

Davyhulme Primary School Mental Health and Wellbeing Action Plan

Current Position Summary

The combination of outstanding pastoral care and quality of teaching at Davyhulme Primary School creates an environment that enables children to thrive. Pupils show tolerance and understanding of others. They have a wide range of opportunities to understand the importance of good mental health and well-being - for example explicit teaching through our PSHE and SMSC curriculum (Jigsaw Scheme), but this is reinforced consistently through the supportive, positive ethos of the school.

Our Mission Statement at Davyhulme Primary School is: '**Reaching for the Stars.**' This encapsulates our ethos that learning is a life-long process, and that as learners we are constantly striving, questioning, problem-solving and exploring. Learning is a challenge which we encourage our pupils to embrace with perseverance, determination, ambition and resilience. This ethos is underpinned by our Core Values which permeate through all aspects of school life:

- We are Ambitious.
- We are Caring.
- We are Courageous.
- We are Collaborative.

We know that our children feel safe and secure, they know which adults will listen to them and that they are valued. The World Health Organisation defines mental health as a state of wellbeing in which every individual achieves their potential, copes with the normal stresses of life, works productively and fruitfully, and is able to make a contribution to their community. Mental health includes our emotional, psychological and social wellbeing. It affects how we think, feel and act.

Good mental health helps children:

- learn and explore the world
- feel, express and manage a range of positive and negative emotions
- form and maintain good relationships with others
- cope with, and manage change and uncertainty
- develop and thrive.

Building strong mental health early in life can help children build their self-esteem, learn to settle themselves and engage positively with their education. This, in turn, can lead to improved academic attainment, enhanced future employment opportunities and positive life choices.

In line with local and national agendas, we aim to further develop our whole school approaches to Mental Health and Wellbeing thus providing opportunities for children, and the adults surrounding them, to develop the strengths and coping skills that underpin resilience. This is closely linked to our work on establishing a Growth Mindset ethos in school. Rather than simply praising success we praise effort and persistence. We believe the best thing to do is to teach children to love challenges, be intrigued by mistakes, enjoy effort, and keep on learning. Research has consistently proven the benefits of adopting a growth mindset on mental health: researchers found that the more **fixed** a person's view of their personality, the greater the symptoms of **mental health** problems they showed. They also found that students with a **growth mindset** were less likely to experience anxiety, depression and perfectionism. It is our belief that by focusing on our pupils' (and staff's) mental health and wellbeing, we can enable them to flourish and succeed both emotionally and academically. Evidence clearly shows that improved pupil health and well-being will further impact progress and attainment.

Mental Health and Wellbeing Action Plan

Davyhulme Primary School

ACTIONS	WHO WILL LEAD?	SUCCESS CRITERIA	MONITORING AND EVALUATION	TIMEFRAME	ADDITIONAL INFORMATION
<p>To use pupil questionnaire and pupil voice to ascertain a baseline for current levels of pupil understanding of MH and WB. Information to be used to prioritise areas for curriculum planning and development. This will enable us to plan effectively for prevention and change - e.g. identify those pupils who may need targeted support.</p> <p>To track / screen classes to ascertain how many potential pupils need support and get an early indication of how much support they might need.</p> <p>use Trice Murphy assessment sheets to establish baselines for need across the school. Plan strategic days to highlight MH (e.g. Children's Mental Health Day).</p>	<p>P McD KB LS</p>	<p>Improved outcomes evident on later questionnaire to be completed Autumn 2021.</p> <p>Improved MHWB will impact on pupil outcomes by minimising barriers to learning and risk factors such as mental health.</p> <p>Pupils with identified SEMH difficulties will make expected progress from their own baselines</p> <p>Evidence on Boxall Profile of progress towards strands for pupils with complex SEMH.</p> <p>Improved attendance and engagement of pupils directly supported with MHWB, for example those pupils attending Nurture Groups, receiving one-to-one counselling, play</p>	<p>Analysis of pupil questionnaires - analyse data to ascertain priorities.</p> <p>Analysis of pupil data - attainment and progress on Target Tracker.</p> <p>Analysis of Boxhall Profiles for specific pupils with SEMH needs.</p>	<p>First questionnaire to be given Spring 2 2021</p> <p>Second questionnaire to be conducted Autumn 2021</p>	

		<p>therapy, Forest Schools etc.</p> <p>Reduced number of incidents on the school Child Protection Online Management System (CPOMS), as these can impact negatively on the wellbeing of pupils.</p>			
<p>To provide information to parents regarding the MHWB agenda, where they can seek support, guidance and advice if they have concerns about their children:</p> <p>Parent questionnaire around children's MHWB to be given at parents' evening - feedback analysed</p> <p>To develop MHWB section on website to include advice and guidance for families - signposting to support both in school and externally</p> <p>To provide workshop/training session and informal 'drop in' sessions/coffee mornings for parents who may be concerned about MHWB</p>	<p>P McD KB LS</p>	<p>Improved parent partnerships and understanding of how to promote good MHWB with their children will impact on pupil outcomes.</p> <p>>80% of pupils will achieve at least expected progress and outcomes year on year.</p> <p>Pupils with identified SEMH difficulties will make expected progress from their own baselines</p>	<p>Website to be monitored and reviewed on half termly basis.</p> <p>Impact of parent workshops/drop in sessions to be measured - e.g. record of attendance, parental surveys - analysis of feedback.</p> <p>Pupil progress meetings and SEND reviews.</p>	<p>Information shared on website - Spring 1 2021</p> <p>Parent workshops/ Coffee mornings - Summer term 2021</p>	
<p>To continue to develop and embed 'Growth Mindset' approaches to enable pupils to become resilient and confident learners:</p>	<p>KB</p>	<p>Principles of growth mindset embedded through assembly,</p>	<p>Evidence in learning walks and lesson</p>	<p>Ongoing</p>	

<ul style="list-style-type: none"> • Staff training (refresh and renew) • Information for parents - website/workshop • Language of growth mindset approaches explicit throughout school. 		<p>quality marking & feedback.</p> <p>Pupil conversations show that children can use the language of learning and talk about ways in which they learn better.</p> <p>Growth mindset displays in every classroom.</p> <p>Pupils, through a metacognition focus, are able to apply learning strategies to overcome challenging tasks. This, in turn, should have a positive impact on attainment and progress and mental health.</p>	<p>observations/drop ins.</p> <p>Pupil voice - children use the language of growth mindset e.g. 'I can't do it ...yet!'</p> <p>'Is this my best work?' rather than 'this will do.'</p> <p>Improved resilience and confidence to challenge will impact on attainment and outcomes >80% of pupils making expected or exceeding expected attainment and progress.</p>	<p>Parent workshop - Summer 2021</p>	
<p>To introduce Zones of Regulation across the whole school to enable pupils to regulate their emotion.</p> <p>This curriculum approach will be introduced to nurture a child's ability to self-regulate and control their emotions. It uses a cognitive behavioural approach to the learning</p>	<p>SHW & 'Zones Team'</p>	<p>Use of Zones of Education lessons and resources throughout the school.</p> <p>A whole school approach to a consistent 'emotions' vocabulary.</p>	<p>Pupil questionnaires at the start and at termly intervals afterwards to view the impact of The Zones of Regulation.</p>	<p>Spring 2 2021 Summer 2 2021 Autumn 2 2021</p>	

<p>activities designed. It aims to help children to gain control by regulating their emotions, leading to the ability to problem solve.</p> <ul style="list-style-type: none"> • Staff training (staff meetings and twilights) • Create a Team to help lead the implementation. • Share resources and structure of the lessons. • Share the 'Zones' ethos and knowledge with children in assemblies. • Incorporate 'Zones' into the school awards eg 'A Zones Power' certificate for showing emotional resilience, self-control, emotional regulation. • Information for parents - website/workshop 		<p>Children are able to recognise the 4 zones and meanings, alongside the different emotions in themselves and others.</p> <p>Children can use their personal toolkits to articulate and regulate their emotions.</p> <p>Staff reporting that more children are using the toolkit strategies.</p> <p>Reduction in the number of emotional incidents which disturb the learning reported by teachers and teaching assistants.</p> <p>Reduced number of incidents on the school Child Protection Online Management System (CPOMS), as these can impact negatively on the wellbeing of pupils.</p>	<p>Evaluate and ascertain new priorities.</p> <p>SENCO to monitor: lessons taught by teachers, impact on pupils via student voice, staff survey, discussions with SLT and staff. SENCO to evaluate lessons, impact on pupils, share good practice and identify new priorities.</p> <p>SENCO to collect views from parents after website/workshop, evaluate responses and identify new priorities.</p>	<p>Half-termly</p> <p>Half-termly</p> <p>End of Summer term and Aut term 2021</p>	
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<p>To introduce 'Mental Health Champions' across the school to foster positive wellbeing.</p> <p>In order to do this, we will provide 'Mental Health Champions Training for Children' led by One Goal (Ben Lowndes). This includes an in school training workshop for a selected year group (Year 4). All pupils in Year 4 will then become our 'mental health champions'. The aim is that our pupils can better learn how to take care of themselves with their mental health condition. The idea behind the programme is to give children roles in the school, extra jobs and responsibilities and help them to put those skills into practice. This will be linked with 'Zones' and encourage the 'Zones' vocabulary, concept of the 4 zones and toolkits to develop emotional regulation and wellbeing.</p> <p>Our mental health champions will be taught different skills and qualities: the ability to observe and recognise when someone is struggling and how to tell if that person is feeling sad or alone/the ability to connect: how can children connect with someone else? How they can best communicate with the other children with their body language?How can they have positive conversations with other children?/ to teach children how to remain calm, to deal with stress and their emotions/To teach children how to show/feel empathy.</p> <p>This project will also provide school wide access to a Mental Health and Wellbeing Curriculum which features over 40 mini-course lessons around:</p> <ul style="list-style-type: none"> Building resilience Developing self esteem Overcoming anxiety 	<p>EB</p>	<p>All Year 4 pupils to become trained mental health champions.</p> <p>Children taught relevant skills for their wellbeing.</p> <p>For our children to be introduced to what mental health is in a way that they can understand it clearly.</p> <p>See - monitoring for 'Zones' also.</p> <p>Mental health champions to be trained so that can observe and recognise when someone is struggling/feeling sad etc.</p>	<p>EB to monitor impact of training on Y4 pupils - do they show a better understanding of how to take care of their own (and others) mental health?</p> <p>Do pupils know how to use different skills and qualities to promote better mental health?</p> <p>How successfully has this training impacted on other pupils across the school (beyond Y4)?</p>	<p>Spring 2021 Summer 2021</p>	<p>The One Goal Wellbeing Method is a unique framework for improving children's mental health and wellbeing. Based on more than 10 years of research and development, they have identified that many children and the schools supporting them can have difficulties across 7 key areas outlined below:</p> <ul style="list-style-type: none"> Improving behavior Managing emotions Raising aspirations Boosting self-esteem Developing team spirit Increasing active health Building resilience
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<p>To review current planning for PSHE in line with MHWB agenda - to incorporate explicit teaching of MHWB into the PSHE curriculum (we have recently purchased Jigsaw scheme to deliver our PSHE curriculum - this focuses on 'a mindful' approach to PSHE).</p> <p>To introduce the PSHE scheme to staff, focusing in particular on health and wellbeing. The intent of the Jigsaw scheme is to improve: pupils' capacity to learn, their resilience and emotional wellbeing and mental health and thereby enhance their life-chances.</p> <p>To promote mindfulness within the classroom so that our pupils are:</p> <p>Aware of their thoughts and feelings as they arise Are able to focus their mind on what they choose to focus it on both outside of themselves and within themselves.</p> <p>To teach our pupils specific interventions e.g. breathing (Calm Me) techniques so that they can choose to regulate their thoughts and feelings (linked to Zones of Regulation).</p> <p>Can make links with 'Zones', use their personal toolkit to regulate their emotions and use the 'Zones' vocabulary to say how they feel. Ultimately this should promote wellbeing.</p>	<p>KB RR SB SHW LS</p>	<p>Jigsaw scheme to be fully introduced and implemented across the whole school - training given on 4/1/2021. Refresher staff meeting on 3/3/2021.</p> <p>All staff to be using resources and techniques to promote better mental health: Circle time Calm Me techniques Mindful moments</p> <p>Calmer pupils - they know how to regulate their emotions. Improved behavior noted by teaching staff. See - monitoring for 'Zones' also. Reduced number of incidents on CPOMS.</p>	<p>KB to monitor pupil behaviour across the school - drop ins, learning walks, pupil voice.</p> <p>Staff feedback during staff meetings - what impact have you noticed since you have introduced Calm Me techniques and mindful moments into your lessons?</p> <p>Fewer cases of anxiety referred to LS.</p>	<p>Spring and Summer term 2021.</p>	
<p>To develop provision for pupils with sensory/SEMH needs that impact on MHWB by creating a Nurture/Sensory Room.</p>	<p>KB SHW</p>	<p>Nurture/Sensory room to be up and running!</p>	<p>Pupil Voice Parent Voice</p>	<p>Summer term 2021 - room</p>	<p>KB to approach PTA to ask if they will consider funding this project. This will involve</p>

<p>The Nurture Room will be a place within our school where children can be given freedom to express themselves. The aim is to effectively address our children's needs and prevent exclusion from the classroom and any distress caused by them not having the coping skills, through no fault of their own.</p> <p>We aim to develop a reduced stimulation, relaxation area within this room and to embed the use of sensory circuits to support pupils with high levels of anxiety.</p> <p>This room will also be used for nurture groups which will be led by our teaching assistants across the school. Nurture groups are a short-term, focused intervention for children with particular social, emotional and behavioural difficulties which are creating a barrier to learning within a mainstream class. Teaching assistants will be trained by our SENCo in how to run an effective nurture group.</p> <p>To incorporate the Zones of Regulation curriculum approach fully into the nurture group with daily activities to help children develop the ability to self-regulate and control their emotions.</p>	LS	<p>Teaching Assistants to have been trained on how to run an effective nurture group (SHW to target key staff to lead this).</p> <p>Fewer incidents of 'classroom' exclusions as early intervention successfully prevents this.</p> <p>Improved behavior noted of specific pupils with particular social, emotional and behavioural difficulties.</p> <p>Fewer incidents for LS to deal with.</p> <p>See - monitoring for 'Zones' also.</p>	KB and SHW to monitor impact of nurture groups on pupils' behavior and social/emotional needs.	to be created. Training of staff to follow...	decorating a room and then kitting out with appropriate furniture/equipment e.g. soft furnishings, comfortable chairs/bean bags, sensory equipment etc.
<p>To provide regular opportunities for pupils to learn self-help strategies to reduce anxiety aggression and improve well-being for example breathing exercises, relaxation, yoga.</p>	KB PSHE team LS SHW	Reduced anxiety and aggression will support improved attainment >80% of pupils making	Pupil voice Staff feedback	Spring 2 2021 and Summer terms 2021	Staff meeting time to discuss ways of implementing regularly to ensure children develop self-help skills

<p>Anxiety Gremlin project - every class to do this when pupils return on 8/3/2021.</p> <p>Mindfulness promoted during weekly PSHE lessons - teachers to be encouraged to extend this to other times throughout the day.</p> <p>Use of Zones of Regulation toolkit strategies/Calm Me techniques.</p> <p>We will use high quality children's books to teach aspects of mental health - e.g. Ruby's Worry, Black Dog, The Way I Feel etc.</p> <p>We will continue to focus on outdoor learning. We will continue to follow the Forest School curriculum and all pupils will participate in the Daily Mile.</p> <p>Forest School activities led by Nature's Den practitioners for KS 1 LAC/PP pupils - we intend to extend this to KS 2 pupils in the Summer term (PP pupils and pupils with SEMH needs).</p>		<p>expected or exceeding expected attainment and progress.</p> <p>Increased attendance and engagement for pupils with SEMH</p> <p>Reduced number of incidents on CPOMS.</p> <p>No exclusions</p> <p>See - monitoring for 'Zones' also.</p>	<p>KB - informal lesson drop ins and learning walks.</p>	<p>Ongoing</p>	
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STAFF WELLBEING

<p>To improve the mental health and wellbeing of all staff across the school.</p> <p>To have an inset day to take views of staff and union reps and to finalise action plan.</p>	<p>P McD KB SLT</p>	<p>Happy and healthy staff!</p> <p>SLT have listened to, and responded to, staff feedback.</p>	<p>Head - Deputy - members of staff to feed back both formally and informally-</p>	<p>Spring term 2021.</p>	<p>Create budget expenditure to fund enhanced support experiences for staff e.g. Yoga or well-being day. Use of Chris Pickup notes.</p>
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<p>Survey/consult staff for ideas and initiatives.</p> <p>Staff to complete questionnaire on MHWB and workload.</p> <p>Plan strategic days across academic year to ensure focus is on MHWB and ensure they are not squeezed out by other 'priorities'.</p>		<p>Low turnover of staff.</p>	<p>anonymous surveys to check impact.</p>		
<p>Workload</p> <p>To rationalise the demands of teaching and learning so that workload is manageable and healthy work/life balance is maintained.</p> <p>Form a Working Party of staff representatives from each phase to include teachers , TAs and support staff to identify 'pinch points' and to offer feedback on issues related to workload.</p>	<p>P McD KB</p>	<p>Head and Deputy to meet with working party to arrive at workable approach.</p> <p>Happy and healthy staff! Low turnover of staff.</p>	<p>Head - Deputy - members of staff to feed back both formally and informally- anonymous surveys to check impact.</p>	<p>Spring term 2021.</p> <p>Ongoing</p>	<p>Release time - refreshments for working party- quality time to meet.</p>
<p>Focus on Physical Experiences so that good mental health and wellbeing will follow by intent/implication.</p> <p>Provide Flu jab to all staff who want it - Provide exercise experiences or SD opportunities to converse with other adults during the working day.</p> <p>Provide 'Wellbeing' days for staff (Inset day) e.g. mediation exercises, blood pressure checks, massage etc.</p>	<p>P McD KB</p> <p>LS (social secretary!)</p>	<p>Feedback from staff - Wellbeing questionnaires.</p> <p>Happy and healthy staff.</p> <p>Low turnover of staff.</p>	<p>Head - Deputy - members of staff to feed back both formally and informally- anonymous surveys to check impact.</p>	<p>Spring term 2021.</p> <p>Ongoing</p>	

Provide opportunities for rest and relaxation and for staff to socialize - e.g. 'feel good' experiences such as 'random act of kindness' initiatives, bacon sandwich/coffee morning, staff quizzes, bonfire social (Covid-19 permitting!).