



KILDWICK CE PRIMARY SCHOOL
Learning to Live, Living to Love, Loving to Learn

Workplace Health and Wellbeing Strategy

Date Approved: Spring 2022	Next Review: Spring 2023
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1. Introduction

- 1.1 Kildwick CE VC Primary School recognises the importance of supporting and promoting the health and wellbeing of all staff and that this can have a positive impact on their work performance and attendance.
- 1.2 Health relates to a person's physical and mental condition. Wellbeing is the subjective state of being healthy, happy, contented, comfortable and satisfied with one's quality of life. Mental wellbeing relates to a person's emotional and psychological wellbeing. This includes self-esteem and the ability to socialise and cope in the face of adversity. It also includes being able to develop potential, work productively and creatively, build strong and positive relationships with others and contribute to the community.
- 1.3 This strategy sets out the school's vision in relation to employee health and wellbeing. It is supported by an action plan, at appendix 1, which details the steps which the school is taking to maintain and promote the health and wellbeing of all staff.

2. Aims and objectives

- 2.1 Through this strategy the school aims to improve employee health and wellbeing and as a result:
 - Develop a more motivated workforce who are able to deliver a better education for pupils of the school
 - Attract and retain high quality staff who make a positive contribution to the performance of the school
 - Improve the school's effectiveness by actively reducing staff absenteeism and turnover

- Encourage staff to achieve a work-life balance suited to their personal circumstances
- Create an environment where staff feel able to raise concerns regarding their health and wellbeing and to provide them with effective support where possible

2.2 This will be achieved through:

- Development of a culture which is supportive where employees feel that their contribution is valued
- The implementation of people management processes which are based on the principles of trust, equality and fairness, (and we signal out commitment by signing up to the Education Staff Wellbeing Charter)
- Effective leadership which empowers employees and teams to work effectively
- A holistic approach to wellbeing including consideration of the impact which decisions and changes have on employees

2.3 The school recognises that a number of inter-related factors impact on employee health and wellbeing. The relative importance of these will depend on the circumstances of individual employees and may change throughout their lives and careers.

3. Responsibilities

3.1 The Governing Body are responsible for approving this strategy and ensuring that appropriate policies and arrangements are adopted to support the health and wellbeing of all staff.

3.2 School leaders are responsible for the implementation of this strategy and developing the school's action plan, in conjunction with employees. They are pivotal in ensuring a positive school culture and developing a supportive work environment which supports employees to achieve a reasonable work-life balance.

3.3 Employee involvement is key to the success of this health and wellbeing strategy and staff are encouraged to contribute to, and participate in, wellbeing initiatives, plans and targets, and to ask for help and support when they require it.

4. Review

4.1 The impact of this strategy will be monitored on an annual basis and a report made to the governing body.

Kildwick CE VC Primary School

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Mental Health and Wellbeing Action Plan 2021-2022

ACTIONS	WHO WILL LEAD?	SUCCESS CRITERIA	MONITORING & EVALUATION	TIMEFRAME	ADDITIONAL INFORMATION / LINKS TO MENTAL HEALTH AWARD AND SSDP
<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 indication of how much support they might need.</p> <p>Plan strategic days to highlight MH (e.g. Children’s Mental Health Day).</p>	<p>RC / TW / DA</p>	<p>Improved outcomes evident on later questionnaire to be completed Autumn 2022.</p> <p>Improved MHWB will impact on pupil outcomes by minimising barriers to learning and risk factors such as mental health. Pupils with identified SEMH difficulties will make expected progress from their own baselines.</p> <p>Improved attendance and engagement of pupils directly supported with MHWB.</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>Analysis of pupil questionnaires – analyse data to ascertain priorities.</p> <p>Analysis of pupil data – attainment and progress on INSIGHT assessment tracker.</p>	<p>First Questionnaire to be given January 2022</p> <p>Second questionnaire to be given Summer 2022</p>	<p>Organisation and structure and culture – pupils</p> <p>Support for pupils</p> <p>Strategic School Development Plan – Learning to Live – Priority 1</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 to parents. – 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 signpost and /or provide workshop/training session and informal ‘drop in’ sessions/coffee mornings for parents who may be concerned about MHWB</p>	<p>RC / TW / DA</p>	<p>Improved parent partnerships and understanding of how to promote good MHWB with their children will impact on pupil outcomes.</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. Pupil progress meetings and SEND reviews.</p>	<p>Information shared on website – Spring 2022</p> <p>Parent w / shops – summer 2022</p>	<p>Working with parents and carers</p> <p>Working with external services</p> <p>Strategic School Development Plan – Learning to Live – Priority 1</p>
<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 a group of children across school. Children’. 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.</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</p>	<p>RC / TW / DA</p>	<p>A selection of children from Y1-Y6 are 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>Mental health champions to be trained so that can observe and recognise when someone is struggling/feeling sad etc</p>	<p>monitor impact of training on 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</p>	<p>Spring 2022</p>	<p>Leadership and Strategy</p> <p>Organisation and structure and culture – pupils</p> <p>Support for pupils</p> <p>Working with external services</p> <p>https://www.onegoyal.co.uk/</p> <p>Strategic School Development Plan</p>

<p>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: Building resilience Developing self-esteem Overcoming anxiety</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: Improving behaviour Managing emotions Raising aspirations Boosting self-esteem Developing team spirit Increasing active health Building resilience</p>	<p>promote better mental health?</p> <p>How successfully has this training impacted on other pupils across the school?</p>		<p>– Learning to Live – Priority 1</p>
<p>To review current planning for PSHE in line with MHWB agenda – to incorporate explicit teaching of MHWB into the PSHE curriculum (Corum Life Education)</p> <p>To promote mindfulness within the classroom so that our pupils are: 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>RC / TW / DA</p>	<p>Corum Life Education scheme to be fully implemented across the whole school – Updates January 4th 2022.</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.</p> <p>Reduced number of incidents on CPOMS.</p>	<p>Staff feedback during staff meetings – what impact have you noticed since you have introduced mindful moments into your lessons?</p> <p>Fewer cases of anxiety referred to KW.</p>	<p>Spring 2022</p>	<p>Leadership and Strategy</p> <p>Organisation and structure and culture – pupils</p> <p>Support for pupils</p> <p>Strategic School Development Plan – Learning to Live – Priority 1</p>
<p>To fully utilise and embed the newly appointed role of pastoral and welfare assistant. They will provide:</p>	<p>RC / TW / DA</p>	<p>Reduced anxiety and aggression will support improved attainment >80% of</p>	<p>Pupil Voice / Staff feedback</p> <p>Informal Drop ins</p>	<p>Sept 2021</p>	<p>Leadership and Strategy</p>

<p>regular opportunities for selected pupils to learn self-help strategies to reduce anxiety aggression and improve well-being for example breathing exercises, relaxation, yoga.</p> <p>They will use resources such as? The anxiety Gremlin Socially Speaking Lego Therapy</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. We will continue to focus on outdoor learning.</p> <p>We will continue to engage pupils in the Forest School curriculum and all pupils will participate in the Daily activity challenge.</p>		<p>pupils making 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>Organisation and structure and culture – pupils</p> <p>Support for pupils</p> <p>Strategic School Development Plan – Learning to Live – Priority 1</p>
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Staff Wellbeing

<p>To complete the NYCC health and wellbeing toolkit</p> <p>Sign up to the Education Staff Wellbeing Charter</p> <p>To establish the ‘Mental Health Ambassador role within school.</p>	<p>RC / TW / DA</p>	<p>To ensure that is embedded into all aspects of school life and its importance recognised by all members of the staff team.</p>	<p>TW / RC / DA to monitor the impact of the health and well-being strategy implementation.</p>	<p>Spring 2022</p>	<p>Support for staff</p> <p>Strategic School Development Plan – Learning to Live – Priority 1</p>
<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 to finalise action plan</p>	<p>RC / TW / DA</p>	<p>Happy and healthy staff!</p> <p>SLT have listened to, and responded to, staff feedback</p>	<p>Head - AH- members of staff to feedback both formally and informally -</p>	<p>Spring 2022</p>	<p>Support for staff</p> <p>Strategic School Development Plan – Learning to Live – Priority 1</p>

<p>Survey/consult staff for ideas and initiatives. 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>anonymous surveys to check impact.</p>		
<p>Workload 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>RC / TW / DA</p>	<p>Head and AH to meet with working party to arrive at workable approach. Happy and healthy staff!</p>	<p>Head - AH - members of staff to feedback both formally and informally anonymous surveys to check impact.</p>	<p>Spring 2022 – Ongoing</p>	<p>Support for staff Strategic School Development Plan – Learning to Live – Priority 1</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)</p> <p>Provide opportunities for rest and relaxation and for staff to socialise – e.g. 'feel good' experiences such as 'random act of kindness' initiatives, bacon sandwich/coffee morning, staff quizzes, bonfire social (Covid-19 permitting!)</p>	<p>RC / TW / DA</p>	<p>Feedback from staff – Wellbeing questionnaires.</p> <p>Happy and healthy staff.</p>	<p>Head - AH - members of staff to feedback both formally and informally - anonymous surveys to check impact.</p>	<p>Spring 2022 – Ongoing</p>	<p>Support for staff Strategic School Development Plan – Learning to Live – Priority 1</p>