

**William Barnes Primary School****Action Plan: Mental Health and well-being 2025-28**

Key Issue: Support and develop the emotional resilience and wellbeing of pupils, staff and parents to raise attainment, attendance and behaviour. **Green= action completed**

Objective	Planned Impact	Process	Who and When	Resources	Monitoring	Review	Next steps
To further promote and embed a positive ethos and culture across school about mental health and well-being.	All children, staff and parents have a clear understanding of what good mental health and wellbeing is and how to support themselves and others in this. All children staff and parents feel safe, valued and part of a nurturing environment where they can be open and heard.	<ul style="list-style-type: none"><li>-Have a shared language across school that we use.</li><li>-MH referenced in other policies such as safeguarding, confidentiality, Relationships and Sex Education and Health Education, behaviour, bullying, equal opportunities, SEND, medical conditions.</li><li>-Head teacher is part of the North Local Alliance Group working party on mental health.</li></ul>	NL All staff	<ul style="list-style-type: none"><li>-Updated policy with current thinking</li><li>-Action plan</li><li>-Take part in children's mental health week, mental health awareness week, global kindness week.</li><li>-Half-termly MH and wellbeing assemblies.</li><li>-Monitor Stormbreak across school.</li><li>-Update school website wellbeing page</li><li>-AUT Pupil surveys</li><li>- AUT Staff surveys</li><li>-AUT Time for pupil interviews.</li><li>-Daily morning positive affirmations in each class.</li></ul>	FL  MH governor		

		<ul style="list-style-type: none"> <li>-Half-termly wellbeing assemblies</li> <li>-Create a staff suggestion box</li> <li>-Pupil surveys and actions</li> <li>-Staff surveys</li> <li>-Hold pupil interviews</li> <li>-STORMBREAK training for new staff.</li> <li>-NL to attend mental health network meetings</li> <li>-Emotion posters and breathing techniques used in every classroom.</li> </ul>	<p>AUT 1</p> <p>AUT 2</p> <p>AUT 1</p> <p>AUT 1</p> <p>AUT 2</p> <p>AUT 1</p> <p>TERMLY</p> <p>ONGOING</p>				
To develop the confidence and skills of staff to support mental health and wellbeing of pupils.	All staff feel confident to support the MH of pupils by carrying out daily/weekly wellbeing activities. Staff know what resources and support is available. Staff know when to signpost a child	<ul style="list-style-type: none"> <li>-NL to send ongoing ideas/activities for promoting wellbeing for pupils to teachers.</li> <li>-Reinforce daily mindfulness activities. (See NL's booklet)</li> <li>-Staff to attend free webinar about anxiety in children.</li> </ul>	<p>NL</p> <p>All staff</p> <p>ONGOING</p> <p>SPR 1</p>	<ul style="list-style-type: none"> <li>-Ongoing resources sent to staff.</li> <li>-Attachment training utilised by all staff.</li> <li>-ELSA's and Mental health first aiders support when needed.</li> <li>-Staff meeting time to share any concerns about groups or individuals and to be put on monitoring list.</li> <li>-Staff survey action points.</li> </ul>	<p>NL</p> <p>FL</p> <p>MH governor</p>		

	to the MHL, SENDCo or ELSA.	<ul style="list-style-type: none"> <li>-Ensure Referrals are effective and appropriate for staff, pupils and parents. (MHST/ELSA/CAMHS)</li> <li>-Collate staff survey data and put in actions.</li> <li>-STORMBREAK training for new staff.</li> <li>-Develop stormbreak language and discussions during delivery.</li> <li>- NL to attend mental health network meetings</li> <li>-Staff to use breathing techniques with the children daily.</li> </ul>	<p>ONGOING</p> <p>AUT 1</p> <p>AUT 1</p> <p>ONGOING</p> <p>TERMLY</p>	<ul style="list-style-type: none"> <li>- Webinar about anxiety in children <a href="https://www.acamh.org/freeview/anxiety-cues-clues-support-for-young-people-in-school-ask-the-expert-recording/">https://www.acamh.org/freeview/anxiety-cues-clues-support-for-young-people-in-school-ask-the-expert-recording/</a></li> <li>-Breathing posters around school</li> <li>-NL to pop in on stormbreak sessions to monitor language and emotional literacy chat.</li> </ul>			
To embed an emotionally resilient community for all pupils, parents and staff.	<p>All children, parents and staff are in an emotionally secure place to learn.</p> <p>Children have the vocabulary to</p>	<ul style="list-style-type: none"> <li>-NL's mindfulness to be used regularly across school.</li> <li>-Breathing techniques to be used daily in all classes.</li> </ul>	<p>NL</p> <p>FL</p> <p>All staff</p>	<p>Display resources</p> <p>Staff meeting time</p> <p>Training for key staff</p> <p>Half termly wellbeing assemblies.</p> <p>Surveys</p> <p>Time to collate responses</p>	<p>NL</p> <p>FL</p> <p>MH governor</p>		

	articulate emotions.	<ul style="list-style-type: none"> <li>-Emotional coaching work to be used</li> <li>-Behaviour policy to be updated with new behaviour curriculum.</li> <li>-STORMBREAK training new staff.</li> <li>- Develop stormbreak language and discussions during delivery.</li> <li>-Each class to display emotion posters and breathing techniques.</li> <li>-Collate Pupil surveys</li> <li>-Collate Staff surveys and put in actions</li> <li>-NL to deliver half termly assemblies.</li> <li>-Celebrate wellbeing days across the school calendar e.g. mental health day for children etc.</li> </ul>	<p>ONGOING</p> <p>AUT 1 and 2</p> <p>AUT 1</p> <p>AUT 1</p> <p>ONGOING</p> <p>AUT 1</p> <p>AUT 1</p> <p>ONGOING</p> <p>ONGOING</p>	<p>MHST workshops signposted to parents.</p> <p>MHST workshops delivered for children.</p> <p>Wellbeing day resources for staff</p>			
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To develop resilience of all pupils.	Children learn respect for each other Children are emotionally resilient Year 6 prepared for transition and life skills	<ul style="list-style-type: none"> <li>-Expect Respect programme to be used in summer term- WOMENS AID</li> <li>-SCARF lessons utilised.</li> <li>-Escapeline workshop for Year 6 summer 2</li> <li>-Transition project for life skills</li> <li>-Forest schools for all year groups</li> <li>-TPF- New therapeutic play framework EYFS</li> <li>-Positive playlists</li> <li>-Extra-curricular clubs- lego therapy, wellbeing club</li> <li>-Daily mindfulness adopted in each class</li> <li>-STORMBREAK at least 4 times per week</li> <li>-emotion posters and breathing techniques used daily.</li> <li>-NL to set up skipping ropes during playtimes.</li> </ul>	<p>NL</p> <p>All staff</p> <p>ONGOING</p> <p>SPRING 2</p> <p>SPRING 2</p>	<p>Expect Respect Toolkit- free NL to ask office to look into it for summer term.</p> <p>TPF- New therapeutic play framework EYFS</p> <p>Positive playlists created</p> <p>Growth Mindset ethos across school</p> <p>Extra-curricular clubs- lego therapy, mindful colouring/drawing club, Forest school</p> <p>Daily mindfulness embedded across the school</p> <p>Nurture club space</p> <p>Check ins with Mental Health First Aiders and ELSA'S as well as headteacher – NL, DC, HP, FL</p> <p>Teachers use forest school area with their class to develop outdoor learning to cater for all learners.</p>	FL governors All staff		
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		(The rhythmic movements and focus required for skipping can help children manage their emotions and feel more in control, contributing to improved self-regulation.)					
<p>To ensure staff feel supported to maintain a good work life balance.</p> <p><b><u>Demands</u></b></p> <p><b><u>Control</u></b></p>	<p>Allocation of smaller jobs to one person. Allocation of jobs from staff who have left.</p> <p>Lessen workload</p> <p>Positive culture of celebration</p> <p>Celebrate what has been done.</p> <p>Cornerstones curriculum bought in.</p> <p>More planning time for year groups.</p>	<p>When jobs arise FL to allocate job/time to person</p> <p>FL to plan in Key stage meeting every half term</p> <p>Staff leave early at least once a week to maintain life balance</p> <p>All staff to discuss any concerns with line manager and Headteacher as necessary</p>	<p>FL when jobs arise</p> <p>FL/NL available</p>	<p>Time for person to complete task</p> <p>Staff meeting time</p> <p>CPD time</p> <p>PPA teacher not there for emergencies but can be contacted at home</p>	<p>FL, SLT, governors</p> <p>FL, SLT, governors</p>		

<p>Regular key stage meetings. (half termly)</p> <p>Open door policy for 'issues'.</p> <p>PPA at home</p> <p>Leave early at least once a week</p> <p>Definitive decisions where necessary</p> <p>Improve use of time planning curriculum together.</p>	<p>Positive culture with concerns shared with Headteacher</p> <p>Balance work time</p> <p>Clear decisions made</p> <p>Time is utilised as well as possible</p> <p>TAs are not working extra hours</p>	<p>When on PPA teacher can be contacted at home</p> <p>Twilight hours for teachers to meet – diasaggregated day</p> <p>TAs have time for the extra hours for trips</p> <p>NL to attend mental health network meetings</p>	<p>All staff to be responsible to discuss and resolve any concerns</p> <p>FL to allocate</p>	<p>FL to allocate times</p>	<p>FL, SLT, governors</p> <p>FL, SLT, governors</p>		
<p><b><u>Change</u></b></p> <p>Distributing change</p>	<p>Change planned for</p>		<p>FL and SLT, governors, develop</p>	<p>FL, SLT time to prepare RAP, SDP</p>	<p>FL, SLT, governors</p>		

across a period of time		At Key stage meetings	RAP and SDP				
Key Stage 2 collective Planning	Key stage 2 planning more collaboratively together	Staff can access Dorset counselling service Staff can access Steps to Wellbeing FL/NL is always available for staff to talk to.	Key stage meetings				
<b><u>Emotional Wellbeing</u></b>							
Staff all feel emotionally supported	Staff all feel emotionally supported and well. Staff suggestion box Staff surveys AUT 1	Staff to use mindfulness techniques – ELSA to advise as far as possible NL to support as mental health lead NL to attend mental health network meetings	Staff to access as needed	Time out of school as needed for appointments or to access online support or telephone calls. NL always available Staff surveys	FL, SLT, governors Staff do not need to inform FL if they do not want to, to ask for time as necessary		