

Academy: Great Bedwyn CE School

Trust-wide Foci: Roles, Demands, Control

| Academy Focus | Objective | Action(s) | Led by | How will impact be measured? | How will we know if we have been successful? | Milestones and finish date | Resources | Review Date: Impact so far |
|---------------|---|---|--|--|--|---|-----------|---|
| Roles | All stakeholders to have positive mental health: | | | | | | | |
| | Pupils | <ul style="list-style-type: none"> *Initial surveys *Baseline *Organise specific groups eg ELSA *PSHRSE lessons *Certificates, leaves, postcards *Train chdn as Healthy Mind Champions *Pupil progress meetings x 3 annually *Buddy system *Earn you Wings Launched Jan 2022 | <p>LC</p> <p>KP</p> <p>All staff</p> <p>LC</p> <p>LC</p> | <p>Follow up surveys</p> <p>Attendance at clubs</p> <p>Acceptance of all chldn, pupil voice, kindness, behaviour and attitudes</p> | <p>Positive survey results</p> <p>Increased attendance</p> <p>Behaviour</p> | <p>Wiltshire Children and Young People’s Health and Wellbeing Survey December 2021 data released 2020/2021</p> <p>2022-2023</p> | | <p>Achieved Healthy School Award Silver 2022/23</p> |
| | Staff | <ul style="list-style-type: none"> *Train Healthy Mind Champion *Develop staff wellbeing policy *Time in meetings to discuss wellbeing *Organise staff social events *line management meetings/support | <p>All staff</p> <p>LC</p> <p>All staff</p> | <p>Understanding and respect for all</p> <p>Staff meetings and general discussions</p> | <p>Participation in Earn your Wings initiative Effective team work</p> <p>General atmosphere in school</p> | <p>New PSHE lead 2023-24 KP</p> | | <p>New Forest School leader trained</p> |

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| | Parents/carers | <ul style="list-style-type: none"> *Scarecrow/fair community event *Information evenings *Plan for ongoing events *Surveys *Improve communication *positive replies to surveys/Parental governor to improve wellbeing via newsletter, letters home *Regular feed back | LC All staff | <ul style="list-style-type: none"> Level of engagement Number of complaints Parent survey results | <ul style="list-style-type: none"> Support for those vulnerable at the time Attendance at events Informal feedback Survey results | 2022-23 2023-24 | | |
| Demands Staff: | To ensure teacher workload remains manageable | <ul style="list-style-type: none"> *Time given to reflect *SL release time-extra for priority subjects *SLT rapid response to feedback & requests *Workload of staff *Expectations made clear *Effective communication *Questionnaires | SLT | Staff feedback & survey results | <ul style="list-style-type: none"> Positive staff morale Evidence of team work Attendance at social events | 2022-23 2023-24 | | |
| Parents: | Ensure children are 'school ready' | <ul style="list-style-type: none"> *All children have an opportunity to shine *Access to curriculum is supported so chldn can be the best they can be *Meeting expectation of teachers' | | General feedback & survey results | <ul style="list-style-type: none"> Positive communication at school gates; number of complaints; attendance at Parents' evenings and social events | | | |
| Pupils: | Supporting the school with learning & behaviour initiatives & Personal Development curriculum | | | | | | | |
| | Ensure they are ready to learn | <ul style="list-style-type: none"> *Become resilient *Can identify trusted adults within the school | | Attendance at clubs | | | | Successful After School care |
| | Access our broad and balanced curriculum | <ul style="list-style-type: none"> *Pupils know expectations for learning & behaviour *with & without parental support | | Playground problems | <ul style="list-style-type: none"> Most pupils participating in at least one club | | | Daily run Wake & shake |

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| | | *Included in policy making & reviews | | General feedback & survey results Wellbeing surveys Safeguarding walks | Positive survey results Positive feedback Free place in each club for PP children | | | Daily mindfulness Free place in each club for PP children |
| Controls | <p>Staff:</p> <p>School policy reflects work/life balance considerations</p> <p>Provided with a line manager</p> <p>Teacher and LSA meetings</p> <p>Parents:</p> <p>Direct, immediate communication if any problems</p> <p>Pupils:</p> <p>Voice into Action group</p> | <p>*Line management meetings</p> <p>*Timetable of meetings – LSA/ELSA/Nurture groups</p> <p>*Detailed PSHE curriculum</p> <p>*Detailed format for ‘Earn your Wings’</p> <p>*Phone call/appropriate communication within 24 hours of concern being mentioned</p> <p>*Additional reports as appropriate</p> <p>*Invited working parties</p> <p>They have a voice through the Pupil Voice Pupil Voice captured regularly by governors/staff</p> | | <p>Minutes of meetings</p> <p>Number of problems</p> <p>Surveys/questionnaires</p> <p>Effectiveness of Voice into Action Group</p> <p>Participation in ‘Earn you Wings’ initiative</p> | <p>Positive meetings as shown in minutes & feedback</p> <p>Positive feedback from parents</p> <p>‘Buy in’ for all ks2 pupils: Voice into Action, Chumvi Club, Earn your Wings</p> <p>Encouraged to perform in assemblies</p> | | | <p>Voice into Action</p> <p>Science, Art, Computing ambassadors</p> <p>Worship ambassadors –</p> |

