



Wellbeing Strategy Operational Action Plan

The implementation of the wellbeing strategy will be driven by this operational action plan as well as the separate Wellbeing Award for schools action plan.

| Theme 1: Leadership and Management | | | | |
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| Action ref. | Action description | Person responsible | Due date | Comment |
| 1.1 | Wellbeing award action plan is completed and submitted (see separate WAS action plan) | RJC | June 2019 | |
| 1.2 | Ensure emotional wellbeing is referenced in the school's improvement plan and is monitored by the SLT | RJC | Sept 2019 | |
| 1.3 | Identify suitable wellbeing champions across the whole school community who can support the implementation of the action plan. Ensure the actions are adequately communicated and support is in place for champions in their roles | RJC | Ongoing | |
| 1.4 | Implement a system whereby if there is a significant change to work processes or procedures and curriculum changes, that a wellbeing representative is consulted to undertake a wellbeing assessment. Wellbeing assessment to include: <ul style="list-style-type: none"> • Timetabling pressures • Expectations on pupils, particularly in relation to presentation of work • Expectations on staff and impact on workload | SLT and wellbeing committee | Ongoing | |
| 1.5 | Identify wellbeing related documentation and resources to be shared with the whole school community and liaise with IT lead to identify IT opportunities for dissemination | RJC | September 2019 | |
| 1.6 | Identify budget requirements in order to support implementation of the wellbeing actions and ensure this feeds into the school's overall budget | SJ/CM | September 2019 | |



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| | setting process | | | |
| 1.7 | Review the process of producing school reports to identify scope to make less onerous | YM | April 2020 | |
| 1.8 | Explore opportunities for the future to access play therapy and family worker | SLT | July 2019 | |

| Theme 2: School ethos and environment | | | | |
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| Action ref. | Action description | Person responsible | Due date | Comment |
| 2.1 | Review the school council, peer mediator and sports leaders structure so that each team sits within an overall wellbeing pupil support team | RJC | September 2019 | |
| 2.2 | Update the content of the school council, peer mediator and sports leaders training to include a wellbeing component | RJC | October 2019 | |
| 2.3 | Define all opportunities (formal and informal) for pupils to talk about how they feel and how to ask for help and share with all pupils on a regular basis | RJC | October 2019 | |
| 2.4 | Identify practical ways in which the following can be incorporated as part of the curriculum and school activities and implement: <ul style="list-style-type: none"> Promote and value diversity Building a sense of belonging Encouraging positive relationships | SLT | | |
| 2.5 | Review the successful approaches such as positive reinforcement and other behaviour strategies, to identify strategies and approaches that could be applied to wellbeing | RJC | September 2019 | |
| 2.6 | Understand how the outdoor space and the natural environment can have a positive impact on wellbeing and identify opportunities that can be implemented | RJC to liaise with lead person | October 2019 | |
| 2.7 | Review playtime provision to identify ways in which wellbeing is monitored, issues identified and acted on. To identify ways in which the playtime can be an opportunity to enhance wellbeing | RJC to liaise with lead person | | |



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| 2.7 | Review the learning walks process and implement a wellbeing component through specific questions / points to observe and disseminate to staff | RJC/KB | November 2019 | |
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| Theme 3: Curriculum and learning | | | | |
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| Action ref. | Action description | Person responsible | Due date | |
| 3.1 | Update the PSHE and other components of the curriculum to include emotional wellbeing. Define key points that need to be included in any wellbeing learning | RJC/JB | December 2019 | |
| 3.2 | Liaise with other schools in the Trust and partner organisations to identify learning strategies and share good practice | RJC | | |
| 3.3 | Define areas in the school or specific groups of pupils that may have more significant wellbeing needs, for example transitions stages, intensive testing periods and identify if any there are any further wellbeing strategies required | SLT/Place2Be/ School Wellbeing service | | |
| 3.4 | Investigate how social media and digital resources can have a positive as well as negative impact on wellbeing. Incorporate this understanding into the digital safety programme | CI | Ongoing | |
| 3.5 | Investigate the link between the arts and creativity and emotional wellbeing and determine if any adjustments to the school curriculum in this area would enhance emotional wellbeing | NM | Ongoing | |
| 3.6 | Undertake a review of the new curriculum to identify if there are new / further expectations around wellbeing and assess how the new curriculum may have an impact on emotional wellbeing | Subject leads | June 2020 | |

| Theme 4: Staff development, health and wellbeing | | | | |
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| Action ref. | Action description | Person responsible | Due date | Comment |
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| 4.1 | Create and regularly update a wellbeing board for staff in the staff room | SS | June 2019 | |
| 4.2 | Review the appraisal process so that there is flexibility in terms of time, to allow staff to have a meaningful and collaborative conversation about their personal wellbeing. To include the impact professional role may be having outside work and be able to discuss strategies/support to address | KB/RJC/SJ | October 2019 | |
| 4.3 | Conduct a session with those that appraise others, to identify how a meaningful conversation can be encouraged as part of the appraisal process, the approach that may be used and encouraging an environment of trust and safety, for staff to share | RJC | September 2019 | |
| 4.4 | Identify ways in which staff can be supported to feel more comfortable about their own personal wellbeing and highlighted concerns outside the appraisal process | SJ | October 2019 Review July 2020 | |
| 4.5 | Conduct a feedback session with staff to list the 'pinch points' and risk factors that can impact on staff wellbeing and identify actions that may support staff during these times | RJC | December 2019 | |
| 4.6 | Explore and define opportunities / support for staff who highlight personal wellbeing concerns | | Ongoing | |
| 4.7 | Review the induction process to ensure all new starters are provided with up to date information in a timely way | | | |
| 4.8 | Ensure both appraisal meetings and regular support staff meetings | KB | October 2019 | |
| 4.9 | enable staff to raise concerns if they feel improvements in communication and teamwork are needed. Check in that staff are feeling valued in their roles. | NM | December 2019 | |
| 4.9 | Quiet / private space for staff | SLT | | |

| Theme 5: Identifying need and monitoring impact | | | | |
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| Action ref. | Action description | Person responsible | Due date | |
| | All actions within this theme are defined within the WAS action plan, objective 6. | RJC | December 2019 | |



| Theme 6: Working with parents and carers | | | | |
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| Action ref. | Action description | Person responsible | Due date | Comment |
| 6.1 | Set up a wellbeing stall at the meet the end of year teacher event in order to engage with parents and carers | RJC/SS | September 2019 | |
| 6.2 | Use feedback from parents / carers to make any improvements to wellbeing engagement sessions, update and identify future events where the engagement session can be conducted | RJC | | |

| Theme 7: Pupil voice | | | | |
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| Action ref. | Action description | Person responsible | Due date | Comment |
| 7.1 | Implement a 'you said, we did' approach to school council, peer mediators etc | RJC | December 2019 | |
| 7.2 | In all pupil engagement opportunities, ensure this enables engagement at all levels and particular groups such as those with disabilities, special education needs and looked after children | RJC | December 2019 | |

| Theme 8: Targeted support and appropriate referral | | | | |
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| Action ref. | Action description | Person responsible | Due date | Comment |
| 8.1 | Work with Place2Be, to produce a suitable questionnaire / wellbeing feedback tool to assess impact of interventions | RJC | October 2019 | |