year.</p> <p>We aim to reduce the stigma surrounding mental health so that all stakeholders feel that they can talk about their feelings.</p> <p>Pupil voice to be carried out regularly using school council as a forum.</p> <p>Staff council, ‘drop in and chat sessions’ and supervision will be used to discuss emotional wellbeing and mental health and share ideas.</p>
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<p>Objective Four The School actively promotes staff emotional wellbeing and mental health</p>	<p>SLT discuss teacher’s workload regularly. School reports have been streamlined and teaching staff are given time during staff meetings for tasks that need to be completed. A review of marking is planned for next term.</p> <p>There is a shout out board in the staffroom although its use needs to be encouraged. The school run a successful staff secret buddy club scheme and all staff are welcome to attend a social event on the last day of each term.</p> <p>Performance management for teachers is carried out at the start of each academic year and a mid-year review held. Appraisals for Learning Support Assistants have not been fully established. Little Bears staff have supervision as does the Academy Counsellor. Staff emotional wellbeing and mental health has been identified as an area for development.</p>	<p>The staff stakeholder evaluations have identified staff wellbeing as a weakness.</p> <p><i>Staff stakeholder evaluations showed that some staff feel that their emotional wellbeing and mental health is not valued as much as the children</i></p> <p><i>Staff felt that the school offers good quality support for staff’s emotional wellbeing and mental health and felt the school actively encourages them to be open about how they are feeling.</i></p> <p><i>Staff felt everyone looks out for each other and know they contribute in the promotion of wellbeing. Leigh Beck Infants is a caring place and feelings are taken into consideration.</i></p>	<p>Create a wellbeing policy which includes a section relating to staff.</p> <p>Set a budget to be used for staff wellbeing.</p> <p>Hold regular monthly events – staff to suggest what they would like to do – Once a month club.</p> <p>Introduce staff breakfast – once a month</p> <p>Marking review to take place and be implemented by September 2020</p> <p>Performance Management forms to be adapted to include a section on emotional wellbeing and mental health.</p> <p>Performance Management to be reintroduced for support staff. All support staff to receive informal supervision.</p> <p>Staff ‘drop in and chat’ sessions to be held weekly.</p> <p>Staff wellbeing to be on the agenda for each staff council meeting and a member of the change team will attend.</p>
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<p>Objective Five The school prioritises professional learning and staff development on emotional wellbeing and mental health</p>	<p>The staff have already undertaken many CPD opportunities. In the Autumn term all staff attended training around building resilience and independence in children. All staff also had health and safety at work training. Teaching staff have also recently had anxiety and attachment training by the Local Authority Educational Psychologist. We have just had a member of staff attend a two-day training course to become the designated Mental Health First Aider for the school. In November a member of staff attended the OPTIMUS Mental Health and Wellbeing in Schools conference and another attended the Staff Wellbeing conference.</p>	<p>There is a planned programme of CPD which includes staff development on emotional wellbeing and mental health We have a qualified Mental Health First Aider at the school.</p> <p>Staff stakeholder evaluations provide evidence that CPD of staff is a priority for the school but they also felt there was more to learn.</p> <p><i>In the staff stakeholder evaluations, they believed that increasing staff's awareness, understanding and skills in relation to emotional wellbeing and mental health is a priority for the school. However, many felt they had the knowledge and skills needed to address emotional wellbeing and mental health.</i></p>	<p>All staff to have a basic foundation level of training around emotional wellbeing and mental health.</p> <p>The Nature Friendly Schools project that we are about to embark on will have links to emotional wellbeing and there will be training provided.</p> <p>The anxiety and attachment training that teaching staff had in the Autumn term needs to be carried out in-house with the support staff.</p> <p>Appraisals to be used to identify any other training needs.</p>
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<p>Objective Six 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</p>	<p>Clear systems and structures are in place in the school. Identification of concerns or issues from any staff member are recorded on the appropriate coloured slips depending on the incident/concern and a member of SLT and/or the School Counsellor is informed. Each month an academy 'caring and sharing' meeting is held with key stakeholders within the school including SLT, School Counsellor, pastoral care, SENCO and attendance officer where we discuss individual cases and monitor interventions that have been out in place.</p> <p>Pupils have the opportunity to attend 'drop in' sessions where they can share any worries or concerns they have. Identified children have regular relaxation sessions during the week. Michelle Yarwood has been using break times to let children take 'time out' and talk to her.</p> <p>There are other activities that take place that address wellbeing including yoga, mindfulness, walk a mile, Jumpstart Johnny and Forest School. For many years the school has held an annual wellbeing week and during that week have held mindfulness sessions for parents.</p> <p>There is a varying degree of confidence between the staff of their ability to identify and respond appropriately to signs of emotional or mental distress in pupils.</p>	<p>Stakeholder evaluations provide evidence that the school understands emotional and mental health needs and has systems in place to respond appropriately.</p> <p><i>Staff who completed the stakeholder evaluation said the school offers good quality support for pupils with emotional wellbeing and mental health difficulties.</i></p> <p>Some staff feel confident to deal with emotional distress and mental health needs whilst others require more training or support.</p> <p><i>The staff stakeholder evaluations show that staff believe they can identify and respond to signs of emotional or mental distress in pupils.</i></p>	<p>Continue to make assessments of pupils needs. Research the toolkit on Public Health England and how it can be used to measure and monitor children's mental health. Look at the progress made by EYFS pupils against the Early Learning Goals 6,7 and 8 as a way of identifying concerns in younger children.</p> <p>All staff to have a basic foundation level of training around emotional wellbeing and mental health. Support staff to have training around anxiety and attachment.</p> <p>Increase the capacity for interventions linked to emotional wellbeing and mental health for identified pupils.</p> <p>Create a calm sensory area that can be used for pupils to support their wellbeing.</p> <p>Introduce Wellbeing Warriors across both the staff and pupil communities.</p> <p>Update the website to include an informative wellbeing section with appropriate signposts.</p>
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<p>Objective Seven The school actively seeks the ongoing participation of the whole-school community in its approach to emotional wellbeing and mental health</p>	<p>The school actively seeks the ongoing participation of the whole school community in a range of areas including our approach to emotional wellbeing and mental health.</p> <p>We have a school council which is used effectively as part of pupil voice. A staff council was established around five years ago with representatives from different areas of the school.</p> <p>We pride ourselves on the strong links we have with our parents, they are very supportive of what the school does and the majority believe the staff are approachable. We have also held parent mindfulness sessions in the past. Our SENCO meets with the parents of children she is working with and speaks to many others on the telephone.</p>	<p>The parent stakeholder evaluations showed that parents agreed or strongly agreed that they know who to talk to if their child is worried or upset (100%)</p> <p><i>One parent commented 'teachers are friendly and readily available' and another said 'I know who to go to as they are all happy to help'</i> <i>A parent also commented 'The teachers are always there for us'</i></p>	<p>Ensure that the agenda for each school council and staff council meeting includes a discussion around emotional wellbeing and mental health.</p> <p>Carry out stakeholder evaluations for pupils, parents and staff in July and again in November and use the results to adapt the action plan.</p> <p>Introduce a parents wellbeing newsletter to keep them updated with what is happening in the school. This will also be given to staff.</p> <p>Update the website to include a useful wellbeing section.</p> <p>Appoint wellbeing warriors across KS1 who can support pupils both in class and on the playground. Provide training for these pupils.</p> <p>Wellbeing information board to be put up in the staffroom.</p> <p>Regular update about progress towards the award in Governors meetings.</p>
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<p>Objective Eight The school works in partnership with other schools, agencies and available specialist services to support emotional wellbeing and mental health</p>	<p>The Head teacher, School Counsellor and SENCO have good links with outside agencies including the School Nurse, Behaviour Support Services, Educational Psychologists, CAVs and EWMHS.</p> <p>We maintain close links to Northwick Park Primary Academy (part of the Northwick Park Multi-Academy Trust) and staff meetings and training is shared.</p> <p>The school is part of the Canvey Schools Partnership and the Head teacher regularly attends meetings with local head teachers and there is a sharing of resources.</p> <p>We are linking with Healthy Schools to promote physical wellbeing and ensure that being healthy is part of this plan.</p>	<p>We are effectively able to signpost relevant services to parents.</p> <p>Our links through the Canvey Schools Partnership enabled a selection of our staff to have County Lines training delivered by two members of staff from the local secondary school.</p>	<p>Continue to promote and strengthen links and utilise services.</p> <p>Investigate anxiety sessions for KS1 pupils delivered by CAVS.</p> <p>Wellbeing Coordinator to meet with the coordinator from the local secondary school who has recently achieved the Wellbeing Award for Schools.</p> <p>Research local mental health forums and whether a representative from the school can attend.</p>
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