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Developing A Whole School Approach to Health & Wellbeing

Targeted support: early identification and support for health and wellbeing issues including school-based pastoral care and interventions, liaison with parents, appropriate signposting and referrals.

An ethos, culture and environment that values and promotes respect, diversity and health & wellbeing.

Working with parents & carers, outside agencies and the community.

Leadership, management and policies that support and promote a whole school approach to health & wellbeing.

Curriculum, teaching and learning to promote resilience, social & emotional learning and health & wellbeing supported by appropriate staff development /CPD.

Enabling the 'student voice' to influence decisions.

Promoting and supporting staff wellbeing.

Good health, wellbeing and resilience are vital for all our children now and for the future of society
- **Public Health England March 2018**

A whole school approach is one that goes beyond the teaching in the classroom to pervade all aspects of school life
- **DfE November 2018**

Name of school:

Ofsted Inspection Handbook: LEADERSHIP AND MANAGEMENT

- Leaders ensure that teachers receive focused and highly effective professional development. Teachers' subject, pedagogical and content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum.

- Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly.

- Staff consistently report high levels of support for wellbeing issues.

- Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services.

- Engagement opportunities are focused and purposive.

- Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload.

- Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding.

- The school has a culture of safeguarding that supports effective arrangements to: identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to pupils.

- Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services.

- Engagement opportunities are focused and purposive.

- Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice.

- Those responsible for governance understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.

Indicators These are examples – please feel free to add or replace with alternative indicators relevant to your school.	How this might look in school These are examples – please feel free to add or replace with alternative indicators relevant to your school.				Notes and action points
A member of the senior leadership team who has a strategic lead for this area.	e.g. name(s) and job title(s)				
A member of staff with TLR for PSHE education including relationships education/RSE.	e.g. role description and job title				

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A member (or members) of staff with responsibility for co-ordinating and/or with an overview of pastoral support/care within the school.	e.g. role description and job title				
A named governor (or equivalent) for health and wellbeing.	e.g. role description and job title				
Senior leaders monitor the quality of Relationships Education/RSE and PSHE teaching.	e.g. monitoring schedule or reports				
Senior leaders prioritise and actively promote staff health and wellbeing.	e.g. creative use of PPA time, staff benefits, rewards/incentives/thank-yous, free lunch/refreshments, birthday afternoon off, workload reduction initiatives				
Senior leaders fund resources and staff training/CPD for PSHE and Relationships Education/RSE in line with funding for other statutory curriculum areas.	List of training attended or time out of class for CPD in other ways, CPD and training opportunities for support staff, planned opportunities for skill/knowledge sharing within staff teams				
Use of visitors, outside providers and involvement in projects and initiatives is done in partnership as part of the whole school approach to health and wellbeing rather than stand alone or isolated input.	e.g. schemes of work demonstrating how visitors, outside providers, projects and initiatives etc are integrated, examples of partnership work outside the classroom such as School Nurse drop-in clinics, SEBDOS, participation in projects such as Active Movement, SSSN, The Choices Programme, Healthy Smiles, Let's Get Going				
School policies reflect the whole school approach to health and wellbeing **and include the following**: • behaviour including anti-bullying • physical intervention and restrictions of liberty • relationships and health education/sex & relationships (SRE) and health education • drug, alcohol and tobacco education including smoke-free • safeguarding	e.g. list of policies, evidence that policies are linked, statement of schools ethos, Mental Health & Wellbeing Charter.				

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- special educational needs & development - supporting pupils with medical conditions - physical activity - food and healthy eating - mental & emotional wellbeing - staff development and wellbeing (There need not be separate policies for each.)				
There is evidence that policies are implemented within the school.	e.g. whole school behaviour strategy displayed in classrooms or evidence of consistent use such as the same behaviour chart in each classroom, behaviour management training for support staff, records of staff training, initiatives in place, clear procedures in place for medical emergencies, evidence of how staff wellbeing is promoted such as PPA time or workload reduction initiatives, staff survey results			

An ethos, culture and environment that values and promotes respect, diversity and health & wellbeing.

Ofsted Inspection Handbook: BEHAVIOUR AND ATTITUDES

- Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.

- Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.

- Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.

Ofsted Inspection Handbook: PERSONAL DEVELOPMENT

- Developing responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults.

- Developing and deepening pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance.

- Promoting equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique.

- Promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation.

- Inspectors will use a range of evidence to evaluate personal development, including: pupils' understanding of the protected characteristics and how equality and diversity are promoted.

Indicators These are examples – please feel free to add or replace with alternative indicators relevant to your school.	How this might look in school These are examples – please feel free to add or replace with alternative indicators relevant to your school.				Notes and action points
The school's commitment to a whole school approach to health and wellbeing is communicated to everyone including parents, carers, staff pupils and the wider community.	e.g. newsletters, fliers for events, displays, Mental Health & Wellbeing Charter				
A culture of communication and openness that ensures concerns can be addressed.	e.g. worry boxes, pastoral care drop-ins, circle-time type activities,				
There is recognition that everyone in the	e.g. pastoral care meetings, parent workshops, home-				

school community has a role and everyone is committed to playing their part and working together.	school agreement,				
The school promotes health and wellbeing in a range of ways throughout the school, as well as in the classroom.	e.g. school food provision, projects and initiatives e.g. daily mile, pastoral support initiatives, SSSN, Active Movement, Healthy Minds, creative use of support e.g. SEBDOS, YOT, theme days, awareness days, the 'hidden curriculum', displays, language all reflect diversity.				
The school promotes mental and emotional wellbeing in a range of ways throughout the school.	e.g. school food provision, projects and initiatives e.g. daily mile, pastoral support initiatives, SSSN, Active Movement, Healthy Minds, creative use of support e.g. SEBDOS, YOT, theme days, awareness days, the 'hidden curriculum' , displays, language & resources reflect diversity.				
The school promotes healthy eating in a range of ways throughout the school.	e.g. school food provision, projects and initiatives e.g. daily mile, pastoral support initiatives, SSSN, Active Movement, Healthy Minds, creative use of support e.g. SEBDOS, YOT, theme days, awareness days, the 'hidden curriculum', displays, language & resources reflect diversity.				
The school promotes physical activity in a range of ways throughout the school.	e.g. school food provision, projects and initiatives e.g. daily mile, pastoral support initiatives, SSSN, Active Movement, Healthy Minds, creative use of support e.g. SEBDOS, YOT, theme days, awareness days, the 'hidden curriculum', displays, language & resources reflect diversity.				
The school promotes inclusiveness, respect and diversity in a range of ways throughout the school.	e.g. school food provision, projects and initiatives e.g. daily mile, pastoral support initiatives, SSSN, Active Movement, Healthy Minds, creative use of support e.g. SEBDOS, YOT, theme days, awareness days, the 'hidden curriculum', displays, language & resources reflect diversity.				
The schools environment promotes the health and wellbeing of staff and pupils in a	e.g. school food provision, projects and initiatives e.g. daily mile, pastoral support initiatives, SSSN, Active				

range of ways.	Movement, Healthy Minds, creative use of support e.g. SEBDOS, YOT, theme days, awareness days, the 'hidden curriculum', displays, language & resources reflect diversity.				

Targeted support: early identification and support for health & wellbeing issues including school-based pastoral care and interventions, liaison with parents, appropriate signposting and referrals.

Ofsted Inspection Handbook: LEADERSHIP AND MANAGEMENT
- The school has a culture of safeguarding that supports effective arrangements to: identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to pupils.
- Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services.

Ofsted Inspection Handbook: PERSONAL DEVELOPMENT
- The curriculum provided by schools should extend beyond the academic, technical or vocational. Schools support pupils to develop in many diverse aspects of life. The personal development judgement evaluates the school's intent to provide for the personal development of all pupils, and the quality with which the school implements this work.

DFE Mental Health and Behaviour in Schools: Chapter 1- Schools' responsibilities in relation to mental health
- Schools have an important role to play in supporting the mental health and wellbeing of their pupils, by developing approaches tailored to the particular needs of their pupils. All schools are under a statutory duty to promote the welfare of their pupils, which includes: preventing impairment of children's health or development, and taking action to enable all children to have the best outcomes.
- Early intervention to identify issues and provide effective support is crucial. The school role in supporting and promoting mental health and wellbeing can be summarised as: prevention, identification, early support, access to specialist support.

Indicators These are examples – please feel free to add or replace with alternative indicators relevant to your school.	How this might look in school These are examples – please feel free to add or replace with alternative indicators relevant to your school.				Notes and action points
Good links are established with outside agencies to provide support and to enable appropriate referrals if required.	e.g. PSHE curriculum, Choices/ Partnerships for Children programmes, Healthy Minds work, pastoral care sessions, support groups, ELSA, use of outside agencies and services: SEBDOS, YOT, Aik Saath, School Nurse Team referrals and drop-in sessions, Thames Hospice Bereavement Support, EP service				
The school has addressed the four aspects for supporting and promoting mental health and wellbeing: 1. **Prevention:** creating a safe and calm					

	environment where mental health problems are less likely, improving the mental health and wellbeing of the whole school population, and equipping pupils to be resilient so that they can manage the normal stress of life effectively. This will include teaching pupils about mental wellbeing through the curriculum and reinforcing this teaching through school activities and ethos.	e.g. Schemes of work cover the requirements laid out in the DFE guidelines for Health Education and include teaching about mental and emotional wellbeing plus opportunities to develop underlying skills such as resilience. Involvement/uptake of initiatives such as Choices, Partnerships for Children programmes, Healthy Minds. Anti-bullying education and prevention are in place. Teacher wellbeing is promoted. Young Health Champions. Mental Health & Wellbeing Charter.			
2.	**Identification:** recognising emerging issues as early and accurately as possible.	e.g. Staff training and awareness to enable identification of issues and ways to prevent and support, e.g. Mental Health First Aid training, PPePCare training, Young Health Champions. e.g. tools used to assess and monitor the wellbeing of pupils of concern e.g. PHE/Anna Freud or Charlie Waller			
3.	**Early support:** helping pupils to access evidence based early support and interventions.	e.g. staff training and awareness to enable identification of issues and awareness of initiatives and services available for early support e.g. school counsellor, ELSA, EP service, SEBDOS, YOT, Healthy Minds targeted sessions, Thames Hospice Bereavement Support, School Nurse referrals, Youth Support Service, Engage Project, Turning Point, supported signposting to apps/websites/helplines, Young Health Champions. e.g. tools used to assess and monitor the wellbeing of pupils of concern e.g. PHE/Anna Freud or Charlie Waller			
4.	**Access to specialist support:** working effectively with external agencies to provide swift access or referrals to specialist support and treatment.	e.g. Staff training and awareness to enable identification of issues and awareness of initiatives and services available for specialist support and how to access/refer.			

Curriculum, teaching and learning to promote resilience, social & emotional learning and health & wellbeing supported by appropriate staff development /CPD.

Ofsted Inspection Handbook: THE QUALITY OF EDUCATION

- Research and inspection evidence suggest that the most important factors in how, and how effectively, the curriculum is taught and assessed are that teachers have expert knowledge of the subjects that they teach. If they do not, they are supported to address gaps in their knowledge so that pupils are not disadvantaged by ineffective teaching.

- The following activities will provide inspectors with evidence about the school's implementation of its intended curriculum: discussions with subject specialists and leaders about the content and pedagogical content knowledge of teachers, and what is done to support them.

- Teachers have good knowledge of the subject(s) and courses they teach.

- Leaders provide effective support for those teaching outside their main areas of expertise.

- Inspectors will consider the school's curriculum, which is the substance of what is taught with a specific plan of what pupils need to know in total and in each subject.

- Inspectors will consider the extent to which the school's curriculum sets out the knowledge and skills that pupils will gain at each stage (we call this '**intent**'). They will also consider the way that the curriculum developed or adopted by the school is taught and assessed in order to support pupils to build their knowledge and to apply that knowledge as skills (we call this '**implementation**'). Finally, inspectors will consider the outcomes that pupils achieve as a result of the education they have received (we call this the '**impact**').

- In evaluating the school's educational intent, inspectors will primarily consider the curriculum leadership provided by school, subject and curriculum leaders.

- The school's curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before and towards its clearly defined end points.

- All pupils in maintained schools are expected to study the basic curriculum, which includes national curriculum, religious education and age-appropriate relationships and sex education. Academies are expected to offer all pupils a broad curriculum that should be similar in breadth and ambition.

- Inspectors will draw evidence about leaders' curriculum intent principally from discussion with senior and subject leaders. Inspectors will explore how leaders have sequenced the curriculum to enable pupils to build their knowledge and skills towards the agreed end points.

- Inspectors will bear in mind that developing and embedding an effective curriculum takes time, and that leaders may only be partway through the process of adopting or redeveloping a curriculum.

- Research and inspection evidence suggest that the most important factors in how, and how effectively, the curriculum is taught and assessed are that teachers have expert knowledge of the subjects that they teach. If they do not, they are supported to address gaps in their knowledge so that pupils are not disadvantaged by ineffective teaching.

- Teachers use assessment to check pupils' understanding in order to inform teaching, and to help pupils embed and use knowledge fluently and develop their understanding, and not simply memorise disconnected facts.

- The following activities will provide inspectors with evidence about the school's implementation of its intended curriculum: reviews of schemes of work or other long-

term planning (in whatever form subject leaders normally use them), usually in discussion with curriculum leaders.

- Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.

- The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

Ofsted Inspection Handbook: PERSONAL DEVELOPMENT
- The curriculum provided by schools should extend beyond the academic, technical or vocational. Schools support pupils to develop in many diverse aspects of life. The personal development judgement evaluates the school's intent to provide for the personal development of all pupils, and the quality with which the school implements this work.

- The personal development judgement evaluates the school's intent to provide for the personal development of all pupils, and the quality with which the school implements this work.

- Developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy.

- Enabling pupils to recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them.

- Enabling pupils to recognise the dangers of inappropriate use of mobile technology and social media.

- Developing pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities.

- Developing pupils' age-appropriate understanding of healthy relationships through appropriate relationship and sex education.

- Inspectors will use a range of evidence to evaluate personal development including: the range, quality and take-up of extra-curricular activities offered by the school; how curriculum subjects such as PSHE and RSE contribute to pupils' personal development; the quality of debate and discussions pupils have.

Ofsted Inspection Handbook: RELATIONSHIPS AND SEX EDUCATION
- From September 2019, schools are able to follow a new relationships and sex education and health education curriculum. From September 2020, they will be required by law to follow it. Primary-age children must be taught about positive relationships and respect for others, and how these are linked to promoting good mental health and well-being. In addition, sex education will become mandatory at secondary level.

- If a school is failing to meet its obligations, inspectors will consider this when reaching the personal development judgement.

Slough Child Health Profile March 2019: Key health areas for primary school aged children
- The MMR immunisation level does not meet recommended coverage (95%). By age two, 87.1% of children have had one dose.

- Dental health is worse than England. 41.5% of 5 year olds have one or more decayed, filled or missing teeth.

- Levels of child obesity are worse than England. 11.1% of children in Reception and 26.8% of children in Year 6 are obese.

Slough Child Health Profile March 2019: Key health areas for secondary school aged children

- Chlamydia screening is recommended for all sexually active 15-24 year olds. Increasing detection rates indicates better targeting of screening activity; it is not a measure of prevalence. Areas should work towards a detection rate of at least 2,300 per 100,000 population. In 2017, the detection rate in this area was 1,257 which is lower than the minimum recommended rate.

Indicators These are examples – please feel free to add or replace with alternative indicators relevant to your school.	How this might look in school These are examples – please feel free to add or replace with alternative indicators relevant to your school.				Notes and action points
All aspects of the DfE requirements for Relationships and Health Education/RSE and Health Education are included in the curriculum.	e.g. completed mapping document - mapping tools available e.g. PSE Association, Sex Education Forum, Services for Education				
Opportunities for learning outside the classroom are used effectively.	e.g. positive play and anti-bullying initiatives in the playground, after school clubs and initiatives, charity and awareness days, school events, healthy eating initiatives.				
Relationships Education/RSE and Health Education are mapped to wider PSHE/SMCE topics, across other curriculum subjects and other learning opportunities within school life.	e.g. RSE/infections & hygiene, healthy eating/oral health in science, hygiene and infections in science, completed mapping document - mapping tools available e.g. PSE Association, Sex Education Forum, Services for Education				
A variety of teaching and learning strategies are used to encourage all students to participate fully and develop skills and positive attitudes towards topics studied.	e.g. schemes of work				
As part of the school's work to promote emotional and mental health and wellbeing and prevent problems, pupils are given frequent opportunities to explore and develop their own resilience.	e.g. PSHE curriculum, Partnerships for Children programmes, Healthy Minds work, pastoral care sessions, support groups, ELSA, use of outside agencies and services: SEBDOS, YOT, Aik Saath, School Nurse Team referrals and drop-in sessions, Thames Hospice Bereavement Support, EP service.				
Teachers have excellent subject knowledge and skills and receive appropriate and timely CPD.	e.g. training attended, mentoring, visits, links with outside agencies, online learning, reading and websites				
Opportunities to assess learning are planned into the programmes of study.	e.g. schemes of work include assessment opportunities, pre and post learning assessments				

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Resources used have been carefully selected to ensure suitability for each cohort of students and there is a review process to ensure they are effective tools for learning.	e.g. copies of resources, any selection or review criteria used, record of meeting to review and choose resources				
Use of outside agencies, projects and initiatives including assemblies and presentations are integrated into the curriculum not stand-alone or isolated. Teachers are fully involved to allow follow up work, assessment and support once outside providers have left.	e.g. list of agencies, schemes of work demonstrating how agencies, outside providers etc are integrated, SSSN, Choices, School Nurses, SEBDOS, YOT, YSS, Active Movement, Healthy Smiles, Aik Saath, Healthy Minds, Active play				
Good links are established with outside agencies to provide support and CPD to teachers and to enable appropriate referrals if required.	e.g. list of agencies and support offered including staff training				
Use of visitors, outside providers and involvement in projects and initiatives is done in partnership as part of the whole school approach to health and wellbeing rather than stand alone or isolated input. This provision is included in the mapping.	e.g. schemes of work demonstrating how visitors, outside providers, projects and initiatives etc are integrated, examples of partnership work outside the classroom such as drop-in clinics, targeted group work				
PSHE network meetings regularly attended.	e.g. meeting notes etc				

Promoting and supporting staff wellbeing.

Ofsted Inspection Handbook: LEADERSHIP AND MANAGEMENT

- Staff consistently report high levels of support for well-being issues.

- Leaders engage with their staff and are aware and take account of the main pressures on them.

- Leaders protect staff from bullying and harassment.

- Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly.

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Indicators These are examples – please feel free to add or replace with alternative indicators relevant to your school.	How this might look in school These are examples – please feel free to add or replace with alternative indicators relevant to your school.				Notes and action points
School leaders are proactive in promoting staff wellbeing, **including their own**, considering the following areas: promoting wellbeing awareness, developing supportive relationships, meeting human needs, supporting work-life balance, showing appreciation, developing a positive ethos and values.	e.g. wellbeing workshops or webinars, mindfulness programmes, mentoring, peer support, refreshments, lunches, policies that support work-life balance and consider workload, creative use of PPA time and cover, investing in CPD, ways of showing appreciation.				
School policies such as assessment and marking take account of staff workload and promote staff wellbeing.	e.g. providing stamps for book marking, use of peer marking and verbal feedback, workload considered when selecting assessment and progress tracking systems, shared planning.				
School leaders have put measures in place to promote staff health and wellbeing and identify and support those who require it.	e.g. details of how staff are supported and made aware of/signposted to sources of support, e.g. back-to-work discussions after a period of sickness absence, 'pastoral' support initiates for staff.				

Enabling the 'student voice' to influence decisions.

Ofsted Inspection Handbook: LEADERSHIP AND MANAGEMENT
- Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services.
- Engagement opportunities are focused and purposive.

Indicators These are examples – please feel free to add or replace with alternative indicators relevant to your school.	How this might look in school These are examples – please feel free to add or replace with alternative indicators relevant to your school.				Notes and action points
The school has mechanisms in place to ensure the views of all children and young people (including those hard to reach, with Special Educational Needs and/or disability) are reflected in school decision making.	e.g. surveys, student councils, focus groups, peer education/leader/mentor schemes, Young Health Champions				
The school takes part in projects and initiatives to enable student involvement.	e.g. peer mentoring, Young Health Champions, peer education, youth parliament				
Teaching and learning approaches use that enable pupils to develop the knowledge and skills to form their own ideas and opinions, share them with others and agree or disagree with others in a respectful way that supports their own self esteem and the self esteem of others.	e.g. PSHE good practice.				
Enabling pupils to recognise when they need to ask for help and ensuring that staff are accessible and aware of how to support pupils.	e.g. training for staff including support staff, use of worry boxes/question boxes etc, routines that don't prevent pupils having the opportunity to access staff for support.				

Working with parents and carers, outside agencies and the community.

Ofsted Inspection Handbook: LEADERSHIP AND MANAGEMENT

- Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services.
- Engagement opportunities are focused and purposive.

Indicators These are examples – please feel free to add or replace with alternative indicators relevant to your school.	How this might look in school These are examples – please feel free to add or replace with alternative indicators relevant to your school.				Notes and action points
The school provides opportunities for parents/carers to access information, support and advice on health and wellbeing for themselves and to support their children.	e.g. parent workshops, information sessions, presentations, home learning tasks that involve parents, parenting workshops, surveys & feedback mechanisms, parent groups.				
The school engages with the local community and a range of external agencies to support pupils, parents/carers and staff.	e.g. list of agencies that come in to school and what they provide, referral routes for services, special arrangements or relationships with agencies.				
Good links are established with outside agencies to provide support and CPD to teachers and to enable appropriate referrals if required.	e.g. lists of training delivered, mentoring, regular networks or meetings held or attended, websites accessed, liaison and joint working.				

Developing a Whole School Approach to Health & Wellbeing - ACTION PLAN

Leadership, management and policies that support and promote a whole school approach to health & wellbeing.

Action point	Person responsible	Target date			

An ethos, culture and environment that values and promotes respect, diversity and health & wellbeing.

Action point	Person responsible	Target date			

Targeted support: early identification and support for health & wellbeing issues including school-based pastoral care and interventions, liaison with parents, appropriate signposting and referrals.

Action point	Person responsible	Target date			

Curriculum, teaching and learning to promote resilience, social & emotional learning and health & wellbeing supported by appropriate staff development /CPD.

Action point	Person responsible	Target date			

Promoting and supporting staff wellbeing.

Action point	Person responsible	Target date			

Enabling the 'student voice' to influence decisions.

Action point	Person responsible	Target date			

Working with parents and carers, outside agencies and the community.

Action point	Person responsible	Target date			