

Eight principles to promoting a whole school approach to mental health and wellbeing.

Objective KPI	2024 Target
Leadership and management supports and champions efforts to promote emotional health and wellbeing.	<ul style="list-style-type: none"> • SLT champions efforts to promote mental health and wellbeing. • Link governor has knowledge and understanding of mental health and wellbeing issues. • Mental health and wellbeing are referenced within improvement plans, policies (such as safeguarding, confidentiality, Relationships and Sex Education and Health Education, behaviour and rewards). <ul style="list-style-type: none"> • These plans and policies are reflected through practice. • Students, staff and parents are involved in developing these policies which are reviewed and responsive to evolving needs of the school. • ‘Champion’ to promote mental health and wellbeing across the school.
An ethos and environment that promotes respect and values diversity.	<ul style="list-style-type: none"> • Development of whole school approach that promotes culture of respect. <ul style="list-style-type: none"> • Individualised response to students’ needs. • Trauma informed approach contributes to creating safe environment for those who have experienced trauma and adverse experiences. • Relationships between staff and students and between students engender a sense of belonging to and liking of school. <ul style="list-style-type: none"> • Codes of practice and statutory guidance provide for SEND students.
Curriculum teaching and learning to promote resilience and support social and emotional learning.	<ul style="list-style-type: none"> • Social and emotional learning and skills promoted through carefully sequenced PSHE, RE, RSE and tutor programmes. <ul style="list-style-type: none"> • All students are taught about mental health. • Students should understand how they are feeling and why, to talk about their bodies, health and emotions and understand where normal variations in emotions end and health and wellbeing issues begin.
Enabling student voice to influence decisions.	<ul style="list-style-type: none"> • Students are involved in decisions that impact on their MH and wellbeing. • Students build their knowledge and skills to make healthy choices and develop independence. • Students have opportunities to express their view and develop strong networks.
Staff development to support their own wellbeing and that of students.	<ul style="list-style-type: none"> • Opportunities provided for assessing the MH and wellbeing needs of staff. • Support provided to enable staff to reflect on and enhance their own wellbeing charter provides ‘roadmap’ for improvement in workplace health.
Identifying need and monitoring impact of interventions.	<ul style="list-style-type: none"> • Student need identified on a formal basis to help commissioning decisions. <ul style="list-style-type: none"> • Impact of support recorded and monitored.
Working with parents and carers	<ul style="list-style-type: none"> • Universal and targeted interventions to support parenting and family life. • School ensures parents and carers are aware of wider support available (including in local area). • MH and wellbeing support offer clearly communicated with parents and carers.
Targeted support and appropriate referrals	<ul style="list-style-type: none"> • Students at greater risk of poorer Mental Health identified and targeted support put in place.