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**Emotional Health & Wellbeing theme**

**North Yorkshire Healthy Schools**

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| **Please insert your school name into this box** |

This action plan is to record progress and evidence towards achieving the Emotional Health & Wellbeing theme. You are asked to write evidence for all criteria into the action plan but it is made clear in bold when additional information needs to be either written into the action plan or documents need to be uploaded online as evidence, when you apply for a Healthy Schools award. Pupil voice is an integral part of achieving a Healthy Schools award. We expect evidence detailed throughout the action plan of how pupils are engaged and involved in Healthy Schools; as well as completing the pupil voice section at the start of the action plan.

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 noticeboard photograph. Then complete a short online survey, essential feedback for our funders. Your evidence will then be submitted for assessment towards an award and go through the quality assurance process.

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

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| **Pupil Voice** |
| **Pupil Healthy Schools team**  To make a submission for a healthy schools award the school must have a Pupil Healthy Schools team. This could be an existing group of pupils such as the school council, wellbeing champions, sport leaders or a newly formed group of pupils to support the school achieve the Healthy Schools award.  Pupils must be an integral part of the process as the school works towards achieving each award. **Throughout the action plan, we expect schools to provide information about how pupils have been engaged and involved in Healthy Schools.** This should consist of sharing the criteria with the Pupil Healthy Schools team and actively engaging them in the process of achieving an award. |
| **Growing up in North Yorkshire Survey 2020**  These are some of relevant questions from the survey for this theme that need to be looked at from your own school GUNY report:   * Key stage 1: Questions 12, 23, 29 and 36 covers if pupils like being at school and if they feel safe at school. * Key stage 2: Questions 76-77 cover resilience and question 81 is the pupils responses to the Stirling Children’s Wellbeing Scale * Key stage 3 /4: Question 53 covers the pupil’s responses to the Short Warwick-Edinburgh Mental Wellbeing Scale and question 54-55 covers resilience * Special schools: Question 29 and 30 reports on what pupils may worry about and who they would talk to and question 31 reports on pupils resilience   (other questions from the survey will also feed into the Emotional Health and Wellbeing theme e.g, bullying behaviours, feeling safe at school, what pupils worry about, having someone to talk to and how useful they find their PSHE curriculum )  We encourage this information to be shared with the Pupil Healthy Schools team to enable them to identify what is working well in school but also an aspect that can be improved for this theme. Please write below what the pupil’s healthy schools team have identified as the area for development, what changes have been implemented to make improvements and have pupils found the changes to be positive?  *If your school does not participate in the Growing up in North Yorkshire Survey 2020 we still expect the pupils healthy schools team to have identified an area for development within this theme based on their own experiences / wider school survey etc and what changes have been implemented to make improvements**and have pupils found the changes to be positive.* |
| **Pupil Healthy Schools Team.**  **Please write in here the identified action and implemented changes (this should be supported by a photograph of a Healthy Schools noticeboard, wellbeing board or an aspect that supports this theme in school)**  **EVIDENCE UPLOAD: your photograph in the theme’s photo upload box online.**  **A suggested approach is the You said…… We did…… Feedback on the changes ….. (we would like more than one example please)**  For example:  ***You said:*** The percentage of pupils with a high measure of resilience in the GUNY survey 2018 is 14% and the percentage with a low resilience score is 27% and feedback from pupils, “Need help with coping with my feelings” and “It’s hard for me to talk about my feelings”.  ***We did:*** Staff have had training in wellbeing and resilience and implemented a whole school approach to building up the whole school communities’ resilience. This has included training pupil wellbeing champions and a staff wellbeing champion. The pupil wellbeing champions have led some whole school assemblies and designed the wellbeing notice board in the school.  ***Feedback on the changes / positives***: In the 2020 GUNY survey 42% of pupils had a high measure of resilience compared to 14% in 2018 and 8% of pupils resilience had a low resilience score compared to 27% in 2018 survey. Feedback from pupils: “If you are feeling sad you can talk to an adult”,” Teachers talk to us about how important our emotions are” and “I feel like my school and teachers support me to talk about my feelings”.  **EVIDENCE: type in your examples below.** |

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| **Criteria to be achieved for Emotional Health & Wellbeing theme**  **PLEASE provide information to show that all aspects of the criteria are in place in your school.** | **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. A member of staff will access the compass phoenix pupil wellbeing champion training in the autumn term to enable the school to have pupil wellbeing champions in place by the spring 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: provide detail in the Action Plan of the website address for where this information is provided.** |  |  |
| **Policy**    [An inclusive and effective anti-bullying policy **that includes all of the protected characteristics of the Equality Act 2010** and cyberbullying and has been developed through wide consultation with the whole school community.](https://www.anti-bullyingalliance.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.  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.  The school has developed an emotional health and wellbeing policy which has been developed in consultation with the school community, is available on the school website and covers the whole school community.  **EVIDENCE: upload anti-bullying policy and emotional health and wellbeing policy.** |  |  |
| **Senior Lead for Mental Health**  There is a named member of staff who is the emotional health and wellbeing lead in school with protected time and clear responsibilities**.**  **EVIDENCE: provide detail in the Action Plan of the named Senior Lead for Mental health and their role and responsibilities within school** |  |  |
| **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 and 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 PSHE curriculum plan.** |  |  |
| **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.  Consideration has been given to develop Young People Mental Health Champions. If the school does have them what are their roles and responsibilities?  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 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.** |  |  |
| **Staff CPD**  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.  Staff have received CPD opportunities to enable them to effectively teach a planned curriculum for emotional healthand wellbeing.  The school is actively engaged with Compass Phoenix (was BUZZ) and / or other appropriate CPD opportunities.  **EVIDENCE: provide detail in the Action Plan of staff training and the impact it has had on provision.** |  |  |
| **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.  **EVIDENCE: provide detail in the Action Plan of how the school actively engages with parents and families** |  |  |
| **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.** |  |  |
| **NEXT STEPS**  **What are your next identified steps to continue to ensure the effective implementation of a whole school approach to Emotional Health & Wellbeing? If you participated in the Growing up in North Yorkshire survey 2020 what data are you using from the survey to make further improvements to emotional health and wellbeing?**  **Detail below.** | | |