

Northwick Park Primary and Nursery Academy Wellbeing Strategy

January 2023 - July 2025

Foreword

I am pleased to welcome you to Northwick Park Primary and Nursery Academy Wellbeing Strategy for 2023/25. 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 aims are to ensure that all stakeholders are able to maintain positive wellbeing and mental health, for best possible outcomes in life, no matter what their circumstances are.

Vision Statement

At Northwick Park Primary and Nursery Academy we commit to making it our mission to promote resilience and positive wellbeing for all our pupils and staff. We understand *wellbeing* as a state of being comfortable, healthy and happy. We will drive the message forward, to ensure that mental health is 'everyone's business' across the whole school community. We will strive to create an environment that has a whole school approach, in providing excellent mental health support, understanding and intervention. We will put wellbeing at the heart of our school to ensure successful learning and commit to our policies reflecting this.

Goals	What We Have Achieved/ Where We are Now	How We Know This/ Key Evidence	Next Steps/Further Desired Outcomes
<p>Objective One – 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>	<p>The school's vision statement reflects our commitment to emotional wellbeing and mental health.</p> <p>The school's policies have been audited and relevant policies have been updated to ensure that they reflect the work we are doing on promoting and protecting emotional wellbeing and mental health.</p> <p>When we consider/discuss wellbeing and mental health we think about it for all stakeholders.</p>	<p>Vision statement is in place and on our website.</p> <p>The school's values which are displayed around the school, and that the children refer to, reflect our commitment to protecting and promoting wellbeing.</p> <p>Emotional wellbeing and mental health continues to feature in the School Improvement Plan as we know there is still more that we can do.</p>	<p>School Improvement Plan to be monitored and action taken.</p>
<p>Objective Two – The school has a positive culture which regards the emotional wellbeing and mental health as the responsibility of all</p>	<p>The PSHE scheme, Jigsaw, has been implemented. Every year, pupils complete a unit called 'Healthy Me' and alongside considering physical health they are taught about emotional health.</p> <p>Assemblies that address emotional wellbeing and mental health are planned for each term.</p>	<p>Jigsaw lessons and floor books are monitored.</p> <p>Assemblies are planned for by the wellbeing lead.</p> <p><i>Pupil Perception December 2022</i> <i>89% of pupils enjoy being at school</i> <i>94% of pupils feel safe at school</i> <i>98% of pupils have friends at school</i> <i>98% of pupils know who to ask for help</i></p>	<p>Pupil Perception Survey to be completed – Spring 2024</p>

	<p>A termly 'wellbeing' newsletter is sent to parents keeping them updated with what we have been doing in school and sharing ideas and top tips for supporting their children at home.</p> <p>A parent comment box is in place in the school office and parents can also contact staff by email.</p> <p>An annual health and wellbeing week is held each year, and we also take part in Place 2 Be's Childrens Mental Health Week.</p> <p>Meetings by school council, staff council and the wellbeing team offer opportunities for staff and pupils to discuss emotional wellbeing and mental health and share ideas.</p>	<p>Ofsted May 2023 <i>Leaders' provision for pupils' personal development is a strength. Leaders ensure that all pupils have opportunities to develop and flourish. Pupils have opportunities to try new things. For example, every pupil learns to play a musical instrument by the time they leave the school. Staff actively promote pupils' physical and emotional health and wellbeing. Pupils take an active role in supporting others, both in school and in the local community. They are very well prepared for the future.</i></p>	
<p>Objective Three The school actively promotes staff emotional wellbeing and mental health</p>	<p>The wellbeing policy which includes a section relating to staff. We have two trained Mental First Aiders at work across the trust who work together and are available to speak to staff.</p> <p>The well bring team meet termly to discuss and review relevant matters. Staff can approach and raise matters or suggestions with members of the team, or alternatively share their matters or suggestions anonymously via the comment box.</p>	<p>The wellbeing policy is reviewed regularly and updated accordingly.</p> <p>Matters discussed during staff council meetings are recorded and shared with SLT.</p>	<p>Performance Management to be reintroduced for support staff.</p>

	<p>Staff wellbeing is on the agenda for each staff council meeting and a member of the wellbeing team attends the meetings. Informal supervision was trialled in a few different ways including 'drop in and chat' and then 'chat buddies' but neither turned out to be successful. Staff seem to prefer having the choice of who they speak to. SLT have a 'open door' policy for staff wanting to talk about their wellbeing.</p> <p>Supervision is in place for our daycare staff and our pastoral support staff.</p> <p>Many events have been held for staff which vary in success. Staff breakfasts, Christmas markets, raffles, sporting events, mini-golf, Fizzy Friday's etc.</p> <p>A marking review took place and an updated 'Responding to Children's work' policy was implemented in September 2020.</p> <p>Staff carrying out Performance Management know to ask about emotional wellbeing and mental health during each stage of the process.</p> <p>A staff wellbeing board and wellbeing tree have been added to the communal staffroom.</p>		
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<p>Objective Four The school prioritises professional learning and staff development on emotional wellbeing and mental health</p>	<p>There has been a wealth of training on emotional wellbeing and mental health over the past two years. We have two trainers for Trauma Perceptive Practice and all staff across the Trust are now TPP trained after an intensive programme of training.</p> <p>We are working closely with the NHS Mental Health Support Team. They are delivering sessions throughout the year to our pupils, leading assemblies, and training for staff.</p> <p>We recently reviewed our behaviour systems and structures linked to our TPP training and this was shared with all staff through training sessions.</p>	<p>There is a planned programme of CPD which includes staff development on emotional wellbeing and mental health We have a qualified Mental Health First Aider at the school.</p>	<p>Regular TPP updates either in staff meetings, briefings, emails and using the TPP display board in the staffroom.</p> <p>Senior Mental Health Lead training is available with the possibility of being accredited.</p> <p>Our 'Chatty Art' teacher is undertaking an initial training programme about art therapy.</p> <p>All teaching staff to have emotional coaching training delivered by our school Counsellor.</p> <p>Trauma Perceptive Practice for Families training for TPP trainers.</p> <p>Managing anxiety training delivered by MHST.</p>
<p>Objective Five The school understands the different types of emotional and mental health needs across the whole-school community and has systems in place to respond appropriately</p>	<p>Clear systems and structures are in place in the school. Identification of concerns or issues from any staff member are recorded on the appropriate coloured slips depending on the incident/concern and a member of SLT and/or the school Counsellor is informed. Each month a 'caring and sharing' meeting is held with key stakeholders within the school including SLT, School Counsellor, pastoral care, SENCO and attendance officer where we discuss individual cases and monitor interventions that have been put in place.</p>	<p>Notes are made in Caring and Sharing meetings. CPOMs is used to track incidents and concerns relating to pupils. Pupil Drop in and Chat sessions are well attended. The school Counsellor has a full workload, and a waiting list is held. Evaluations are completed regularly by pastoral support staff working with pupils on SEMH needs. Teachers also complete evaluations at the end of each term. Children</p>	<p>Continue to make assessments of pupils needs.</p> <p>Make further improvements to the triage paperwork to make it even clearer what pupils need support with.</p> <p>Continue to work with The University of Bath on the Hamish and Milo research project.</p>

	<p>Pupils have the opportunity to attend 'drop in' sessions where they can share any worries or concerns, they have. Identified children have regular relaxation sessions during the week. The school counsellor has her own case list of children that she is working with. We now have a calm sensory area that can be used by pupils to support their wellbeing.</p> <p>There are other activities that take place that address wellbeing including yoga, mindfulness, walk a mile and Forest School. For many years the school has held an annual wellbeing week as well as taking part in Place to Be's Mental Health week each February.</p> <p>We have increased our capacity and now have more pastoral support in place. We have a triage system in place which is used to signpost to support, either in school or through an external agency where appropriate/available.</p> <p>We deliver a range of interventions to pupils including using the 'Hamish and Milo' programme of which we are part of a university research project. Some pupils have daily or weekly 1:1 mentoring, others have 'Chatty Art', and many children are in SEMH groups.</p> <p>MHST deliver whole class sessions and then work 1:1 with parents whom we have referred.</p>	<p>complete a pupil voice at the end of their block of SEMH group work.</p> <p>All SEMH support is timetabled and regularly reviewed and changed as needed.</p> <p>The NHS Mental Health Support Team has an agreed timetable of events across the year to ensure that all children from Year 3 – 6 receive tailored sessions.</p>	<p>Continue to develop links with outside agencies. Begin the Kids Inspire Support programme.</p> <p>Investigate SEMH support available for KS1 pupils.</p> <p>One-page profiles to be introduced for pupils with SEMH needs.</p>
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<p>Objective Six The school actively seeks the ongoing participation of the whole-school community in its approach to emotional wellbeing and mental health</p>	<p>The school actively seeks the ongoing participation of the whole school community in a range of areas including our approach to emotional wellbeing and mental health. We have a school council which is used effectively as part of pupil voice. Staff wellbeing is on the agenda for each staff council meeting and a member of the wellbeing team attends the meetings.</p> <p>We pride ourselves on the strong links we have with our parents, and most are very supportive of what the school does. We have a termly wellbeing newsletter and a section on our website dedicated to wellbeing.</p> <p>Our school counsellor meets with the parents of children she is working with and speaks to many others on the telephone.</p> <p>We have 'drop in' sessions available for pupils at lunchtime.</p> <p>Pupils in Years 4,5 and 6 can apply to be Wellbeing Champions. We used a company called 'One Goal' to deliver a day's training to our pupils on how to be a wellbeing champion and now staff members of our wellbeing team are able to provide training to the pupils each year.</p>	<p>Staff council and Wellbeing team minutes taken and shared with SLT. Social media is used to highlight events. Newsletters are sent out regularly to parents including a termly wellbeing newsletter. Changes to the behaviour strategy and information about TPP was sent out to parents.</p>	<p>One-page profiles to be completed with input from parents, teachers and pupils. These will be available for everyone working in the classroom. Continue to update the wellbeing section of the website.</p> <p>Wellbeing champions to be added to each year – training to be given.</p> <p>Wellbeing information board and TPP board to be updated in the staffroom.</p> <p>Regular update about progress about emotional wellbeing and mental health in Governor's meetings.</p> <p>Annual pupil, staff and parent voices to be completed.</p>
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	<p>We recently reviewed our behaviour systems and structures linked to our TPP training and this was shared with all staff through a training session, with pupils during assemblies and with parents through a newsletter.</p>		
<p>Objective Seven The school works in partnership with other schools, agencies and available specialist services to support emotional wellbeing and mental health</p>	<p>The CEO, Head of School, School Counsellor and SENCO have good links with outside agencies including the School Nurse, Behaviour Support Services, Educational Psychologists, CAVs and EWMHS.</p> <p>We maintain close links to Leigh Beck Infants Academy and William Read Primary Academy (part of the Northwick Park Multi-Academy Trust) and staff meetings and training is shared.</p> <p>The school is part of the Canvey Schools Partnership, and the CEO regularly attends meetings with local head teachers where there is a sharing of resources.</p> <p>Strong links have been built with the NHS Mental Health Support Team. We have two members working weekly in our school, delivering whole school approaches to mental health, and working 1:1 with parents.</p> <p>Our school is part of a University of Bath research project. We are working with the team from the Hamish and Milo support programme and the Virtual</p>	<p>We are effectively able to signpost relevant services to parents.</p> <p>Links to services are available on our website.</p> <p>Consistent good practice is shared across the Trust.</p>	<p>Continue to promote and strengthen links and utilise services.</p> <p>Develop links with Kids Inspire Support to see what other services they can offer us.</p>

	school, to deliver SEMH interventions and look at the impact of the programme from the data collected.		
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