

Achievement	x	Teaching	x	Behaviour & safety	x	EYFS		Leadership & Management	x	O/E
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Area of focus: Wellbeing Whole school		<p>Overall target: <i>To develop a culture of self reflection where children are able to discuss how they are feeling and have a range of strategies they can use in order to thrive in 21st century education and society.</i></p> <p><i>To understand about themselves and their needs for physical , emotional and mental wellbeing to live fulfilled, confident and happy lives along side our strong Christian value and teachings.</i></p> <p><i>To have strategies to cope in times of anxiety, frustration, unhappiness, sadness and an ability to be resilient when faced with challenges in life and learning</i></p> <p><i>To understand the link between being physically fit and emotionally secure in feeling well</i></p>								
Current Situation/Critical Analysis		Supporting Evidence			Required Changes (particularly teaching and learning)					
<ul style="list-style-type: none"> Increasing higher numbers of social and emotional needs with families and pupils in school in particular in relation to separation of parents Limited availability of external support resources to support families and children Increased reporting of anxiety in children, greater understanding of tell tale signs by teachers Pupil questionnaires still some evidence of lack of resilience and lack of self esteem by increasing number of children ensure Cohesive and explicit phse lessons to be taught over the school year Relatively new subject leader in PHSE Developing financial education focus on life skills in school 		<ul style="list-style-type: none"> Pupil questionnaires Parent interviews Behaviour log Pupil progress and safeguarding discussions Walkthrough, observations Playground incidents Parent forums SEND audits 			<ul style="list-style-type: none"> Provide CPD for teaching staff and teaching assistants in social and emotional program of study Specialist SEN TA to support interventions and lead social and emotional interventions and offer ' learning mentor style' support to focus children including CLA Emotion coaching utilising ELSA trained staff Continued use of TA at lunchtimes employed for sport and wellbeing, social inclusion and modelled play and relationship building Life skills for citizenship but financial education grounded in Christian values Les Mills fitness and exercise and wellbeing opportunity for whole school through WLSP Yogibear cards and session for PPG 					
Actions (including staff training needs)		Leader	Others involved Incl monitoring by external	Time Scale	Costs £	Time/ Resources	Success Criteria/Intended Outcomes		Progress	
<p>2:1 Continue to provide a suite of programmes to teach children the tools to self regulate and build trust through peer massage opportunities</p> <p>Through peer massage in schools facilitated by all staff</p> <ul style="list-style-type: none"> Peer massage to be offered to children in all classes 3 x a week at least to promote stillness, appreciation and build trust and relationships and self esteem 		SA	HT	Autumn 2	nil	Curriculum time	<ul style="list-style-type: none"> Children more settled relationships Children understand about the strength of massage as calm down tool and be able to self initiate if required Children to be able to complete massage in school and home Stillness, trust and wellbeing increased through increased opportunities in peer massage 			

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- Use of Yogi bears cards and after school club to support ppg pupils as required and other children to self regulate								<ul style="list-style-type: none"> All staff feel confident in facilitating peer massage ongoing within school Focus children will feel more settled and calm to learn in the afternoon 	
<p>2:2 To continue to drive an understanding for all stakeholders and to plan for growth and resilience</p> <p>Children to be taught learning skills including positive and growth mindset and resilience through explicit lessons and interwoven in curriculum coverage. Resources bought</p> <p>Review impact of embedding a Scheme of work for learning behaviours and growth mindset education over 2 years</p> <p>Revisit for staff on 5 strands of wellbeing to support their own personal wellbeing and that of children and families in school family</p> <p>Parent meeting for growth and 'Art of being Brilliant' ethos as part of TARDIS cluster school agenda</p>	SA SA AM/ AM/ external trainer	All All staff including Govs reps governors	Review spring 2020 Sept 2019 Spring 2020	 Free £200	 SL time 1 x staff meeting Twilight inset	<ul style="list-style-type: none"> Children are more confident at approaching challenge and more able to talk about positive learning journeys and mindsets Evidence of explicit teaching and learning through growth mindset and resilience lessons Scheme of work used by all staff to support children social and emotional development Staff who feel their wellbeing is valued. Opportunities for staff to consider their own wellbeing and their needs Happy and contented staff = happy and contented children Support wellbeing of our families through parent workshop and leaflets on wellbeing Build relationships in TARDIS group promoting school to school support 			
<p>2:3 Develop 2 staff specialists to support children with 2 key aspects of emotional and social need</p> <p>1) SEND TA support to provide emotional and social intervention programmes</p> <p>2) Provide links with schools in cluster for specialist support, eg anxiety, food disorders, bereavement, separation</p> <p>3) Cluster wellbeing team to share best practice and resources</p> <p>4) WELLBEING SUPPORT TA hours allocated for unstructured times eg lunch times to</p>	AM MB VG		Spring 2020	Approx. 10 hours level 3 pw 5 hours level 2 pw	Staff meeting	<ul style="list-style-type: none"> Provide structured programme of in house support for all pupils and staff and families to match their needs now and future To develop skilled personnel who can be used to support our school and develop good practice in others through school to school support Strengthen cluster and shared provision Offer a comprehensive 'tool box' of sessions and support for current 			

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promote and model team games, involvements to connect, to communicate								<p>pupil's need and evolve as needs change in future upskilling existing staff, creating specialists</p> <ul style="list-style-type: none"> • Children to have happy and fulfilled playtimes and lunch time to ensure good attitude to learning and content emotional behaviours • Children to be supported quickly and through key worker roles receive high quality emotional support • Children to have greater skills in team building and communicating and developing greater circle of friends 		
2.4 To provide children with quality SRE in order to support development in modern world and greater understanding of their bodies, changes and emotional phases	SA govs	All staff	Summer 2020	nil	n/a			<ul style="list-style-type: none"> • Children to feel confident with age appropriate facts • Children benefit from regular and progressive SRE in line with new statutory education • Staff confident in meeting new NC requirements for SRE 		
2.5 Financial and money based learning to support PHSE and life skills to become Christian citizens of the world - staff training on values education resources - Links to diocese on use of financial planning education for children and cascaded to parents for home school links - include values for education explicitly within PHSE curriculum with progress between year groups added in order to measure progress in children's understanding - offer enrichment through able and talented to progress financial education and enterprise further - links to collective worship values for education resources to include pupil participation - Debt awareness programme purchased for year 5/6	SA	All AM VG	Start aut 2 – summer 2	Free staff meeting and resources Debt aware £100	1 x staff meeting 1 x additional SL afternoon			<ul style="list-style-type: none"> • Children to speak confidently about their understanding of financial education and money • Offer financial education rooted in Christian values to x link with RE and collective worship • Provide staff with CPD and collective planning opportunities to support progression • To offer staff structure and enhanced resources • Raise children's awareness and responsibility towards money 		
Total Costs					£300					
Procedures for Monitoring Actions					Procedures for Monitoring Impact					

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<ul style="list-style-type: none"> • SL walkthrough • Observation of interventions • Playground observations • Behaviour logs • SLT agenda item termly • Govs reporting termly • Subject action plan • Staff meetings - 	<ul style="list-style-type: none"> • Pupil questionnaires • Parental Questionnaires • Govs minutes • Website coverage and gallery • Behaviour logs • Send Govs report • HT report • Staff feedback • Welfare meeting minutes • Progress and attainment • Safeguarding files
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Milestones

December	April	July
<p>provide tools for children to self regulate and build trust through peer massage opportunities</p> <p>To help all stakeholders understand and plan for growth and resilience</p> <p>CPD for staff on 5 strands of wellbeing to support their own personal wellbeing and that of children and families in school family</p>	<p>To provide children with quality SRE in order to support development in modern world and greater understanding of their bodies, changes and emotional phases</p> <p>Parent meeting for growth and ' Art of being Brilliant' ethos as part of TARDIS cluster school agenda</p> <p>Financial and money based learning to support PHSE and life skills to become Christian citizens of the world</p>	<p>Evaluate Scheme of work created for learning behaviours and growth mindset education</p> <p>Continue to develop 2 staff specialists to support children with 2 key aspects of emotional and social need</p> <ul style="list-style-type: none"> • 1) SEND TA support to provide emotional and social intervention programmes • 2) Provide links with schools in cluster for specialist support , eg anxiety, food disorders, bereavement, separation • 3) WELLBEING SUPPORT TA hours allocated for un structured times eg lunch times to promote and model team games, involvements to connect, to communicate