



‘Learning for Life’ with Jesus’ promise of **‘life in all its fullness’** is at the heart of St Mary’s.

At our school, children are seen as unique and will **feel loved, safe and empowered to flourish** so they reach their **full potential** both academically and **personally**.

School Context: Our Starting Point

Hidden deprivation

High levels of domestic abuse and associated trauma

High-need families who require additional support (hard to reach)

Impact of COVID on emotional wellbeing and mental health – shared trauma



Resilience

Exhausted staff

WAS Award: Our Vision for St Mary's

Children and families who are able to articulate their feelings and seek support when needed.

Varied and increased support avenues for our children, staff and families.



A shared language around emotional wellbeing and mental health.

Greater staff awareness of emotional wellbeing and mental health and associated strategies to support children.

A well-supported and happy staff team.

Objective One

The school is committed to promoting and protecting emotional wellbeing and mental health by achieving the Wellbeing Award for Schools.



Initial SEF and Stakeholder Evaluations: Main Messages

- Clarity of vision
- Pupil stakeholder scores showed a lower scores than we would have liked for being able to talk about their feelings and get to support they needed.
- Staff stakeholder scores showed a lack of confidence around how to identify and support children and colleagues with emotional wellbeing and mental health.
- Parent stakeholder evaluations showed a lack of knowledge/ understanding of the support in place for children and families.
- Our offer of support for Emotional Wellbeing and Mental Health was not embedded, not understood by the community or far-reaching enough.

Objective One

Governors aware of the award and supportive of the process.

Signed Statement of Commitment

Governor monitoring of Wellbeing (Visits, surveys etc.)

Emotional Wellbeing and Mental Health discussed at FGB meetings.

Stakeholders made aware of the award

CHANGE TEAM



If you have any questions, comments or suggestions about staff wellbeing, come and find one of us!



Developed Action Plan

Objective One

Theme 1: Providing information about the award

	Baseline	Final	Difference
Pupils: I know about the WAS Wellbeing Award for Schools.	2.3	3.7	+1.4
Staff: I have been informed about the Wellbeing Award for Schools and what is involved in achieving it.	4.1	4.8	+0.7
Parents: I have been informed about the Wellbeing Award for Schools.	3.8	4.3	+0.5

Objective Two

The school has a clear vision and strategy for promoting and protecting emotional wellbeing and mental health, which is communicated to all involved with the school.

Our Vision Statement embodies what we want for emotional wellbeing and mental health at St Mary's.

Provision Review

As a result...

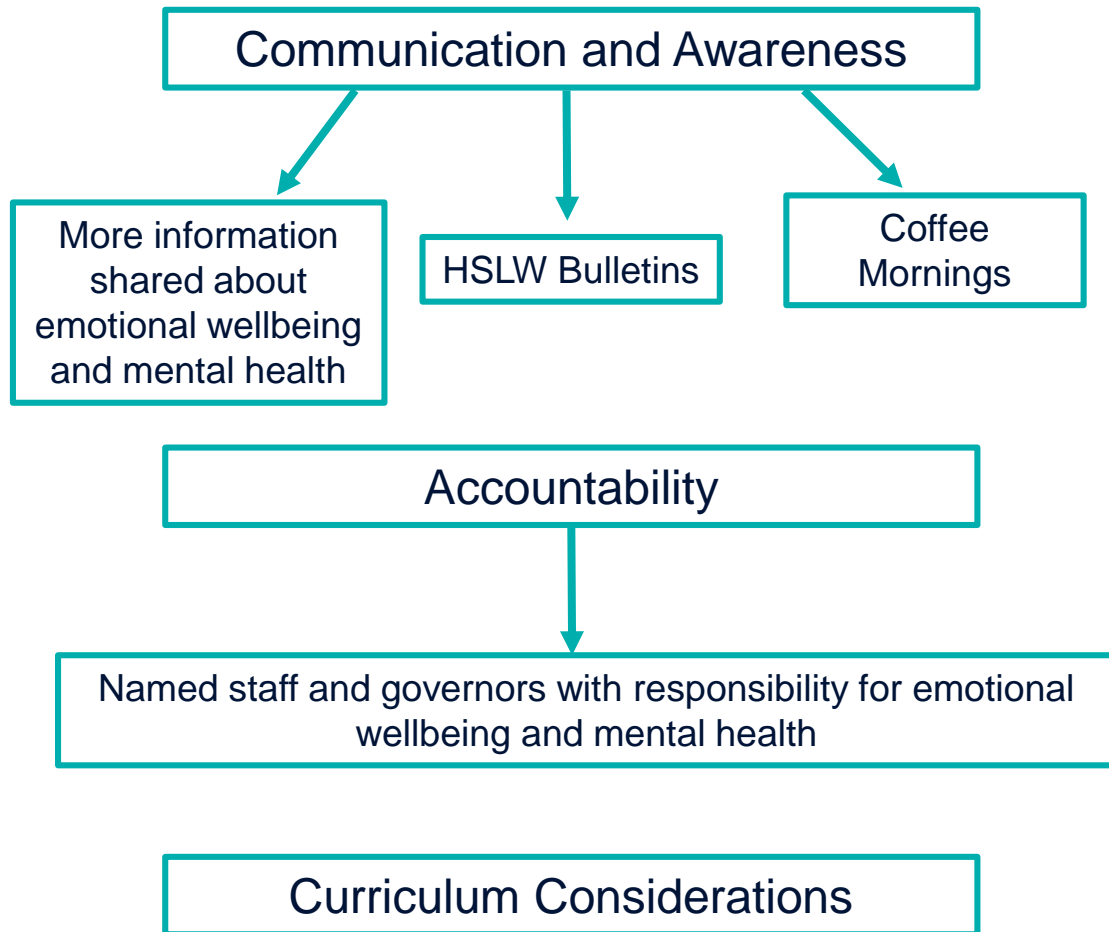
Strategy for Emotional Wellbeing and Mental Health

Policy Change

We evaluated our emotional wellbeing and mental health risk factors in order to put effective support in place.

Objective Three

The school has a positive culture which regards emotional wellbeing and mental health as the responsibility of all.



Objective Three

Theme 2	Baseline	Final	Difference
Pupils: In our school, we learn about how important it is to talk about our feelings and emotions.	4.3	4.4	+0.1
Staff: I have a good understanding of the importance of emotional wellbeing and mental health on my child's performance in school.	4.7	4.9	+0.2
Parents: I have a good understanding of the importance of emotional wellbeing and mental health on my child's performance in school.	4.3	4.7	+0.4

Theme 3	Baseline	Final	Difference
Pupils: I believe I can make a difference if someone is feeling worried or unhappy.	4.0	4.4	+0.4
Staff: I understand my contribution in promoting emotional wellbeing and mental health within the school.	4.1	4.8	+0.7
Parents: I understand my contribution in promoting emotional wellbeing and mental health within the school.	3.7	4.2	+0.5

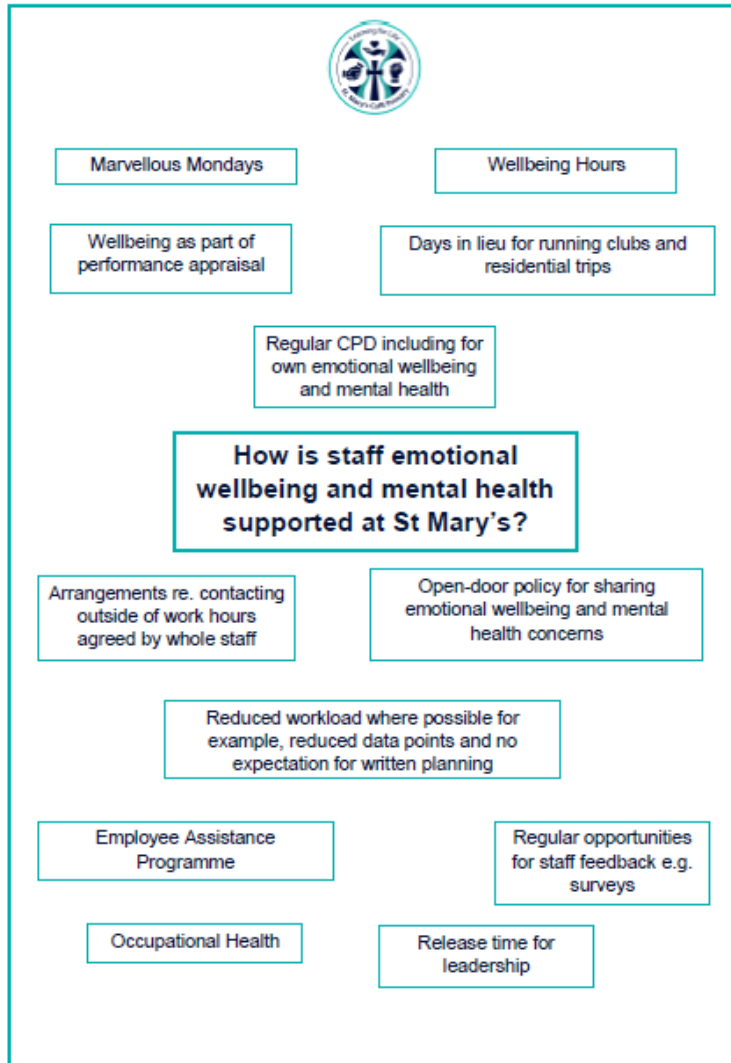
Objective Three

Theme 4	Baseline	Final	Difference
Staff: Everyone involved with the school needs to support and look out for each other when it comes to emotional wellbeing and mental health.	4.6	4.9	+0.3
Parents: Everyone involved with the school needs to support and look out for each other when it comes to emotional wellbeing and mental health.	4.9	4.9	=

Theme 6	Baseline	Final	Difference
Pupils: If needed, I would feel comfortable talking about how I am feeling at school.	3.2	4.0	+0.8
Staff: The school actively encourages staff to be open about how they are feeling	3.8	4.4	+0.6
Staff: If needed, I would feel comfortable talking about my own emotional wellbeing and mental health at school.	4.1	4.2	+0.1
Parents: The school actively encourages parents to be open about how they and their children are feeling	3.3	4.0	+0.7
Parents: If needed, I would feel comfortable talking about my own emotional wellbeing and mental health with the school.	3.2	3.6	+0.4
Parents: If needed, I would feel comfortable talking about my children's emotional wellbeing and mental health with the school.	4.0	4.4	+0.4

Objective Four

The school actively promotes staff emotional wellbeing and mental health.



Budget

Wellbeing as an embedded part of the appraisal process

Regular feedback opportunities

Ongoing adaptations to school practice to best support our wonderful staff

Objective Four

Theme 11	Baseline	Final	Difference
Staff: The school offers good quality support for staff's emotional wellbeing and mental health.	3.3	4.4	+1.1

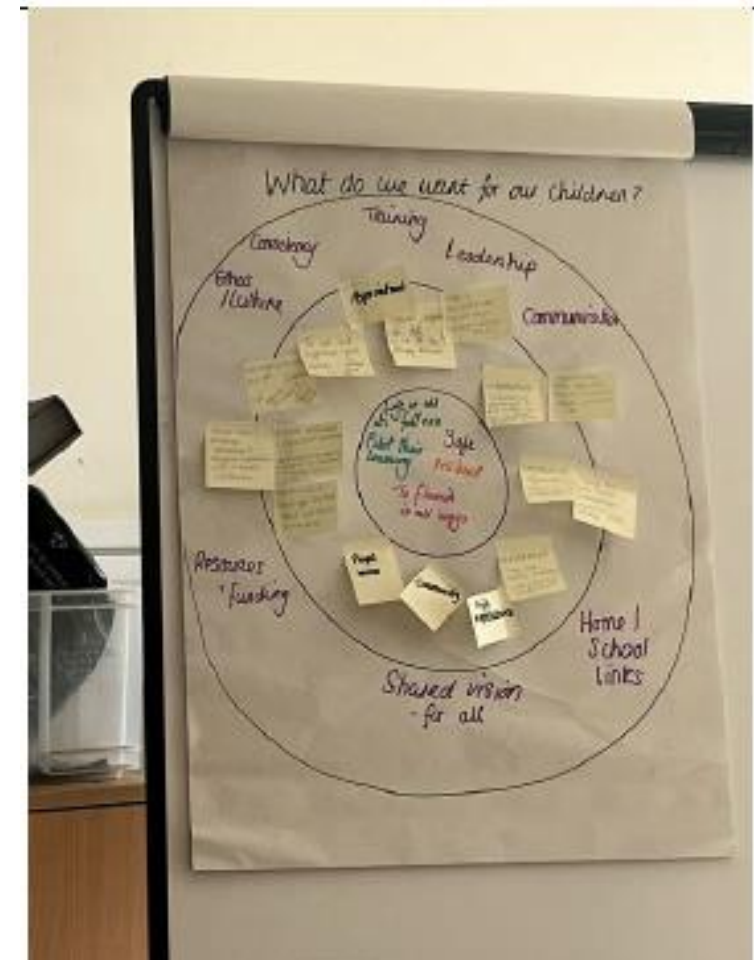
Objective Five

The school prioritises professional learning and staff development on emotional wellbeing and mental health.



Emotional Wellbeing and Mental Health CPD: 2022 – 2023

CPD	Who?	Additional Information
Zones of Regulation	Teachers Support Staff	Initial training and rollout for Zones of Regulation started in the 2021-2022 academic year. This training was to remind staff of key principles behind Zones of Regulation.
Promoting the wellbeing of pupils with SEND, autism, anxiety and trauma	Headteacher Deputy Headteacher	3-day course over the year led by the headteacher of Freemantles about supporting the wellbeing of pupils with SEND, autism, anxiety and trauma.
Safeguarding Hotspot: supporting transgender children	All staff	
Safeguarding Hotspot: trauma and toxic stress	All staff	
Safeguarding Hotspot: domestic abuse	All staff	The impact of domestic abuse is one of our emotional wellbeing and mental health risk factors.
Spotlights	All staff	Identified children (e.g. those who may show challenging behaviour) were 'put under the spotlight' so staff could see the reasons behind their challenging behaviours and explore the strategies that they could use when working with these children.
Emotional Wellbeing and Mental Health for adults	All staff	Our school counsellor led a session for all staff about strategies they could use to support their own emotional wellbeing and mental health.
Suicide Awareness Training	ELSA	
ELSA Supervision	ELSA	
Emotionally Based School Non-attendance	HSLW	All of this training supports our HSLW in her role to support our most vulnerable families.
Young Carer Refresher Training	HSLW	
Trauma-informed approaches to working with children, young people and families	HSLW	
National College: A Brief Guide to Supporting Attendance for	HSLW	



Objective Five

Theme 7	Baseline	Final	Difference
Staff: I believe that increasing staff's awareness, understanding and skills in relation to emotional wellbeing and mental health is a priority for the school.	4.1	4.5	+0.4

We have had extensive training

I've had training and have experience of this.

It is a key priority for the school. We have a strong and robust pastoral offer in place which is monitored and reviewed.

we have a lot of training on mental health

Training and general understanding.

I feel I now have a great understanding of this. We have been offered training and we have also been invited to attend 'spotlight' meetings. These highlight children's SEN, emotional needs and ACES and how these factors could be impacting their performance at school. This really helps all members of staff be aware of these issues and individual needs and enables us to support them better.

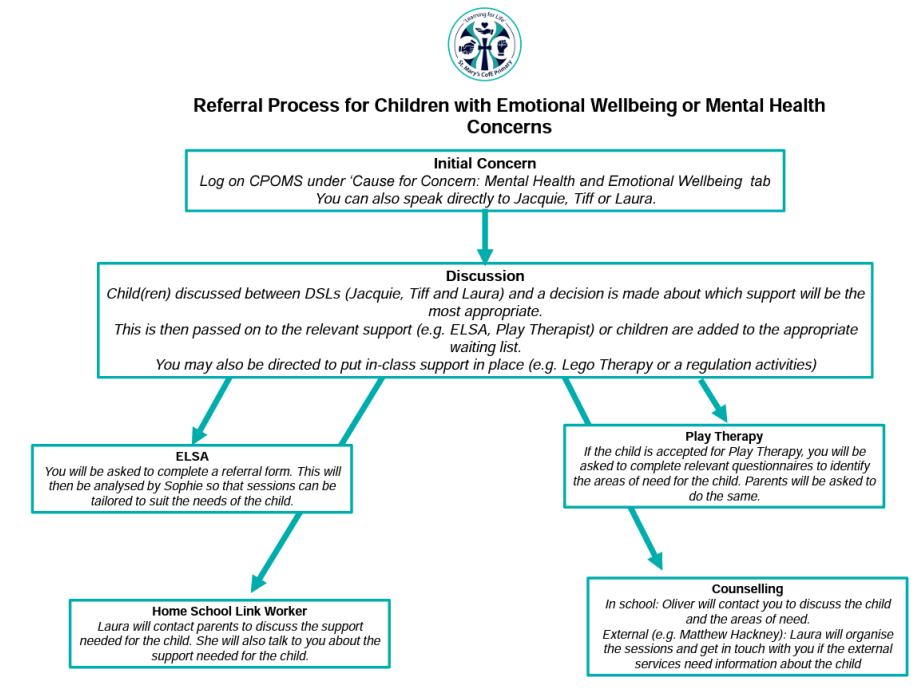
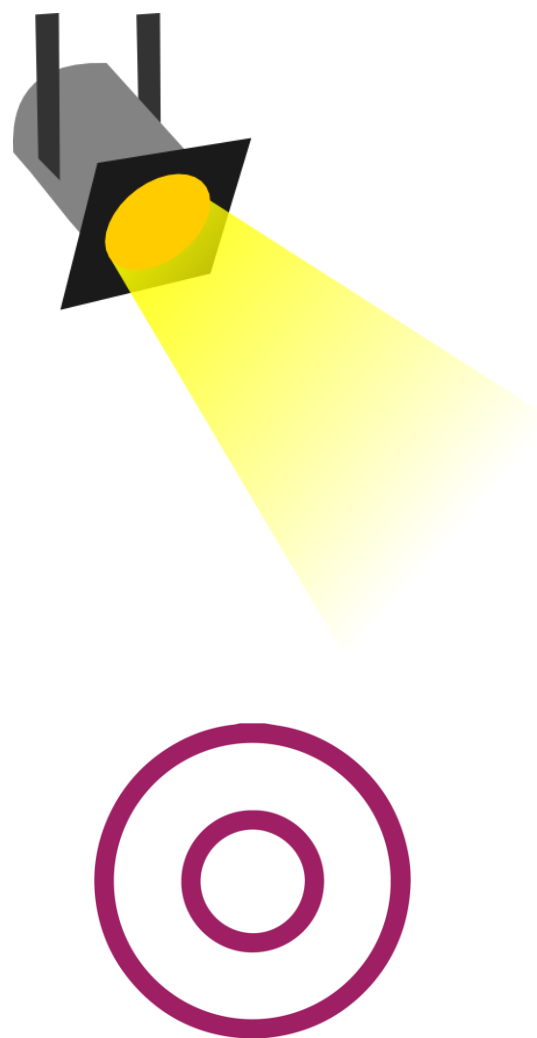
Objective Five

Theme 8	Baseline	Final	Difference
Staff: I have the knowledge and skills needed to address emotional wellbeing and mental health.	3.5	4.4	+0.9

Theme 9	Baseline	Final	Difference
Pupils: My teachers know when I am feeling worried or unhappy.	3.9	4.1	+0.2
Staff: I feel comfortable with identifying signs of emotional or mental distress in both pupils and colleagues.	3.6	4.5	+0.9

Objective Six

The school understands the different types of emotional and mental health needs across the school and has systems in place to respond appropriately.



Objective Six

Theme 10	Baseline	Final	Difference
Pupil: I am able to get help at school when I am feeling worried or unhappy.	3.8	4.2	+0.4
Staff: I know what to do next if I see someone with signs of emotional or mental distress.	3.4	4.3	+0.9
Staff: The school offers good quality support for pupils with emotional wellbeing and mental health difficulties.	3.9	4.7	+0.8

Objective Seven

The school actively seeks the ongoing participation of the whole-school community in its approach to emotional wellbeing and mental health.



A letter sent to parents following an informal stakeholder evaluation addressing strengths and next steps.

Dear Parents,

We recently sent out a survey to parents about our emotional wellbeing and mental health provision at St Mary's. The responses have given us a really useful insight into how parents are feeling about our provision in school so thank-you for taking the time to share your views.

Below is an overview of the responses of the strengths from the responses and our next steps as a school:

Strengths
<ul style="list-style-type: none">As a school community, we all share a commitment to and an understanding of the importance of Emotional Wellbeing and Mental Health.The vast majority of parents who completed the survey (92%) feel comfortable speaking to the school about their child's mental health. <i>"The school are very supportive with the emotional well-being of the children."</i> <i>"I have always found Mrs Chambers and all members of staff to be very approachable, discreet and compassionate."</i> <i>"To feel like you can talk openly in a non-judgemental environment and get helpful feedback and support is what I believe to be one of St Mary's best qualities"</i>Parents gave examples of their children independently using regulation strategies that they had been taught in schools, <i>"My daughter has used meditation and breathing techniques that I didn't even know she had been taught at school."</i>
Next Steps
<ul style="list-style-type: none">Parents would like more opportunities or avenues through which to share their views about our emotional wellbeing and mental health provision. If you would like to speak to the school about our emotional wellbeing and mental health provision, please contact either myself or Mrs Chambers through info@stmarys-byfleet.surrey.sch.uk or call the school office. You can also always speak to your child's class teacher. We will be exploring other ways in which parents can share their views.Some parents were unsure of the emotional wellbeing and mental health support we provide. This information can be found on our school website. If you feel your child would benefit from some additional support, please do not hesitate to get in touch.Quite a few parents were interested in how we support the emotional wellbeing of our staff. This information will be shared on our website after half term.

As the survey was anonymous, we are unable to respond directly to any comments or questions. If you would like to discuss anything you included when completing the survey, please do not hesitate to get in touch using info@stmarys-byfleet.surrey.sch.uk.

I hope you have a wonderful half term break.

Harding



The sensory room helps me with my feelings. It helps me with my angry and sad feelings and helps me calm down.

The sensory room is dark and peaceful which helps me to stay calm. I like the sequin wall frames the best – they feel good!

Objective Seven

Theme 12	Baseline	Final	Difference
Pupil: The school really cares about what I think and listens to what I have to say.	3.9	4.2	+0.3
Staff: The school seeks out and listens to my views and needs about its approach to emotional wellbeing and mental health.	3.5	4.4	+0.9
Parents: The school seeks out listens to my views and needs about its approach to emotional wellbeing and mental health.	3.2	3.8	+0.6

Objective Eight

The school works in partnerships with other schools, agencies and available specialist services to support emotional wellbeing and mental health.

Balfour Beatty



Impact of the Award

More awareness of emotional wellbeing and mental health (community).

A rich offer of support for our children, staff and families.

Confidence

More children and families accessing support needed.

A shared language

Staff feel empowered to seek support (for pupils or themselves) if needed and have more avenues to do so.



Next Steps

