**Emotional Health & Wellbeing theme**

**North Yorkshire Healthy Schools**

This action plan is to record progress and evidence towards achieving the Emotional Health & Wellbeing theme. The additional evidence required to support the criteria is detailed in bold type. You are asked to either write extra details into the action plan or upload additional documents online as evidence, when you apply for a Healthy Schools award.

Once all criteria have been achieved, please work through the Emotional Health & Wellbeing ‘Theme content’ section online, adding evidence where required. Finally upload your completed action plan and Pupil Voice questions. Then complete a short online survey, essential feedback for our funders. Your evidence will then be submitted for assessment towards an award.

A reminder that one completed theme = Bronze award, two (plus Staff Wellbeing) = Silver award and all four themes = Gold award.

Please see the website Resources page for support, documents and information in relation to this theme. Any problems, contact us [healthyschools@northyorks.gov.uk](mailto:healthyschools@northyorks.gov.uk)

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| **Criteria to be achieved for Emotional Health & Wellbeing theme** | **Explain how each element of the criteria is already being met/ in place in school and the impact it is having.**  e.g We have updated and implemented a PSHE curriculum that is fully inclusive for all pupils to learn about Emotional health & Wellbeing and the PSHE lead is regularly monitoring the taught planned curriculum. | **Detail your actions for putting in place criteria not already being met, with timescales. Actions must be complete before applying for an award.**  eg All staff have engaged in the Compass Buzz level 1 training but identified staff need to complete the level 2 and 3 training this term. |
| **Senior Leadership Commitment**  The leadership and management of the school provides visible leadership and champions the promotion of emotional health and wellbeing for the whole school community - including school staff**.**  The Vision/Mission Statement and school website shows the support for the emotional health and wellbeing of the whole school community.  **EVIDENCE UPLOAD: mission statement** |  |  |
| **Policy**    [An inclusive and effective anti-bullying policy has been developed through wide consultation with the whole school community and includes all the protected characteristics of the Equalities duty](https://www.anti-bullyingalliance.org.uk/) and cyber bullying.  Staff have received training to ensure they are confident to challenge discriminatory, prejudicial, derogatory or aggressive language related to the protected characteristics under the Equality Act and this language is consistently challenged.  The school records and analyses all bullying, discriminatory and prejudicial behaviours and actively responds to the emerging data to bring about a positive change in practice.  It is not a statutory requirement but the school may have developed an emotional health and wellbeing policy which is available on the school website and covers the whole school community.  **EVIDENCE: upload relevant policies** |  |  |
| **Subject Leadership**  There is a named member of staff who is the emotional health and wellbeing lead in school with protected time and clear responsibilities**.** |  |  |
| **Curriculum including monitoring and evaluation**  There is a planned and taught curriculum for emotional health and wellbeing for all year groups which is meeting the requirements of the Relationships, Relationships and Sex Education and Health Education curriculum that is becoming statutory for all schools in September 2020. The curriculum is meeting the needs of the pupils in the school.  The taught curriculum links to and compliments wider whole school activities to promote and support emotional health and wellbeing. All aspects are regularly reviewed and evaluated to monitor the impact of the provision.  **EVIDENCE UPLOAD: long term curriculum plans**  Staff have received CPD opportunities to enable them to effectively teach a planned curriculum for emotional healthand wellbeing. |  |  |
| **Ethos and Culture**  There is a positive whole school culture, ethos and environment which promotes resilience, respect, fosters positive relationships and values diversity.  There are positive relationships between staff and pupils, and between pupils and there is a sense of belonging to and liking of school.  The school has a culture in which talking about emotions and feelings, mental health and well-being is the norm, where it is acceptable to acknowledge difficulties and ask for help, where targeted support can be provided to those with identified issues in a coherent and non-stigmatising way.  Staff emotional wellbeing is an integral principle of the whole school approach to emotional health and wellbeing. There is a culture around promoting positive staff wellbeing.  The school actively promotes self-help techniques to support pupils and staff to look after their own emotional health and wellbeing and the school ethos and environment supports these approaches.  The school is inclusive and safe for all pupils.  **EVIDENCE: Provide detail in the Action Plan of examples of approaches and programmes put in place in response to pupils’ and staff needs and the impact they are having.** |  |  |
| **Staff CPD**  Staff have access to CPD and their emotional health and wellbeing is integral to the whole school approach to emotional wellbeing  The school is actively engaged with Compass Buzz and other appropriate CPD opportunities.  Staff can access CPD to increase their knowledge of emotional health and wellbeing to equip them to be able to promote positive mental wellbeing and to identify mental health issues.  **EVIDENCE UPLOAD: staff CPD logs/ course certificates or write in the Action Plan detail on staff CPD and the impact it has had on provision** |  |  |
| **The school has an active approach to pupil engagement (voice).**  There are a range of opportunities for pupils to express their views and influence decisions in relation to emotional health and wellbeing and to enable pupils to feel part of the school. (Please see the pupil voice questions for this criteria which need to be completed by pupils).  Consideration has been given to develop Young People Mental Health Champions. |  |  |
| **Working in partnership with Parents / Carers**  The school actively works in partnership with parents/ carers to promote emotional health and wellbeing  Families are aware of the schools focus on emotional health and wellbeing and can access information to support their own and their child’s wellbeing. |  |  |
| **Targeted Support and Provision**  The school is effectively using tools to assess, understand and plan a response to pupils’ emotional health and wellbeing needs and measures the impact [of interventions to improve wellbeing](https://www.annafreud.org/media/4612/mwb-toolki-final-draft-4.pdf).  The school is effective at identifying and ensuring timely targeted support in school and ensuring appropriate referral to support services for pupils with identified mental health needs.  Staff have an understanding and awareness of the pupils who are at greater risk of experiencing poorer mental health e.g those in care, young carers, LGBT, SEND, armed forces families etc.  Clear referral pathways are known by staff to internal support and external services and are used effectively.  **EVIDENCE: Provide detail in the Action plan of some examples of partner organisations worked with/ referred onto.** |  |  |