



## Emotional Health & Wellbeing theme North Yorkshire Healthy Schools

**This is an example of a EHWB completed action plan by a primary school for the North Yorkshire & York Healthy Schools.**

- Some images, data and links to the school website have been removed as they are personal to the school.
- These responses in the action plan do not need to be repeated by other schools but are an example of how this school has showcased their evidence to achieve the EHWB theme.

### **Pupil Voice**

At XX School, pupil voice is paramount in our school. We have a range of different pupil voice groups such as:

- JRSO – junior road safety officers,
- RRSA – Rights and Respecting Schools
- Eco committee
- School Council

All of these groups talk and discuss healthy schools but this is at the front of our school council meetings. We have representatives from each class – from year 1 – year 6. Please find attached our school council board which shows the children represented and the meeting agendas and notes. In our school council meetings, children discuss many topics around how to improve our school. Our school driver is Legacy and we consider how we can leave our school in a better place than what we find it. Please see attached further examples of what pupils have led on.

### **Growing up in North Yorkshire Survey 2022**

Every September when the children join the school we hand our pupils feelings safe survey to every class. From this and the children's responses, we create actions for the year to support the children in key areas. This academic year there was a small percentage of children in KS1 that thought that children were not always kind to each other. From this KS1 staff have ensured that positive relationships have been a key area to cover in PSHE lessons.

In KS2 93% of children felt safe at school and this was a higher percentage than North Yorkshire – 85%. This result has been a positive result for the school and it is something that we pride ourselves in, making sure that 'happiness through learning' is an integral part of our school.

From the GUNY report, we have analysed the data for KS1 and compared the results with North Yorkshire. One key finding from the survey was a significant decrease in percentage for those children that have a set bedtime for nights when they are at school. Our school percentage was 39% in comparison to 67% for North Yorkshire. This result has become a priority for our KS1 children to ensure that they do have better sleep routines and patterns. From this we have ensured that teachers across school are teaching PSHE/science lessons on sleep.

In addition to this we have provided more online safety lessons as more children have been using computers/tablets. As a school we created a 'screen free day' as part of our mental health week. We introduced mental health weeks in 2018 and used 'the five ways to wellbeing' initiative from compass Buzz to support the lessons we taught. Our screen free Friday was introduced because of the results from the GUNY report.

In KS2, we noted that 67% of our children were worried about their family since 2020 which was 20%. This has been a result of the covid pandemic. As a result of this, we have now ensured that every classroom has an emotional check in. The children respond daily as to how they are feeling and then the teachers can support them with their worries/concerns.

**As part of the submission we require the following documentation to be uploaded as further evidence for this theme**

<b>Documentation that is required</b>	<b>Yes, in place</b>
An anti-bullying policy that includes all of the protected characteristics of the Equality Act 2010 and is accessible on the school website	<b>Yes</b> Then there is link to anti-bullying policy on the school website
A whole school mental health policy that is accessible on the school website	<b>Yes</b> Then there is a link to the mental health policy on the school website
A progressive long term PSHE curriculum plan is in place for all year groups and an overview of the curriculum is accessible on the school website <i>If your school has achieved the PSHE theme of the healthy schools award this does not need to be uploaded again</i>	<b>Yes</b> Then there is a link to the PSHE curriculum on the school website
<b>One photograph</b> of a EHWB wellbeing board or an aspect that supports the EHWB theme in school	<b>Yes</b> Then attached a photo of EHWB display board

<p><b>Criteria to be achieved for the EHWB theme of the Healthy Schools Award</b></p> <p><b>PLEASE provide information to show that all aspects of the criteria are in place in your school.</b></p>	<p><b>Outline what you already have in place in your school to meet these criteria and how you know it is working.</b></p>	<p><b>ACTIONS – outline what you have put in place since working on the Healthy Schools scheme to meet these criteria.</b></p>
<p><b>Senior Leadership Commitment</b>  The school leadership champions the promotion of emotional health and wellbeing for the whole school community.  The Vision/Mission Statement and school website shows the support for the emotional health and wellbeing of the whole school community.</p> <p>The school website has an accessible Mental Health policy and Anti-bullying policy</p> <p>EVIDENCE: please provide a link in the action plan to the school website where this information can be accessed</p> <p><b>EVIDENCE UPLOAD:</b></p> <ul style="list-style-type: none"> <li>• <b>Anti-bullying policy that is fully inclusive of the protected characteristics of the Equality Act 2010</b></li> <li>• <b>Whole School Mental Health Policy</b></li> </ul>	<p>In our school we have three members of staff that over see Emotional Health and wellbeing: Head teacher and safe guarding lead, SENCO and Mental Health Lead Member all members of SLT</p> <p>The mission/vision statement can be found on our school website and they include reference to the wellbeing of the whole child. Link provided to the school website xxx</p> <p>Link to MH policy on the school website xxx</p> <p>Link to anti-bullying policy on the school website xxx</p> <p>At the start of the academic year, the school council are asked to look through an antibullying charter and sign it as a group. We have antibullying ring (the children stand around the perimeter of our school grounds, holding hands) during the week of Antibullying week (Nov) and lessons are taught on bullying. During parents evening meetings we show the parents a school/home agreement which they sign,</p>	

	<p>we sign as teachers and the children sign to show an agreement across all parties.</p> <p>Every September, each class is asked to complete a keeping pupils safe survey and then the results are fed into our curriculum plans to support our children further</p>	
<p><b>Senior Lead for Mental Health</b></p> <p>There is a named member of staff who is the emotional health and wellbeing lead in school with protected time and clear responsibilities.</p> <p>If eligible the lead has accessed the <a href="#">Senior Mental Health Lead training</a></p> <p><b>EVIDENCE: provide detail in the Action Plan of the named Senior Lead for Mental health and their role and responsibilities within school</b></p>	<p>The SENCO and mental health lead. Their role as mental health lead is to develop a whole school approach to mental health and wellbeing. She has an action plan that she works to complete each academic year and this year is working on getting the Schools Mental Health award. She has been the SENCO since 2017 and wants to promote mental health and wellbeing further after the covid pandemic. During this time we initiated 'pupil well being champions' and conducted many zoom meetings with representatives from each class. This has continued this academic year and we have well being champions for each class.</p> <p>The mental health lead sign posts staff to any training and we have recently had 'Emotional Coaching – Trauma and Recovery' training. In addition to this, all staff have received level 1 training for compass buzz and four members of staff are trained to level 3. The headteacher has also had level 4 training. We have a governor at school who is our well being governor and they has also completed training on mental health and wellbeing.</p>	<p>Enabling the pupil wellbeing champions to further promote mental health and wellbeing to other pupils e.g through assemblies and displays the children have done themselves</p> <p>XX is now wanting to develop the thrive training further with more members of staff and bigger groups of children.</p>

	<p>XX supports staff and identifies children that we have concerns about. We have a concern list of SEN and SEMH pupils and a SEN register.</p> <p>XX is a member of our SLT. They have received Thrive Training and is now delivering this in school. The focus for this training was emotional health and the potential barriers to children's wellbeing and education. They work alongside a number of pupils to support their emotional health. Headteacher and safeguarding lead oversees all safeguarding in school and we use CPoms to record any incidents that have occurred. We regularly communicate with XX and have ECM meetings (every child matters).</p>	
<p><b>Curriculum – emotional health and wellbeing is part of the planned PSHE curriculum</b></p> <p>There is a well-planned and taught curriculum for emotional health and wellbeing for all year groups (including EYFS) which is meeting the requirements of the Relationships, Relationships and Sex Education and Health Education curriculum and the curriculum is meeting the needs of the pupils in the school.</p> <p>The taught curriculum links to and complements wider whole school activities to promote and support emotional health and wellbeing.</p>	<p>At XX School, we follow the long-term plan for RSE and PSHE – link to the PSHE curriculum on the school website. The PSHE subject lead monitors the PSHE curriculum as part of the subject monitoring cycle and reports to the SLT and governing body.</p> <p>In addition to this we prioritise certain areas of PSHE that are pertinent to each individual class and any concerns that arise.</p> <p>As well as teaching the PSHE curriculum, we have well being days and weeks within our school year.</p> <p>Every term, new clubs are introduced to the children and as a staff we try and offer a</p>	<p>We have run a Nurture Group for our vulnerable pupils and are starting this again this academic year.</p>

<p>All aspects are regularly reviewed and evaluated to monitor the impact of the provision.</p> <p><b>EVIDENCE: provide detail in the action plan about how the curriculum and wider whole school activities are monitored to ensure the provision is meeting the needs of the pupils (this should include pupil voice)</b></p> <p><b>EVIDENCE UPLOAD: Long term PSHE curriculum plan</b> <i>(If your school has achieved the PSHE theme of the healthy schools award the PSHE curriculum overview does not need to be uploaded again just note in the action plan that the PSHE theme has been awarded and the date it was achieved)</i></p>	<p>variety of different clubs to suit the needs of all of our pupils including a wellbeing club which the wellbeing champions suggested.</p>	
<p><b>Ethos and Culture</b></p> <p>There is a positive whole school culture, ethos and environment which promotes resilience, respect, fosters positive relationships and values diversity.</p> <p>The school is inclusive and safe for all pupils and takes a positive approach to combating bullying.</p> <p>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 ask for help, where targeted support can be provided to those with</p>	<p>Legacy' is the vehicle used to drive aspects of the curriculum which we believe to be the foundation and ethos of our school. As we hang everything off 'Happiness Through Learning', we are also using 'Legacy' to promote Personal, Social, Health, Moral, Cultural, Spiritual and Emotional aspects of learning and our Rights as a Rights Respecting School.</p> <p>Legacy will turn our Vision into action, purpose into practice and pressure into results. It will help us to be the best that we can be! As a result, XX School will be a better place than when we found it.</p> <p>As you look around our school we have many positive affirmation posters and</p>	

<p>identified issues in a coherent and non-stigmatising way.</p> <p>Consideration has been given to develop Young People Mental Health Champions. If the school does have them what are their roles and responsibilities and how is this shared with other pupils in school?</p> <p>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.</p> <p><b>EVIDENCE: provide detail in the Action Plan of how the school monitors that is an inclusive and safe place for all pupils and examples of approaches and programmes put in place to support the whole school community's emotional and mental wellbeing.</b></p>	<p>banners to promote a positive growth mindset.</p> <p>Our last OFSTED commented: 'Leaders promote pupils' spiritual, moral, social and cultural development highly effectively. Pupils are prepared well for life in modern Britain.'</p> <p>'Pupils' behaviour is impeccable. They feel safe and are taught how to keep themselves safe. Pupils demonstrate positive attitudes to learning and have exemplary manners. They say bullying is extremely rare.'</p> <p>We complete keeping pupils safe survey every academic year and have emotional check ins in every classroom.</p> <p>XX has set up pupil well being champions and is working towards Schools Mental Health award.</p> <p>XX delivers Thrive intervention to key individuals within school.</p> <p>We have recently completed a break times and lunch time surveys with all children in school and have taken on board the children's comments to improve levels of noise in the hall at lunch time.</p>	<p>We have taken on board children's responses from Break time and Lunch time survey to ensure lunchtimes are an enjoyable experience for all.</p>
<p><b>Staff CPD</b></p> <p>Staff can access CPD to increase their knowledge of emotional health and wellbeing to equip them to be able to promote positive</p>	<p>All staff have received level 1 compass buzz training and four members of staff have received level 3 compass buzz training. Our headteacher has also received level 4 compass buzz training. This training has deepened staff's understanding and</p>	

<p>mental wellbeing and to identify mental health concerns.</p> <p>Staff have received CPD opportunities to enable them to effectively teach a planned curriculum for emotional health and wellbeing.</p> <p>North Yorkshire schools are actively engaged with <a href="#">Compass Phoenix</a> and for all schools other appropriate CPD opportunities for York schools this could include the School Wellbeing Service <a href="http://yor-ok.org.uk">yor-ok.org.uk</a></p> <p>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 2010 and this language is consistently challenged.</p> <p><b>EVIDENCE: provide detail in the Action Plan of staff training and the <u>impact</u> it has had on provision.</b></p>	<p>knowledge of children’s mental health and how to support them during and after the covid pandemic.</p> <p>This academic year we have all received ‘Emotional Coaching – Trauma and Recovery’ training and this is a year’s long training course. This training is supporting staff to understand the neuroscience behind trauma and barriers to children’s development so that we can use this in our every day practise with the children. XX has received ‘Thrive’ training and now delivers this within school. This has had an impact on the children they has been working with as they have improved their scores on profiling.</p>	
<p><b>Working in partnership with Parents / Carers</b></p> <p>The school actively works in partnership with parents/ carers to promote emotional health and wellbeing</p> <p>There could be a section on the school website providing information and support around emotional wellbeing</p>	<p>When we hold parent consultation evenings, we ask the parents to fill in a home school agreement. This is then signed by the teachers and the children to ensure that we are all working together to support children in education.</p> <p>Our website has a mental health and wellbeing section and there are many useful links that parents are signposted to on our</p>	



<p><b>EVIDENCE: provide detail in the Action Plan:</b></p> <ul style="list-style-type: none"> <li>• <b>how the school actively engages with parents and families around emotional wellbeing and if applicable a link to the emotional wellbeing section on the school website</b></li> </ul>	<p>school newsletters and through communication. Link to school website xxx</p> <p>On our school website, email addresses are provided to our parents so that they can contact the class teacher at any time. We encourage an open door policy with our parents and ensure that communication is key between home and school.</p> <p>We have introduced 'Seesaw' as an online platform to use in school and this was used during the covid pandemic. Parents, children and staff could communicate over the work that had been set on seesaw. This programme is still being used in schools to support the children's learning in and out of school.</p>	
<p><b>Targeted Support and Provision</b></p> <p>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.</p> <p>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.</p> <p>Staff have an understanding and awareness of the pupils who are at greater risk of experiencing poorer mental health e.g those</p>	<p>XX monitors the school's provision with SEN children and SEMH. As a staff we deliver interventions and these are closely monitored by XX as well as them conducting learning walks every term in each class to ensure that 'additional and different' is in place in each year group. The children that require support in order to maintain and enhance progress.</p> <p>On all of our school planning documents we ensure that children are identified at the top of the planning sheet for additional support needed within lessons. This is also to support any other members of staff that may need to deliver lessons to the children and will know immediately who are SEN and pupil premium children are.</p>	

<p>in care, young carers, LGBT, SEND, armed forces families etc.</p> <p><b>EVIDENCE: provide detail in the Action plan of some examples of partner organisations worked with/ referred onto.</b></p>	<p>XX is our safeguarding lead. As a staff we communicate with them regularly about children and any concerns we have. Some incidents are recorded on Cpoms as well as parent/teacher communication logs. These can be found in our classrooms and XX also keeps all information on children. We have worked with Early Help, Virtual School for our looked after children and Social services. We have had support from Compass Buzz with some of our families. In our school we have XX families that are linked to social services. This is continuously monitored by XX and meetings are held with parents and organisations to support our families further.</p>	
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**NEXT STEPS**

As a school we will continue to promote emotional health and wellbeing at the for front of everything we do. Through training courses that we have received, we will be able to implement further interventions to support our vulnerable children. Pupil voice is integral to our school development and we will continue to use our pupil voice groups as a platform to discuss emotional health and wellbeing.

As part of XX work on Mental health and wellbeing in school, we are going to re-introduce Nurture Group to the whole school and continue to ensure PSHE is a key area within our school.