



Chawson First School – 3 Year Mental Health and Wellbeing Strategic Development Plan



Our vision:

At Chawson First School we all share a united vision that all of our children will develop into emotional secure independent, articulate and aspirational children that are able to monitor and regulate their own emotions and behaviours to adapt and deal with different situations.

Context:

The Government produced a Green Paper making a commitment to improve the mental health and wellbeing of children and young people as it is recognised that a child's emotional health and wellbeing influences their cognitive development and academic learning alongside physical and social health. In the longer term reduced mental health and wellbeing leads to individuals developing mental illnesses and experiencing poorer health into adulthood. COVID 19 has fundamentally increased difficulties related to emotional and social health and wellbeing and as such schools need to greater develop a coordinated approach to identification and support for children and staff alike.

Aims:

- For all children to leave the school being able to articulate and manage their emotions and apply a range of strategies that help them to self-regulate and mentally cope with the normal stresses of life as they move to their next stage of education and beyond.
- To embed a culture of openness around mental health through creating a safe and calm environment and ethos where children and staff are valued and can express their views and influence decisions on matters which impact mental health and wellbeing.
- Provide staff development which supports staff to confidently teach and support children in developing knowledge, understanding, articulation and emotional regulation strategies related to positive mental health and wellbeing.
- To deliver a broad and balanced curriculum which focuses on all elements of the PHSE and RSE curriculum promoting resilience through a range of social and emotional activities and learning opportunities.
- To support and develop staff knowledge in relation to identifying children and staff members that need support and or additional provision.
- To follow a graduated tiered school support pathway to ensure early intervention which allows us to reduce low level mental health and wellbeing characteristics, identify emerging issues early, give targeted effective support and access specialist support and treatment.
- To continue to develop and enhance active partnerships with parents and external agencies to promote mental health and wellbeing by ensuring access to support.

The following plan outlines how we intend to achieve this with time.

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Key Aspect of DSMHL role	What do we need to do to improve our provision in this area?			Monitoring Milestones: Completion / Review
	Individuals responsible and CPD Requirements			
	2022-2023	2023-2024	2024-2025	
Leadership and Management	Action: Complete audit of current whole school provision. Create whole school positive mental health and wellbeing policy. Outcome: DSMHL is able to identify leadership priorities for enhancing positive mental health in school. Policy make clear ethos and culture, practices and procedures for consistent whole school approach. DEVELOP	Action: Continue to champion positive mental health through being a strong role model, delivering training and supporting staff. Complete research and set up adult family learning sessions through coffee and chat. Outcome: DSHML is demonstrating strong leadership and staff feel confident to seek advice and mirror strategies they are using themselves to the children. Evidence based courses are selected to deliver to parents to empower them to support their children at home. SUSTAIN	Action: DSMHL to ensure own CDP - knowledge and training, changes in expectations etc are known and shared with staff. School culture and ethos are embedded and evident in all aspects of school life. Outcome: DSMHL is fully secure in curriculum knowledge, school practices and procedures and impact of all interventions are effective. Provision reflects DfE expectations and needs of the children. DSMHL is able to demonstrate all aspects of the designated role job descriptors. EMBED	
Ethos and Environment	Action: Create a whole school pathway for school support around positive mental health and wellbeing. Outcome: All staff will have clear knowledge and understanding of how mental health and wellbeing is supported at the different tiers in school. DEVELOP	Action: Review School Support Pathway. Staff, Pupil, Parent and DSMHL led. Outcome: Views and opinions are gathered and considered. Any alterations regarding school provision and external agency support is made and shared with staff. Evidence of staff modelling positive mental health strategies and support reflect strong relationships. Children can articulate how to have good wellbeing and mental health. FURTHER DEVELOP AND EMBEDD	Action: All staff and DSMHL follow the School Support Pathway when managing cases linked to positive mental health and well-being. Outcome: Cases are individually well managed, staff consistently share the procedures and signpost support to parents and children and support colleagues. Staff and children reflect the school view and culture of positive mental health openly seeking support and providing support to each other with managing emotions and interactions. Children confidently articulate how the school values and promotes good wellbeing and mental health. SUSTAIN	

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Curriculum, teaching and learning	Action: Year groups to finish medium and short term plans for any outstanding core theme areas or topics of PHSE/RSE and mental health curriculum. Outcome: Satisfactory full coverage of the of PHSE/RSE and mental health curriculum across the school. Coverage is evident in planning, teaching and children's responses either in books or through pupil voice interviews. FURTHER DEVELOP FROM LAST YEAR	Action: Review curriculum plans making any adaptations to activities and resources. Staff led. Outcome: Teachers and DSMHL are fully aware of prior learning and make links between the children's learning and ensure progression. Therefore children understand and know more and reinforce positive behaviours and strategies. EMBED	Action: Continue to deliver all core themes of PHSE/RSE and mental health curriculum consistently. Outcome: Mental health and wellbeing is an integrated part of the everyday curriculum. Planning and resources are well embedded across the school. Children demonstrate resilience and knowledge and understanding of their own mental health and strategies to self-regulate. SUSTAIN	
Pupil/Student voice	Action: Complete children's questionnaire to gather their views around how the school promote and support positive mental health. Outcome: DSMHL is aware of children's views and opinions around Chawson's mental health provision and can take these into account when reviewing and setting actions for the following academic year. Children feel that their opinions are valued and respected. DEVELOP	Action: Continue to embed oracy and build children's confidence to articulate themselves. Outcome: Children speak more openly and confidently about mental health and the strategies they have learnt to help self-manage. EMBED	Action: Create mental health champions/council to represent the children in promoting, sharing and further developing support in school. Develop child led peer coaching. Outcome: Chawson children are valued in identifying, managing and reviewing practices and procedures to promote positive mental health in school through pupil voice and wellbeing groups. Children apply their own knowledge and strategies to supporting each other. DEVELOP	
Staff development, health and wellbeing	Action: DSMHL to deliver staff training. Mental health ROC is introduced. Complete staff questionnaire to gather their views around how the school promote and support positive mental health. Outcome: Staff are aware of the whole school approach to mental health and how	Action: DSMHL to deliver further training for identifying and supporting mental health and wellbeing. CPD given to key staff working with children with specific needs/ difficulties. Outcome: Staff have deeper understanding and awareness of the indicators for reduced positive mental health and are able to	Action: Staff engage with promoting their own and others mental health and wellbeing. Gather staff feedback. Outcome: Staff feel confident to openly share and discuss when their positive mental health is reduced and coach each other with implementing strategies to make improvements.	

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	to raise and record a concern about a child or another staff member. DSMHL is aware of staff views and opinions around Chawson's mental health provision and can take these into account when reviewing and setting actions for the following academic year. DEVELOP	model strategies in the everyday curriculum and signpost families to support within the community. Staff play a greater role in family planning meetings. EMBED	Staff report improved ability to manage work load and mental health. SUSTAIN	
Identifying need and monitoring impact	Action: DSMHL to complete whole school audit of mental health provision. Review recorded concerns and gather staff views on areas. Needs of the children. Outcome: DSMHL and SLT are aware of what is already established in school what needs introducing, developing and sustaining. Information is present to inform and create a 3 Year plan of development. DEVELOP	Action: To trial and develop scaling tools/ resources as a method of measuring provision impact. E.g. 0-5, 0-10, faces, blob trees. Mental health practitioner to contribute to measuring impact of provision. Staff to log concerns and follow up actions onto CPOMS. Outcome: DSMHL will be able to report to SLT the impact of provision on children to validate effectiveness and inform future provision offers. DSMHL to use CPOMS as a tool for establishing statistical data for mental health. EMBED	Action: Update school positive mental health support pathway. Ongoing use of CPOMS as a tool through which to develop data analysis and whole school summative reports. Outcome: Effective mental health support and provision is established. Data will be used as a basis to evaluate progress and contribute to planning next steps. SUSTAIN	
Working with parents, families and carers	Action: DSMHL to introduce monthly EH chat/ drop in sessions for parents. Support information shared through website and school social media page. Monthly scheduled meetings are held for children/ families experiencing a higher level of difficulty at home/ school.	Action: DSMHL to offer and manage evidence informed interventions in the coffee and chat sessions to develop adults skills with emotional resilience and wellbeing, to forge greater engagement between school and parents. Outcome: Trusting relationships forged demonstrated by greater family	Action: Adult wellbeing/ parenting training sessions continue to be attended by parents. Outcome: A greater range of parents attend. Parents begin to support and encourage each other (peer coaching). Parents begin reporting more sustained improvements within the home.	

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	Outcome: Parents attend sessions and share concerns, difficulties that children or the family are experiencing. School are more aware of needs within the home. DEVELOP	engagement and open communication at sessions and meetings. Parents empowered and confident to support themselves more through attending and accessing training sessions. FURTHER DEVELOP	EMBED	
Targeted support and appropriate referrals	Action: To begin working with Mental health practitioner (from the Hereford and Worcestershire Wellbeing & Emotional Support Team) Outcome: Develop the targeted provision school is able to provide identified children. DSMHL will be aware of the expectations of the training and what can be provided to school. DEVELOP	Action: Continue to work alongside Wellbeing and Emotional Support team and training practitioner. Outcome: School has access to a trained mental health practitioner to deliver targeted level support to children and families in school. EMBED	Action: Team meetings are regularly held to review provision and progress. Team works in partnership to identify when children need referring to higher level specialist support. Outcome: Consistent specialist support is available in school. Successful referrals are made and accepted at the appropriately identified time to avoid delays in accessing specialist provision. SUSTAIN	