



Wellness Action Plan 2021-22



Wellness aims include:

1. To ensure that a robust system is being followed meeting the statutory requirements in Mental Health and Wellbeing for all members of the school community.
2. To create a well-being culture and environment.
3. To develop positive relationships between colleagues.
4. Support staff to develop personal resilience and coping strategies.
5. To develop staff involvement in decision-making

| KEY PRIORITY | | | | |
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| Objective | Actions and Responsibility | Success Criteria | Completion | Resources |
| To ensure that a robust system is being followed meeting the statutory requirements of Mental Health and Wellbeing for all | <ul style="list-style-type: none"> • There is a qualified Mental Health First Aider on the staff. • To proactively promote Mental health and wellbeing so that it is discussed openly in school. • Staff to participate in discussions around mental health for adults and children. • To ensure that regular Mental health materials are updated and disseminated to all staff. | <ul style="list-style-type: none"> • There is a named Mental Health First Aider across the Federation. • Staff and children will speak openly about mental health. • Staff will have a greater understanding of mental health issues for both adults and children. • Staff will have access to mental health materials to use for themselves and/or for use with the children in their care. | Ongoing | Time in staff meetings to disseminate. MHFA |

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| | <ul style="list-style-type: none"> To encourage autonomy and share expertise by using skills that staff have to their maximum and for the benefit of all. To develop clear and open communication systems. To create an ethos where all members' points of view are listened to and where staff feel comfortable to discuss any issues they may have in a trusting, caring and respectful relationship. To support with practical aspects – i.e. comfortable and clean staff facilities, wellness display board with positive quotes and supports available, undisturbed break and PPA times, effective use of support staff etc. | <ul style="list-style-type: none"> Staff expertise is identified and shared across the federation. All staff contribute to communication – ensuring that all parties are kept informed. Staff feel that they can openly discuss any issues and give their opinions. Staff areas are clean, comfortable and accessible. Schools have a wellness display and resources are also available on the schools' websites. Staff receive their full entitlement to breaks and PPA times. Support staff are timetabled to ensure that they are utilised efficiently. | | SLT SLT SLT/All staff All staff/MHFA/ SLT Cleaning staff |
| To develop positive and supportive relationships between colleagues. | <ul style="list-style-type: none"> To become aware of each other's roles and responsibilities to develop appreciation of what everyone contributes to the life of the school/federation. To ensure that there is a good working relationship between colleagues both within and across schools where all members feel involved and supported. To develop and share a strong collective vision. To promote positive behaviours – to avoid conflict and to ensure fairness in the workplace. To enlist a social secretary within the federation who will organise wellness treats, activities and events for all staff. To encourage open and honest dialogue about all aspects of school life. | <ul style="list-style-type: none"> Everyone is aware of each other's roles and responsibilities – they know who they should go to for information, advice etc. about given aspects of school life. All staff work together in a professional manner. All staff feel supported, cared for and involved. All staff know, understand and have a collective vision of where the federation is heading and have bought into the vision. Everyone respects each other's opinions – they can discuss and have disagreements in an open and honest, mutually respectful way. Everyone is treated equally and included in all aspects of the school. All staff are regularly included in treats, activities and/or out of school events. | Ongoing | SLT/All staff All staff SLT/All staff Social Secretary SLT/All staff |

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| | | <ul style="list-style-type: none"> Staff know that they can discuss any aspect of school life to any member of the school community – staff become solution focused and positive ‘can do’ attitude, rather than thinking of problems and negativity. | | |
| Support all staff to develop personal resilience and coping strategies. | <ul style="list-style-type: none"> To ensure that all staff are treated fairly To ensure that staff are involved in consultation when significant change is proposed. To support staff in being able to cope with the pace of change and the introduction of new initiatives. To give adequate notice of changes, backed up with comprehensive training as needed. To support staff who have to deal with disruptive pupils and/or ‘angry’ parents – i.e. provide them with opportunities to debrief. To support members of the school communities - if they are feeling anxious/stressed out. To effectively lead and ensure that SLT encourage openness and development through the necessary CPD. To ensure that all levels of SLT and co-ordinators are supportive in all aspects of their role. To reduce stress by ensuring that all members of the community are fully informed of events and/or activities as far in advance as possible. To encourage a solution focused approach as oppose to problem finding, so that any problems at school can be surmounted. To develop personal wellness action plans with all staff. | <ul style="list-style-type: none"> All staff are included in all aspects of school life by everyone. Staff assimilate changes confidently and it becomes embedded well. Any changes to be made to be informed of in advance and training provided prior to putting change into place with opportunities for questions, discussion and feedback included. Staff have ‘opportunities’ following an incident whereby they can discuss their feelings and ensure that they are feeling comfortable before continuing work. All staff can support staff or children who are feeling anxious/stressed out or suffering from mental health issues – it is everybody’s responsibility. All staff are responsible for their own CPD – linked to their performance management/co-ordination areas. CPD related to new initiatives is organised by SLT. Communication systems are in place to ensure that all members of the school community know with notice - when events and/or activities are planned, so that they can include in their weekly timetables. All staff have attended training on solution focused approach. All staff are able to accept and welcome professional criticism. Staff get opportunities to share something positive that they have achieved. | Ongoing | SLT/All staff SLT/ Co-ordinators MHFA/ SENDCo All staff SLT/All staff SLT/Co-ordinators/All staff SLT/MHFA/All staff |

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| | | <ul style="list-style-type: none"> • All staff have adopted an email curfew system in place. • All staff have created their own personal wellness action plans which include: <ul style="list-style-type: none"> - actions and behaviours that support the employee's mental wellbeing - symptoms, early warning signs and triggers for poor mental health or stress - potential impact of poor mental health or a mental health problem on their performance - what support they need from their line-manager - positive steps for the individual to take if they are experiencing stress or poor mental health - an agreed time to review the support measures to see if they're working. - It should be drafted by the employee, with and then discussed and agreed with the manager. This should be reviewed regularly to accommodate any changes in an individual's work-related situation. | | |
| To develop staff involvement in decision-making | <ul style="list-style-type: none"> • To involve all staff in the decision making process and opportunities to give their points of view on all aspects of school life. • To encourage autonomy – so that staff feel in control of their jobs; are encouraged to use their skills and act on their initiative to complete work to best of their ability. • To ensure that staff have the materials needed to do the job. • To ensure that all staff are clear about what is expected of them in their roles and their responsibility in helping the schools to achieve their aims. | <ul style="list-style-type: none"> • Staff feel involved in the decision making process. • Staff feel 'trusted' to do their job, share their expertise and act on their own initiative. • Staff feel confident in their role. • Staff feel that they have the right tools to do the job. Resources are purchased in advance according to theme requirements. • All staff can verbalise what their role entails and knows their responsibilities in helping the schools to achieve their aims. • All staff are aware of the schools' priorities as these are shared by those involved. | Ongoing | SLT/All staff SLT/All staff SLT/All staff SLT/All staff |

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| | <ul style="list-style-type: none"> To ensure that all staff are aware of the schools' priorities. | | | |
| SCHOOL DEVELOPMENT PLAN PRIORITY | | | | |
| Key Priority Covid-19 To support children and staff's mental health | <ul style="list-style-type: none"> To take part in PSHE, NUFC Sessions. To take part in Commando Joe's. To follow PSHE planning. To increase and include PSHE sessions based on class needs. To establish networks where children support each other. To establish networks where staff support each other. | <ul style="list-style-type: none"> Pupils and staff feel well supported and know who to go to for support. Needs following Covid-19 lockdown and/or self-isolation are addressed. Evidence of this is documented as it occurs. Pupils feel more positive about themselves. Pupils are more supportive of each other. Staff feel more positive about themselves. Staff are more supportive of each other. | Ongoing | All staff SLT/MHFA |
| To raise children's and staffs' aspirations and self-coaching skills. | <ul style="list-style-type: none"> To provide positive role models for children. To provide positive role models for each other. To give children roles of responsibility – i.e. well-being monitors. To ensure that all staff have roles of responsibility and that they accept each others' support and professional criticism. Children know what to do when they can't do something. Staff know who to go to if they need help or support. Targeted children receive social skills support, so that they may interact with each other more successfully. Pupils have regular opportunities to debate a range of issues which include those that are important to them and those of national importance. | <ul style="list-style-type: none"> Children all have a goal to aim towards. Staff all have a goal to aim towards. Children can coach themselves and each other to improve. Staff can coach themselves and each other to improve. Our Federation becomes a learning community. Staff act as positive role models and share their goals with children. Staff act as positive role models and share their goals with each other. Pupils are confident learners. Staff are confident learners. Staff enjoy teaching and stay in the profession. All children are celebrated. All staff are celebrated. Pupils have time to discuss and share their learning. Staff have time to discuss and share their learning. Barriers to learning are broken down. | Ongoing | All staff SLT/All staff All staff |

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| | <ul style="list-style-type: none"> • Staff have regular opportunities to carry out research, CPD and debate/share a range of issues which include those that are important to them and those of wider educational importance. • Children use Commando Joe's activities to build upon resilience and self-esteem. • Staff develop resilience and self-esteem. | <ul style="list-style-type: none"> • Pupil leaders and school council members take an active role in school life and have a voice. • All staff take an active role in school life and have a voice. • Children respect each other's viewpoints. • Staff respect each other's viewpoints. • Children are able to challenge views that they don't agree with or feel uncomfortable with. • Staff are able to challenge views that they don't agree with or feel uncomfortable with. | | SLT/All staff All staff SLT/All staff |
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