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

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| **Please insert your school name into this box** |
| Please write in here if this application is for **all schools in a federation** for this theme. Please write the names of all the schools as part of this application (this does not apply to academy trusts): |

**PLEASE READ THIS SECTION FIRST**

**The process for achieving a North Yorkshire and York Healthy Schools Award**

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| The aim of this action plan is to record progress and evidence towards achieving the EHWB theme of Healthy Schools.   * 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 written. * A list of the further supporting documents that need to be uploaded online as evidence is provided at the start of the action plan |

**Getting started in school**

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| **Lead Staff Member**  Identify a named lead for the Healthy Schools Award but we do recommend a wider team work together on the award due to the different themes of the programme.  Share the EHWB action plan with the staff healthy schools team/ whole staff team and record what is already in place and is working well, using data from the Growing up in North Yorkshire survey/ School Health and Wellbeing Survey to support your responses.  Identify any outstanding elements of the EHWB criteria that need to be in place before submitting for the EHWB theme. Identify the actions required to fulfil the criteria, who is responsible and the time frame. | **Pupils 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.  Share the EHWB action plan with the pupils healthy schools team and enable pupils to contribute to what is working well in school and what could be further improved. Data from the Growing up in North Yorkshire survey/ School Health and Wellbeing Survey could also be shared with pupils.  The aim of the pupil team is to involve them to explore what is working well, what could be better and to help implement a positive change in your school linked to this theme.  (See appendix 1 at the end of the action plan for a suggestion on how you can feedback on pupil involvement) | **North Yorkshire: Growing up in North Yorkshire survey (GUNY)**  **York: School Health and Wellbeing Survey (SHWS)**  If your school took part in the GUNY or York schools the SHWS we would like data from the survey to be used to support your schools submission for a Healthy Schools award.  The data could be used to show:   * what was not working well and how you have implemented actions to make improvements * how well the provision is working in school and how this has been achieved   GUNY comparison data could be used from the 2018, 2020 and 2022 survey.  If your school did not take part in the GUNY / SHWS other data can be used – please identify the data source in the action plan. |

**Documents that need to be in place and will be required to be uploaded via the healthy school’s website as further evidence to support your schools submission for 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 |  |
| A whole school mental health policy that is accessible 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  *If your school has achieved the PSHE theme of the healthy schools award this does not need to be uploaded again* |  |
| **One photograph** of a EHWB wellbeing board or an aspect that supports the EHWB theme in school |  |

**Submitting for the EHWB theme once all elements of the action plan have been completed**

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| Submitting for an award via the healthy school website:  Log onto <https://healthyschoolsnorthyorks.org/> and sign in with your school username and password   * Once all criteria have been achieved, please work through the EHWB ‘Theme content’ section online, uploading evidence where required. * Finally upload your completed action plan and supporting photographs. *Please can all photographs be copied into a word document along with a short summary of what the photograph is showing.* * 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 [healthy schools website](https://healthyschoolsnorthyorks.org/) 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)

**The following is the action plan that needs to be completed when making a submission for the EHWB theme of the Healthy Schools Award**

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| **EHWB action plan criteria- this needs to be fully completed before applying for the EHWB theme** | | | |
| **Pupil Voice**  **Please write in this section what the pupil’s healthy schools team identified** as the area for development in relation to the EHWB theme and what changes have been implemented to make improvements. This should be **supported by a photograph** EHWB wellbeing noticeboard or an aspect that supports the EHWB theme in school. | | | |
| **Growing up in North Yorkshire Survey or for York schools the** **School Health and Wellbeing Survey (or other school data if the survey was not accessed by the school)**  **Please write in this section to showcase** some data from your schools survey that relates to the EHWB theme to either show how an area was identified for development or evidence to show an improvement in provision. | | | |
| **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.** | **Outline what you already have in place in your school to meet these criteria and how you know it is working.** | **ACTIONS – outline what you have put in place since working on the Healthy Schools scheme to meet these criteria.** | |
| **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.  The school website has a Mental Health policy and Anti-bullying policy  **EVIDENCE: please provide a link in the action plan to the school website where this information can be accessed**  **EVIDENCE UPLOAD:**   * **Anti-bullying policy that is fully inclusive of the protected characteristics of the Equality Act 2010** * **Whole School Mental Health 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**.**  If eligible the lead has accessed the [Senior Mental Health Lead training](https://www.gov.uk/guidance/senior-mental-health-lead-training)  **EVIDENCE: provide detail in the Action Plan of the named Senior Lead for Mental health and their role and responsibilities within school** |  |  | |
| **Curriculum – emotional health and wellbeing is part of the planned PSHE curriculum**    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.  The taught curriculum links to and complements 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: 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)**  **EVIDENCE UPLOAD: Long term PSHE curriculum plan (***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)* |  |  | |
| **Ethos and Culture**  There is a positive whole school culture, ethos and environment which promotes resilience, respect, fosters positive relationships and values diversity.  The school is inclusive and safe for all pupils and takes a positive approach to combating bullying.  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.  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?  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.  **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 concerns.  Staff have received CPD opportunities to enable them to effectively teach a planned curriculum for emotional healthand wellbeing.    North Yorkshire schools are actively engaged with [Compass Phoenix](https://www.compass-uk.org/compass-phoenix-training-webinars/) and for all schools other appropriate CPD opportunities.  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.** |  |  | |
| **Working in partnership with Parents / Carers**  The school actively works in partnership with parents/ carers to promote emotional health and wellbeing  There could be a section on the school website providing information and support around emotional wellbeing  **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** |  |  | |
| **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.  **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?**  **Detail below.** | | | |
| **Appendix 1: Pupil Healthy Schools Team** - A suggested approach is the You said…… We did…… Feedback on the changes..  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”. | | |