

§3 Children's Well-being and Positive Mental Health Action Plan 2017/2018

Mission: Outstanding by 2018

Strategy 3: Promoting Children's Well-being and Positive Mental Health

Key Strategic Aim	Lead	Expected Impact	Internal Monitoring	By whom	External Monitoring	By whom
3.1 Introduce new role of Thrive Action Plan Practitioner (AT). Support practitioner in delivering Thrive Action Plans and resourcing the Thrive Room. Continue to embed use of Thrive approaches to address children's mental health and well-being, including whole class Thrive screening.	HL	Thrive plans are delivered regularly and effectively and this improves well-being and readiness to learn of vulnerable children. Children's individual social, emotional and mental health needs are identified, allowing staff to take action to meet these needs. A cohesive approach allows for children to feel safe and supported.	Inclusion Leader – THRIVE plans monitoring.	HL	Brighter Futures monitoring	Kieran McCarthy/ Fred Lacey
3.2 Develop Well-being policies for pupils and staff in consultation with both pupils and staff.	GS/HL	Pupil's education will include how to understand and look after their mental health – just as we learn how to look after our physical health. The focus will be on preventing mental health problems and building resilience. Staff's wellbeing will be maintained allowing them to provide the nurture and support that the children need.	Policies to be submitted to Governors for approval.	GS/HL in collaboration with staff and pupils. SLT/CoG	Brighter Futures monitoring School Development Officer monitoring	Brighter Futures Kate Murphy
3.3 Develop PSHE programme of study using PSHE Association resources	HL	Children will be provided with a safe and supportive learning environment where they can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and	To be agreed with KS1 Leader.	SLT/CoG KS1 Leader	School Development Officer monitoring	Kate Murphy

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		opinions and put what they have learned into practice in their own lives. Children have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported.				
3.4 Raise awareness of the effects of gender conditioning and stereotyping on boy's mental health. HL and HS to take part in Boy's in Mind project (Solution Focussed Training) with Kate Murphy.	HL/HS	Boys feel well supported and able to express their mental health needs equally to girls. Staff are vigilant that negative gender conditioning and stereotyping does not occur.	Questionnaires completed by all staff at the beginning and end of training.	HL/HS SLT/CoG	School Development Officer monitoring	Kate Murphy
3.5 Establish use of Vulnerability Tracker to highlight and monitor needs of individual children.	GS/HL	Children's level of vulnerability will be clear as all areas affecting vulnerability are held in one place. This will allow for a more cohesive approach in meeting individual children's needs.	Plans put in place for our most vulnerable children.	Inclusion Leader/ SLT/CoG	School Development Officer monitoring	Kate Murphy

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Milestones				
Who	Strategy	Term 2 2017-18	Term 4 2017-18	Term 6 2017-18
Inclusion Leader	3.1	HL and AT to carry out a review of impact of Thrive Plan delivery and carry out any improvements/changes required to improve provision. AT to attend 4 day Theraplay training as CPD to support her new role.	Use of SPTO Provision Mapping to monitor impact of Thrive Plan delivery for individual children.	A review of the past year's use of Thrive plans being delivered by a Thrive TA in the dedicated Thrive Room will be made and a plan developed for 2018/2019 – what has worked well/what needs tweaking/is the resourcing adequate?
	3.2	HL/GS to consult with staff and children about what they think should be included in our Well-being Policies. HL/GS to submit proposed policies to Governors for approval.	HL to gather evidence and obtain feedback from staff and children about how the policies are being implemented and if there are still areas we need to develop.	A review will be made of how the policies are having a positive impact on the school community. Any improvements or need for further development will be fed into next year's Action Plan.
	3.3	Key Stage 1 staff will start using the PSHE Association Programme of Study and resources.	Inclusion Leader and KS1 Leader will review how the adoption of the new scheme is going and record anecdotally any positive impact on the children.	A final review will be carried out by the Inclusion Leader and KS1 Leader and a plan for the next academic year will be made.
	3.4	HL and HS (Inclusion Leader/ KS1 Leader) to attend training days and have the opportunity to feed back to the rest of the staff.	Impact of boys feeling well supported and feeling more able to express their mental health needs will be becoming more evident. Staff have become more vigilant about negative gender conditioning and stereotyping.	A final review will be carried out by the Inclusion Leader and KS1 Leader and a plan for the next academic year will be made.

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	3.5	Teachers to be aware of high scorers and have a plan in place of how to best meet needs.	Impact of additional support provided because of children being highlighted through the Vulnerability Tracker.	Review of how well the system has been implemented and decisions made on how to improve if necessary.
Monitoring & Evaluation				
Monitoring & Evaluation				