

Northwick Park Primary and Nursery Academy Wellbeing Strategy September 2025 - July 2027

Foreword

I am pleased to welcome you to Northwick Park Primary and Nursery Academy Wellbeing Strategy for 2025/27. 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>Emotional wellbeing and mental health always features in the School Improvement Plan as we know there is still more that we can do.</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>We achieved the targets on our last School Improvement Plan. This included ensuring all staff were trained in TPP (Trauma Perceptive Practice), updating and implementing new aspects of our behaviour policy and developing clearer triage procedures for children needing support.</p>	<p>A new School Improvement Plan has been written which has emotional wellbeing and mental health and one of its key foci. This needs 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, is established in the school and is monitored regularly. 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>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>Jigsaw lessons and floor books are regularly monitored.</p> <p>Assemblies are planned for by the wellbeing lead and also an annual wellbeing week.</p> <p>Pupil Perception December 2024 77.5% of KS2 pupils believe they can make a difference if someone is feeling worries or unhappy.</p>	<p>Implement My Happy Mind across the school including the parent APP.</p> <p>Move from Wellbeing Warriors to Happiness Heroes.</p> <p>Work towards to SuperKind for school award which encourages the school community to take part in social actions.</p>

	<p>A parent comment box is in place in the school office and parents can also contact staff by email.</p> <p>We always take part in Place 2 Be's Children's 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>Wellbeing Warriors have been in place for several years and take responsibility for supporting pupils on the playground.</p>	<p>Staff Stakeholder Survey December 2024 <i>95% of staff said they understand their contribution in promoting emotional wellbeing and mental health within the school.</i> <i>95% of staff recognised that everyone involved with the school needs to support and look out for each other when it comes to emotional wellbeing and mental health.</i></p> <p>Parent Stakeholder Survey December 2024 (Low response rate 42 submissions) <i>83% of parents said they understand their contribution in promoting emotional wellbeing and mental health within the school.</i></p> <p>External Review September 2024 <i>At Northwick Park, staff have a detailed knowledge of the pupils and their families. This is used to identify and, in most cases, overcome barriers which impact on pupils' learning and behaviour.</i></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>Continue to work closely with Adult Community Learning to offer parents free courses in school to support them in addressing emotion wellbeing and mental health.</p>
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<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 wellbeing 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. A member of SLT has been allocated to the team to ensure that any issues raised can be addressed quickly.</p> <p>Staff wellbeing is on the agenda for each staff council meeting and a member of the wellbeing team attends the meetings. A member of SLT has been allocated to attend the last part of the meeting to ensure any issues raised can be actioned quickly.</p> <p>Although SLT have a 'open door' policy for staff wanting to talk about their wellbeing there are also a variety of other staff who have volunteered to be 'Northwick Buddies'.</p> <p>Supervision is in place for our daycare staff and our pastoral support staff.</p> <p>We continue to hold events for staff with staff have the choice to attend. Staff carrying out Performance Management know to ask about emotional wellbeing and mental health during each stage of the process. This includes Performance Management for LSAs</p>	<p>The wellbeing policy is reviewed regularly and updated accordingly.</p> <p>Matters discussed during staff council meetings and wellbeing team meetings are shared with SLT through the allocated liaison link.</p> <p>We held a very successful staff BBQ and music concert at the end of the summer term 2025 which was well attended and enjoyed by all.</p> <p>Staff Stakeholder Survey December 2024 <i>78% of staff felt the school offers good quality support for staff's emotional wellbeing and mental health.</i></p>	<p>Continue to provide emotional wellbeing and mental health support to staff through our mental health first aiders, signposting to online courses and online support and our regular staff events.</p> <p>Introduce shout outs for staff.</p>
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	A staff wellbeing board and wellbeing tree are in the communal staffroom.		
Objective Four The school prioritises professional learning and staff development on emotional wellbeing and mental health	<p>There has been a wealth of training on emotional wellbeing and mental health over the past 4 years. We have three trainers for Trauma Perceptive Practice and all staff across the Trust are now TPP trained after an intensive programme of training. Each year we hold an update training session for all staff. There is a TPP display board in the staffroom which we can use to highlight new strategies or ideas.</p> <p>We work closely with the NHS Mental Health Support Team. They deliver sessions throughout the year to our pupils, lead assemblies, and training for staff.</p> <p>All staff are trained in Emotion Coaching and we have Emotion Coaching leads across the teaching and support staff who meet regularly to discuss strategies and share with staff.</p> <p>Individual pastoral staff have completed various courses including Art Therapy, Cognitive Behaviour Therapy and Drawing and Talking Therapy.</p>	<p>There is a planned programme of CPD which includes staff development on emotional wellbeing and mental health We have two qualified Mental Health First Aiders at the school.</p> <p>Staff Stakeholder Survey December 2024 <i>90% of staff believe that increasing staff's awareness, understanding and skills in relation to emotional wellbeing and mental health is a priority for the school.</i></p> <p><i>85% of staff believe they have the skills and knowledge needed to address emotional wellbeing and mental health.</i></p>	<p>Staff training for My Happy Mind</p> <p>My Happy Mind lead teachers to meet regularly with their customer happiness team lead.</p> <p>LSAs to have a basic training about My Happy mind.</p> <p>Continue to share feedback in briefings from Emotion Coaching lead meetings.</p>
Objective Five The school understands the different types of emotional and mental health needs across the whole-	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	<p>Notes are made in Caring and Sharing meetings.</p> <p>CPOMs is used to track incidents and concerns relating to pupils. Pupil Drop in and Chat sessions are well attended.</p> <p>The school Counsellor has a full workload, and a waiting list is held.</p>	<p>Continue to make assessments of pupils needs and allocate support accordingly.</p> <p>Implement My Happy Mind and My Happy breathing across the school. Ensure parents are signposted to the free parent app.</p>

<p>school community and has systems in place to respond appropriately</p>	<p>cases and monitor interventions that have been put in place. Pupils have the opportunity to attend ‘drop in’ sessions where they can share any worries or concerns, they have. Each class also has a worry box or worry monster that they can use. 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 also have a calm sensory area that can be used by pupils to support their wellbeing and blue calming station indoors and outdoors that pupils can use.</p> <p>There are other activities that take place that address wellbeing including yoga, mindfulness, walk a mile and Forest School. The school always takes part in Place to Be’s Mental Health week each February.</p> <p>We have increased our capacity for pastoral support. 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. Pupils with SEMH needs often have a One Page Profile in class. Where necessary, pupils may have a consistent management plan or a risk assessment.</p> <p>We deliver a range of interventions to pupils including using the ‘Hamish and Milo’ programme. Some pupils have daily or weekly 1:1 mentoring, others have ‘Chatty Art’, and many children are in SEMH groups.</p>	<p>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 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. The NHS Mental Health Support Team has an agreed timetable of events across the year to ensure that all children from Year 2 – 6 receive tailored sessions.</p> <p>External Review September 2024 <i>There is an extensive programme of intervention in place for any pupil who has gaps in their knowledge or emotional needs which hinder learning.</i></p>	
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	<p>MHST deliver whole class sessions and then work 1:1 with parents whom we have referred. Kids Inspire run different groups within the school.</p>		
<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 wellbeing 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. A member of SLT has been allocated to the team to ensure that any issues raised can be addressed quickly.</p> <p>Staff wellbeing is on the agenda for each staff council meeting and a member of the wellbeing team attends the meetings. A member of SLT has been allocated to attend the last part of the meeting to ensure any issues raised can be actioned quickly.</p> <p>We have a pupil school council which is used effectively as part of pupil voice.</p> <p>We pride ourselves on the strong links we have with our parents, and most are very supportive of what the school does.</p> <p>We have a termly wellbeing newsletter and a section on our website dedicated to wellbeing. We offer food and clothing banks to our parents.</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>Staff council and Wellbeing team minutes taken and shared where appropriate with SLT. Social media is used to highlight events. Newsletters are sent out regularly to parents including a termly wellbeing newsletter. The wellbeing section of the website is kept updated. Annual governor training session held on how we as a school promotes emotion; wellbeing and mental health.</p> <p>Staff Stakeholder Survey December 2024 <i>78% of staff feel that the school seeks out and listens to their views and needs about its approach to emotional wellbeing and mental health.</i></p> <p>Parent Stakeholder Survey December 2024 (Low response rate 42 submissions) <i>68% of parents feel that the school seeks out and listens to their views and needs about its approach to emotional wellbeing and mental health.</i></p>	<p>Continue regular updates about progress about emotional wellbeing and mental health in governor's meetings.</p> <p>Share news with parents about My Happy Mind and SuperKind Award.</p> <p>Invite parents in to coffee afternoon to share support form external services and things we are doing in school.</p>

	<p>One-page profiles, consistent management plans and risk assessments are completed with input from parents, teachers and pupils.</p> <p>We have 'drop in' sessions available for pupils at lunchtime.</p> <p>TPP awareness board is now being used effectively to identify to staff pupils needing extra support at specific times.</p> <p>Pupils in KS2 have been trained as Wellbeing Warriors and have been providing support on the playground. Pupils in Year 2 act as playground friends for our younger pupils.</p> <p>When we introduce and make changes we always share this with the parents. When we reviewed our behaviour systems and structures linked to our TPP training, we shared this with all staff through training sessions, with pupils during assemblies and with parents through a newsletter. The same happened when we introduce Emotion Coaching.</p>		
<p>Objective Seven The school works in partnership with other schools, agencies and available specialist</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>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>Hold a joint agencies coffee afternoon. Signpost parents who need targeted support to attend.</p>

<p>services to support emotional wellbeing and mental health</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 support workers delivering whole school approaches to mental health, and working 1:1 with parents.</p> <p>We work closely with Adult Community Learning and allow them to hold their free courses in the school. This we hope will encourage our parents to attend. We meet yearly to decide on the best courses to run to ensure we meet the needs of our families.</p> <p>We have also developed links with Kids Inspire charity and they are providing group sessions in school focussing on specific needs.</p>		
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