

## Wembley Primary School Wellbeing Strategy 2024/5

### Foreword

I am pleased to welcome you to Wembley Primary School Wellbeing Strategy for 2024/5. Our strategy looks at the areas of wellbeing and mental health that we believe can make the most difference to our staff, pupils and parents in the school community.

Our aim is to help develop the protective factors which build resilience to mental health problems and to be a school where:

- All children, families and staff are valued.
- Children and staff have a sense of belonging and feel safe.
- Children and staff feel able to talk openly with trusted adults about their problems without feeling any stigma.
- Positive emotional health is promoted and valued.
- Bullying is not tolerated.
- PSHE is taught regularly and consistently and gives children opportunities to understand emotions, feelings and learn key skills in how to keep themselves physical and mentally healthy.

As a school, we recognise that it is crucial that we promote staff emotional health and wellbeing, as well as that of our children and families.

We see wellbeing in a broad sense which includes physical health and recognise that children's emotional health is a crucial factor in their overall wellbeing and can affect their learning and achievement.

What is **'good'** emotional health and wellbeing in our school?

- To be resilient, confident, adaptable and collaborative
- The ability to recognise, acknowledge and manage their feelings
- The ability to develop caring and concerns for others
- The ability to develop meaningful, positive and long-lasting relationships
- The ability to take responsibility for themselves and make practical decisions
- The knowledge of how to promote their own wellbeing

- It includes everyone within our school

## **Strategic overview**

To implement the vision, the Head teacher and Governors committed to the employment of a Mental Health and Wellbeing Leader in September 2019. The Wellbeing Leader is responsible for promoting the wellbeing and positive mental health of pupils, staff and parents and leads a School Improvement Plan (SIP) team to ensure this is a priority.

Whilst all staff have a responsibility to promote the emotional health and wellbeing of students, and staff. The staff with a specific, relevant remit include

- Headteacher- Designated Safeguarding Lead (DSL), first point of contact for Safeguarding Issues and staff Wellbeing
- Deputy Head/Assistant Headteachers- Pupil and Staff Wellbeing within their phase
- Mental Health Lead and SENCO- Lead on supporting staff to understand their responsibilities to children whose emotional health problems mean they need special educational provision, coordination of staff training and referrals to school provision and external agencies
- Lead on PSHCE and teaching about emotional health and wellbeing.

## **Wellbeing Vision Statement**

At Wembley Primary we:

- Commit to promoting positive wellbeing throughout our school community.
- Understand the importance of wellbeing and the role it plays in creating an environment where all are healthy, happy and achieve their best.
- Listen, support and respond to the views of our community and provide opportunities to equip all with the tools needed to maintain a positive well-being.

Goals	What We Have Achieved/ Where We are Now – July 2024	How We Know This/ Key Evidence needed/who done by	Next Steps/Further Desired Outcomes
Objective One – The whole school is committed to promoting and protecting emotional wellbeing and mental health by achieving the wellbeing award	<p>Maintained the commitment to the Award and kept Wellbeing high profile over the 3 years.</p> <p>Enlist a reassessment team to include a variety of staff across the school community, led by our Inclusion SIP team.</p> <p>Members of the reassessment team were allocated a different focus area including to ensure that all stakeholders were well represented</p> <p>Continue to include more opportunity for pupil voice throughout the school in a range of areas</p> <p>We carried out a reassessment Self-Evaluation so that we could evaluate where we were and what action we needed to take to further improve Wellbeing of our school community.</p> <p>Ongoing review of the PSHE curriculum carried out as regards its effectiveness in teaching and</p>		

	<p>promoting wellbeing. Other initiatives related to Wellbeing e.g. RRS, LFTT</p> <p>Created a strategy document for the process and monitored it at regular stages.</p> <p>The WAS framework was used as a diagnostic tool and implemented via the Strategy document and School Improvement Plan.</p>		
Objective Two – The school has a clear vision and strategy for promoting and protecting emotional wellbeing and mental health, which is communicated to all involved with the process	<p>Our whole school vision statement updated to embed our desired outcomes and has wellbeing at its centre since the previous Wellbeing Award assessment, based around the consultation done previously.</p> <p>Continue to share updated strategy that clearly sets out our desired outcomes.</p> <p>We approved the strategy document with the SLT team and shared with the whole school community</p>		

	<p>We reviewed our provisions and how we currently support wellbeing and mental health</p> <p>CPD Programme in place with a wellbeing focus for whole staff and specific members of staff</p> <p>An identification system continues to be in place which takes into account risk factors.</p> <p>Key policies have been kept up to date to ensure that Wellbeing was at the centre of all of these.</p>		
<p>Objective Three – The school has a positive culture which regards the emotional wellbeing and mental health as the responsibility of all</p>	<p>We have continued to take steps to create an awareness across the whole-school community of the importance of emotional wellbeing and mental health, including its impact on academic performance.</p>		

	<p>Our whole-school community understands their role in promoting and protecting emotional wellbeing and mental health.</p> <p>We have an accountability framework that clearly sets out who is responsible for emotional wellbeing and mental health within the school leadership.</p> <p>We have worked to implement positive ways of talking about, and removing the stigma around, mental health.</p>		
<p>Objective Four The School actively promotes staff emotional wellbeing and mental health</p>	<p>The school follows our Wellbeing policy that includes staff.</p> <p>Staff continue to be offered supervision within the school through coaching, wellbeing</p>		

	<p>meetings and through appropriate services</p> <p>CPD is in place to consider staff wellbeing.</p> <p>An annual budget is in place for staff wellbeing.</p> <p>Appraisal policies and procedures is in place to specifically support the emotional wellbeing of staff</p> <p>Annual staff questionnaires are completed and the results from these are analysed.</p> <p>Staff are offered a wellbeing meeting each term to discuss how we can improve on procedures that impact their wellbeing.</p> <p>Teachers and TAs are offered 1:1 Wellbeing meetings.</p>		
<p>Objective Five</p> <p>The school prioritises professional learning and staff development on</p>	<p>Staff development on emotional wellbeing and mental health is part of the School improvement plan annually.</p>		

<p>emotional wellbeing and mental health</p>	<p>The school continues to deliver a program of mental health training for all staff across the school community, including SLT, Teachers, Teaching Assistants and Midday Staff.</p> <p>Many staff have received specialist training for mental health of specific pupil groups or have attended consultations to help them understand the social and emotional needs of these pupils.</p> <p>School has continued to refine and monitor procedures to indicate, monitor and record concerns around mental health concerns for all pupils.</p>		
<p>Objective Six The school understands the different types of emotional and mental health needs across the whole-school community and has systems in</p>	<p>Pupil and staff needs are assessed at regular points and feedback is acted upon.</p>	<ul style="list-style-type: none"> <li>•</li> </ul>	



<p>place to respond appropriately</p>	<p>Teaching assistants, teaching staff, office and welfare staff have received training to help them respond to signs of emotional or mental distress in pupils and each other.</p> <p>We have a clear identification and information sharing system for pupils in place.</p> <p>We use our best endeavours to provide for pupils a range of interventions appropriate to the needs identified.</p> <p>The school signposts to, and assists parents and carers with referral services, including Early Help, social care, Family Wellbeing Centres, NHS and wellbeing services(e.g. WEST, STAR, CAMHS) within the borough.</p> <p>We continue to have our ‘ Open-door’ policy for parents and staff to access member of SLT/teachers and discuss any concerns immediately.</p>		
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<p>Objective Seven</p> <p>The school actively seeks the ongoing participation of the whole-school community in its approach to emotional wellbeing and mental health</p>	<p>The views of staff, pupils and parents are collected through annual questionnaires for all groups, wellbeing meetings for staff and parents, and pupil groups.</p> <p>Regular communication around wellbeing are disseminated in the school environment via various means.</p> <p>Wellbeing representatives are in place for staff, parent and pupils.</p>		

<p>Objective Eight The school works in partnership with other schools, agencies and available specialist services to support emotional wellbeing and mental health</p>	<p>The school has worked with other schools to share best practice and new learning. This has allowed us to establish networks</p> <p>The school has identified and maintained links with appropriate local health, social care and voluntary and community sector services.</p> <p>The school has identified key staff to represent the school at mental health forums, we have shared this information and new learning with the school staff</p> <p>The school has informed and participated in local commissioning arrangements undertaken by the local authority and local charities.</p>		
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	<p>The school has evaluated feedback received from its partners such as Educational Psychologists teams and Public Health services.</p>		
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