

Focused Priority 1	Mental Health					
<p>What will be different for children (emphasise learning & achievement)?</p> <p>Ofsted category cross reference:</p> <p>Quality of teaching, learning and assessment</p> <p>Personal development, behaviour and welfare</p>	<p>A whole school approach to mental health is in place with all adults having a universal focus upon the mental health and well being of children. While academic progress is essential the mental health of children is the overwhelming priority. Good mental health and well being is being directly taught in every classroom and children are aware how to monitor their own mental health and how to ask if they need support. The well proven links between physical and mental health are utilised and daily physical activity takes place for every child. The school has an open attitude towards mental health and every member of the school community is able to articulate what mental health is and ways to improve it. Children are taught a range of strategies to improve their mental health, such as mindfulness, physical activity, expressing emotions and having routines. A bespoke approach is taken, acknowledging that mental health cannot be a one size fits all approach and children will need differing levels of support. Adults are responsive to and adapt lessons and planning to meet the ever changing world situation, for example developments around COVID19, in a calm and measured manner. Children are given appropriate additional support at times of greater need, for example school closure or family trauma. Regular information is communicated to parents about supporting children's mental health, at least termly. The Emotion Coaching approach is the cornerstone of interactions between adults and children and the effects of trauma and ACES are well understood by all adults. Where more targeted or specialist support is required this is accessed in a timely and consistent manner. A range of support is available for adults to support their mental health and well being.</p>					
Success Criteria						
<p>SC1- Termly survey of children's mental health shows improvement in children's knowledge of and approach to mental health and improvement in the quality of their own mental health</p> <p>SC2- Termly mental health newsletter/video to parents</p> <p>SC3- Daily physical activity for every child linked to improving mental health including direct teaching of mental health strategies that promote resilience</p> <p>SC4- Curriculum that contains direct teaching of mental health and well being</p> <p>SC5- Staff demonstrate a good understanding of ACES and trauma and the use of emotion coaching approach by every adult</p>						
Key People			Funding & Resources			
<p>Ian Pearson- Vice Principal</p> <p>Jack Tyson- Mental Health Lead</p> <p>Laura Giles- PSHE Lead</p>			<ul style="list-style-type: none"> • Release time for mental health lead and PSHE lead • Additional training for mental health lead • Resources, mainly books, to support mental health 			
Actions (and those responsible)			Who monitors?	Who evaluates?*	When	Check
						Date when completed
Termly (long term) mental health newsletter/video to parents (SC2) Jack Tyson + Ian Pearson			IP	HS	October February	

			June	
Carry out termly (6x per year) survey of children's mental health- action any key points highlighted by the survey as needed Jack Tyson SC1	IP	HS	Every short term	
Whole school staff training on mental health- Ian Pearson SC4, SC5	IP	HS	September	3/9/20
Follow up staff training on mental health, including next steps for teachers- 3x across year- Jack Tyson SC3, SC4, SC5	IP	HS	September February June	24/9/20
Instructions and expectations sent to staff around daily physical activity with explicit link to mental health Jack Tyson SC3	IP	HS	October	
Training for staff on PSHE curriculum- Laura Giles SC4				
Mental Health Learning walk x3 Ian Pearson and Jack Tyson SC3, SC4	IP	HS	November March June	
Gather feedback from staff around what each year team has put in place for children's mental health Jack Tyson and Ian Pearson SC4	IP	HS	November March June	
Planning scrutiny Ian Pearson SC4	IP	HS	January May	
Whole school staff training on ACES and Trauma External provider and Ian Pearson SC5	IP	HS	January June	
Respond as appropriate to national and international issues where they have an impact on children's mental health, for example ongoing developments around COVID19	IP	HS	Ongoing throughout year	

Evaluation:
Success criteria
Impact Review one :
Impact Review two:
Impact Review three: