



North Yorkshire and York Healthy Schools: Emotional Health & Wellbeing theme (EHWB)

This is an example of a EHWB completed action plan by a secondary 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.
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As part of the submission we require the following documentation to be uploaded as further evidence for this theme	
Documentation that is required	Yes, in place
An anti-bullying policy that includes all of the protected characteristics of the Equality Act 2010 and is accessible on the school website	Yes 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	Yes 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>	Yes Then there is a link to the PSHE curriculum on the school website
One photograph of a EHWB wellbeing board or an aspect that supports the EHWB theme in school	Yes Then attached a photo of EHWB display board

Pupil 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, including:

- Annual student survey, run by the pupil Healthy Schools Team, to investigate emotional health and wellbeing;
 - To conclude the student voice activities this academic year, representatives of the Healthy Schools Team will be attending a SLT meeting to discuss the suggestions from tutor groups in response to the outcomes from the student survey.
- Every two years, all Year 8 and Year 10 students complete the Growing Up in North Yorkshire survey
- The school has Lead Students for Wellbeing, who led on activities linked to this – and are there to support students in different ways;
- Regular opportunities planned into tutor time sessions, assemblies and the taught PSHE curriculum for students to discuss health and wellbeing; this was something that was picked up on by the recent survey as an area that students feel least confident with – and there have been follow up discussion in tutor groups to consider how this might be addressed.
- A cross-year group ‘Healthy Schools Team’ has been set up who have led the student survey/voice activities through this academic year.
- Meetings of the Healthy Schools Team appear on the school calendar.

See uploaded evidence from the pupil healthy schools team.

<p>Criteria to be achieved for the EHWB theme of the Healthy Schools Award</p> <p>PLEASE provide information to show that all aspects of the criteria are in place in your school.</p>	<p>Outline what you already have in place in your school to meet these criteria and how you know it is working.</p>	<p>ACTIONS – outline what you have put in place since working on the Healthy Schools scheme to meet these criteria.</p>
<p>Senior Leadership Commitment 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>The school has a link to ‘values and ethos’ on its homepage added in the link to the school website xxx The school’s values are Courage, Commitment and Compassion – and we have now added the following to this section: “And we look after each other, as well as our students, – paying close attention to wellbeing and emotional health across our school community. We are currently in the process of being formally recognised as a ‘Healthy School’ in response to our work on PSHE, Emotional Health and Wellbeing.</p>	<p><i>The criteria for meeting the award have been met, and the ‘actions’ that we will be working on are:</i></p> <ul style="list-style-type: none"> • The newly appointed Associate Leader: Personal Development to start SLT briefings and meetings – and review to Personal Development section of the SDP • Include the ‘next steps’ identified in this column within the SDP – and discuss these out at SLT meetings.

<p>EVIDENCE: please provide a link in the action plan to the school website where this information can be accessed</p> <p>EVIDENCE UPLOAD:</p> <ul style="list-style-type: none"> • Anti-bullying policy that is fully inclusive of the protected characteristics of the Equality Act 2010 • Whole School Mental Health Policy 	<p>Link to the anti-bullying policy and MH policy on the school website provided xx</p> <p>Cyber bullying appears in the planned taught PSHE curriculum, and is also covered in tutor sessions and assemblies, ensuring to include the most recent updates / areas of concern as social media evolves.</p> <p>All members of the school community are aware of the North Yorkshire Healthy Schools award – and the schools involvement in the programme</p> <p>Whole staff CPD sessions and planning time are now being used to ensure that our core values are embedded across the curriculum</p> <p>New role: Associate Leader for Personal Development has been created and filled.</p>	
<p>Senior Lead for Mental Health</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 Senior Mental Health Lead training</p> <p>EVIDENCE: provide detail in the Action Plan of the named Senior Lead for Mental health and their role and responsibilities within school</p>	<p>The school has now appointed an Associate Leader: Personal Development, with protected time, who, alongside the Assistant Headteacher for SEND and Inclusion, lead emotional health and wellbeing across the school. This member of staff has responsibility for the Personal Development section of the SDP, and meets with the Headteacher every two week to clarify emerging responsibilities. Communication of plans, actions and ideas is carried out via SLT, Governors (this member of staff is Staff Governor) and Staff briefings/meetings and the weekly newsletter to parents.</p> <p>The Associate Leader: Personal Development does not have a tutor group; this allows them to support and QA tutors, and also chair meetings of the Healthy Schools Team.</p> <p>The school also has a ‘Staff Wellbeing Champion’ who jointly plans and runs the termly Staff Wellbeing sessions (in</p>	<p><i>The criteria for meeting the award have been met, and the ‘actions’ that we will be working on are:</i></p> <ul style="list-style-type: none"> • The newly appointed Associate Leader: Personal Development to start SLT briefings and meetings – and review to Personal Development section of the SDP

	<p>directed time), feeding back to SLT outcomes from discussions.</p> <p>We also have a member of staff (FHA) who has formed a team of staff and students to work on a gardening project to transform a neglected area of land on the school site (which used to be an allotment) into our “Wellbeing Garden”.</p> <p>Healthy School Team now exists, and meets regularly (twice per half-term)</p> <p>Termly Staff Wellbeing sessions are planned in Directed Time</p> <p>There is now a ‘Personal Development’ column on the School Calendar, with details of extra-curricular and enrichment events – including those aimed at supporting emotional health and wellbeing.</p>	
<p>Curriculum – emotional health and wellbeing is part of the planned PSHE curriculum</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>The school has a planned 5-year programme (Years 7-11) to deliver PSHE, and includes the statutory requirements of the Relationships and Sex Education and Health Education curriculum (uploaded) and is on the school website (link to the overview of the PSHE curriculum on the school website xx)</p> <p>The GUNY survey and the school’s internal QA cycle confirms that the RSE is meeting the needs of students – but also draws attention to areas where greater breadth and/or depth of delivery is required to improve the broader quality of education for this area of the taught curriculum.</p> <p>The Associate Leader: Personal Development works closely with both HoKS and form tutors to ensure that they feel confident and equipped to deliver all aspects of the emotional health and wellbeing. The challenge of obtaining a consistent approach and a high level of quality across all FT’s is difficult – but regular formal and informal meetings with open and transparent conversations has certainly narrowed the variation in teaching and learning over the past 2 years.</p>	<p><i>The criteria for meeting the award have been met, and the ‘actions’ that we will be working on are:</i></p> <ul style="list-style-type: none"> • PSHE is now included in the cycle of Student Voice sessions. • Tighten up the FT feedback on the taught PSHE curriculum by moving to a quick survey via Microsoft Forms. • One area of the emotional health and wellbeing curriculum that staff feel that they require some CPD is ‘body image’ and also lessons about contraception.

<p>All aspects are regularly reviewed and evaluated to monitor the impact of the provision.</p> <p>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)</p> <p>EVIDENCE UPLOAD: Long term PSHE curriculum plan <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>The school now has a timetable 1 hour / week PSHE lesson, delivered by form tutors.</p> <p>Time is allocated on PD Days for whole-school CPD on the delivery of PSHE; for example, a session on ‘creating whole-class agreements’ with regards to conduct in PSHE sessions.</p> <p>On PD Days, time is now set aside for form tutors to discuss the planning and delivery of PSHE for the forthcoming term.</p> <p>QA: Learning walks are now carried out during tutor time and during the taught PSHE lesson.</p> <p>FTs now send comments to ACE at the end of each half-term with feedback from the taught PSHE sessions (what went well, what seemed a bit dated, what the students struggled with, where they lacked confidence in delivery etc.).</p>	
<p>Ethos and Culture</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 identified issues in a coherent and non-stigmatising way.</p>	<p>The school’s core values are Courage, Commitment and Compassion – and there are new displays around the school environment to reinforce this.</p> <p>Outcomes from both the student and staff wellbeing surveys, and evidence from Faculty Reviews and QA carried out during tutor time (incl. student voice) illustrates the positive relationships and sense of belonging and identity that exists.</p> <p>We now have Staff Wellbeing Meetings every term in school, led by two members of staff – whole feedback to SLT after every meeting; we also have an annual Staff Wellbeing Survey which is conducted via Microsoft Forms, and carried out in HT1.</p> <p>The role of the SENCO changed to ‘Assistant Headteacher: Inclusion’ to reflect the wider whole school responsibilities that they undertake. Part of this role involves line-managing the Pastoral Manager and thier team, who have responsibility for supporting the health and wellbeing of students.</p>	<p><i>The criteria for meeting the award have been met, and the ‘actions’ that we will be working on are:</i></p> <ul style="list-style-type: none"> • The GUNY survey confirms that for many students, ‘resilience’ is an attribute that remains a significant barrier to progress –In addition to using Catch-Up Funding, The National Tutoring Programme and small groupwork sessions (e.g., The 5 Ways to Wellbeing course), and we are looking to further strengthen the effectiveness of the taught curriculum, for example through using some of the resources created by BoingBoing. • The student survey showed that not all students feel comfortable talking about mental health; this was followed up by an online assembly by the Pupil Healthy Schools Team – and then ideas /

<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>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.</p>	<p>With regards to the taught curriculum, the school is moving back to a 3-year KS3; the timing of this (and the inevitable re-thinking of our intent and implementation) has meant that all staff are now considering ways of embedding our core values across the curriculum – both in terms of the taught curriculum, but also the wider curriculum.</p> <p>Termly staff wellbeing meetings next year are to be held during 'directed time'.</p> <p>Equality and Diversity' Training for all staff will be included in the PD section of the SDP</p> <p>The school has now moved away from the traditional 'Head Boy / Head Girl' format, and has re-structured student leadership roles; one role is Prefect: Health and Wellbeing, and several Year 10 students hold this responsibility – and this will be expanded to include 'Student Ambassadors' for Anti-Bullying and for specific curriculum subject areas.</p> <p>The programme for assemblies is aligned with the taught PSHE curriculum and activities in form time sessions – and is used to reinforce key messages around a range of issues such as mental health, safe relationships and the school's core values.</p>	<p>suggestions from every tutor group were collected. The next step is for representatives from the Pupil Healthy Schools Team to attend an SLT meeting, share the proposals, and for specific actions to appear next SDP.</p> <ul style="list-style-type: none"> • Use of CPD Twilight for staff training about the nine protected characteristics in the Equality Act – and how to challenge language that threatens any of these • The newly appointed Associate Leader will be working along alongside HoKS to re-establish the cross-year group School Council and Healthy Schools Team (which just comprises of Year 10 students at present).
<p>Staff CPD</p> <p>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 concerns.</p> <p>Staff have received CPD opportunities to enable them to effectively teach a planned curriculum for emotional health and wellbeing.</p>	<p>There is a wide range of subject-specific and broader whole-school and/or generic CPD opportunities that staff (teaching and non-teaching) are encouraged to participate in. For example, every Monday, the YTSA has CPD sessions, including Subject Network Meetings, that staff can sign up for. There are also in-school CPD sessions within Directed Time (on PD Days, Twilights and after-school meetings) that all staff participate in; the PSHE Lead also attends termly Network Meetings delivered by NYCC. Also, as part of the Performance Management process, staff identify specific areas of CPD that required to help them meet their objectives</p>	<p><i>The criteria for meeting the award have been met, and the 'actions' that we will be working on in are:</i></p> <ul style="list-style-type: none"> • In addition to the completion of evaluation forms after external CPD events, consider how internal CPD might be evaluated (e.g., via Microsoft Forms) – and how this could be used to tailor CPD in the future? • Whilst there have been CPD opportunities for staff to receive training to increase their knowledge of emotional health and wellbeing to equip them to be able to promote positive

North Yorkshire schools are actively engaged with [Compass Phoenix](#) and for all schools other appropriate CPD opportunities for York schools this could include the School Wellbeing Service yor-ok.org.uk

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.

EVIDENCE: provide detail in the Action Plan of staff training and the impact it has had on provision.

– and are supported in finding the right training / guidance to do this.

We now have a qualified ‘Thrive Practitioner’ (the Assistant Headteacher: Inclusion) which will be a major in-house resource for the school moving forwards.

After every external CPD session, an evaluation form is completed by the relevant member of staff.

The school does actively engage in Compass Buzz – several members of staff have received Compass Buzz training (see the ‘Student Mental Health Support’ leaflet) We also signpost pupils to www.thegoto.org.uk and work closely with the Healthy Child Team, CAMHS and Compass Reach.

The school now has a clear system of identifying CPD needs, logging CPD activities, and evaluating the impact of external CPD courses (see attached evidence).

HoF and HoKS are aware of individual CPD needs of staff within their team. For example, through the Performance Management process, staff meetings and each Faculty Review, areas of staff development are considered and appropriate support and guidance is provided to ensure these training needs are met.

Time is now allocated on PD days for the PSHE Lead to meet with each group of form tutors to discuss the planning and delivery of the taught curriculum.

In response to feedback from form tutors this year, there are now slots on the calendar (in Directed Time) where tutor can collaborate and plan PSHE sessions – taking the existing resources and ensuring that they are up to date, relevant and appropriate for their classes.

mental wellbeing and to identify mental health issues, this is something that has included a relatively small proportion of staff; therefore, it would be worth exploring how this training could be cascaded down to a wider audience (e.g., form tutors) – something that was done a couple of years ago on a PD Day – but since then we have had a large influx of new form tutors

- There was not really a question on the last Staff Survey addressing CPD – perhaps something that could be included on the next survey in Autumn?

	<p>During whole-staff CPD sessions, colleagues have been sign posted to: Winston’s wish training, psychological first aid training, Compass Buzz webinars.</p> <p>Our AHT has also received level 4 Compass Buzz training and is a newly qualified ‘Thrive Practitioner’.</p>	
<p>Working in partnership with Parents / Carers</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>EVIDENCE: provide detail in the Action Plan: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</p>	<p>Each week, the school send out its weekly newsletter from the Headteacher, and this includes information about activities in-school and outside school that promote emotional health and wellbeing; it also signposts links and contact details of external organisations who can support the wider school community with regards to emotional health and wellbeing.</p> <p>On every newsletter, there are the email addressed of both HoKS for parents/carers to contact if they have any wellbeing concerns.</p> <p>The Assistant Headteacher: Inclusion has also created a ‘Student Mental Health Support’ leaflet that was distributed to the members of the school community that raises awareness about points of contact in school and external organisations who can support the wellbeing of all members of the school community.</p> <p>The school also works closely with Early Help – Children & Family workers to support students who are struggling with aspects of school life and are at risk of becoming disaffected as result of a variety of external influences.</p>	<p><i>The criteria for meeting the award have been met, and the ‘actions’ that we will be working on in are:</i></p> <ul style="list-style-type: none"> • Review the current ‘Student Mental Health Support’ guide, and include some ‘Young People Mental Health Champions’ on it. • Establish a half-termly slot on the newsletter than could be written by a member of the pupil Healthy Schools Team, updating members of the school community with recent activities, progress etc. • Liaise with other schools across to YTSA to share ways in which they work in partnership with parents/ carers to promote emotional health and wellbeing. • Ensure copies of the “Student Mental Health Support’ leaflet’ are available at parents evening, open evenings etc.
<p>Targeted Support and Provision</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</p>	<p>All of our ‘Disadvantaged’ students attended an event by a band called, The Hara’, who delivered a performance the accompanied several discussions and presentations linked to mental health, online safety and cyber bullying.</p> <p>The school works closely with the Local Inclusion Panel and Hubs.</p>	

<p>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 in care, young carers, LGBT, SEND, armed forces families etc.</p> <p>EVIDENCE: provide detail in the Action plan of some examples of partner organisations worked with/ referred onto.</p>	<p>As part of the AHT's Thrive practitioner license, they will be able to carry out SEMH baseline assessments and action plans.</p> <p>We also work closely with alternative provisions and external agencies for specialist support – such as XX PRS, Early Help, CAMHS, the Healthy Child Team and Compass Reach.</p> <p>-We have a whole school provision map and also individual provision maps. Risk assessments for SEMH where applicable.</p>	
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