



Wellbeing Award
for Schools

Wellbeing Award for Schools (WAS) Green achieved Blue – SLT action Yellow – WP

Action Plan

School name:	<input type="text" value="Westfield Primary School"/>
School address and postcode:	<input type="text" value="Westfield Road, Cottingham, HU16 5PE"/>
School telephone:	<input type="text" value="01482 844369"/>
School website:	<input type="text" value="www.westfieldprimary.org"/>
Head teacher:	<input type="text" value="Mrs Samantha Hickey"/>
Head teacher's email:	<input type="text"/>
WAS coordinator:	<input type="text" value="Vikki Garner"/>
WAS coordinator's email:	<input type="text"/>
Award adviser:	<input type="text" value="Colin Noble"/>
Award adviser's email:	<input type="text"/>
Date of registration:	<input type="text"/>
Provisional month for verification: (usually 12-15 months after registration)	<input type="text"/>



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Brief description of the school (this may be copied from the SSEF). You may wish to use information from Ofsted or similar.

Westfield Primary School occupies a large site on the edge of Cottingham. It is a 5-11 co-educational primary school with 411 children on roll, but with an in-school nursery about to be constructed. It is a local authority school within the East Riding of Yorkshire, very close to the city and different local authority of Hull.

The School's intake is generally more affluent than the national average and with parents who value, and are interested in, education. The School has adopted a restorative practice approach in its management and leadership of behaviour. The Head Teacher is on a Local Authority-inspired working party addressing the emotional wellbeing of Head Teachers.

Objective 1

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

Adviser's comments on the school's achievements

The School is fully committed to promoting and protecting the positive emotional wellbeing and mental health of its whole community, This was evident from discussions with staff and the Head Teacher, a tour of the School and the fact that the School has already achieved KPIs 1.1-1.5 of the Award. The School recognises that different staff members may have different approaches to promoting and protecting emotional wellbeing and mental health and that this can be both a strength and an area of development.

Key performance indicator	Current status	Action to be taken	Who will deliver / monitor the action?	When will action be taken?
1.1 The award process is reviewed by the Senior Leadership Team (SLT) and governors and formally adopted.	Fully Achieved			
1.2 A statement of commitment is signed and stored in the portfolio of evidence.	Fully Achieved			
1.3 A Change Team is nominated and appointed.	Fully Achieved More colloquially known as the Working Group	School to consider if and how it can reflect pupil voice in the considerations and work of the Change Team.		
1.4 The School Self-Evaluation Form is completed.	Fully Achieved			

1.5 The Stakeholder Evaluation Forms are sent out and the results analysed.	Fully Achieved			
1.6 The Action Plan is prepared and approved by the SLT.	Much More Development Needed	Colin Noble to draft action plan and send to School School to revise or accept action plan and send revision, or acceptance, to CN to 26 th November	CN Working Party (WP)	By 22.10.21 Approved
1.7 The Action Plan has been fully completed and shared with all key stakeholders.	Much More Development Needed			
1.8 EVALUATION: The Action Plan is regularly monitored, progress is evaluated, and the findings shared and acted upon.	Much More Development Needed	Working Party to have the action plan as an agenda item in all its meetings to evaluate progress, share findings and take action.	WP	Ongoing from 26.11.21

Objective 2

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.

Adviser's comments on the school's achievements

The School's aims, as stated on its website, go a long way to establishing a vision: "Our aim is to ensure that all our children are happy, fulfilled and challenged in a rich learning environment which aims to cater for their individual needs, preparing them well for the next stage in their education and develops a love for learning.

We believe our priority is to establish a secure and relaxed atmosphere where: *Children feel they can question, identify difficulties and overcome them without fear; Realistic goals are set for children's intellectual, physical, social and emotional development and where they are encouraged to set similar realistic goals for themselves; Children's own self image is openly and positively valued by peers and adults."*

There is some scope to making this more explicit about emotional wellbeing and mental health but is not necessary as they are strongly implied already.

The Strategy is referenced as part of the School Improvement Plan, but there it would be preferable if an appendix were written which includes specific aspects of the Strategy e.g. staff wellbeing, staff training and development, parents/carers and resources.

Key performance indicator	Current status	Action to be taken	Who will deliver / monitor the action?	When will action be taken?
2.2. The school has reviewed its provision and understands how it currently supports emotional wellbeing and mental health and where strengths, gaps and weaknesses in provision exist.	Much More Development Needed	Use the pro forma 2.2 on AwardPlace https://app.awardplace.co.uk/resources/32/WAS	Working Party	By Xmas 2021

<p>2.3 All relevant school policies (bullying, safeguarding, etc.) have been audited to ensure they connect with the school's work on emotional wellbeing and mental health.</p>	<p>Partly Achieved Some policies have been reviewed, e.g. Safeguarding and Homework but others need to be either reviewed or checked for consistent implementation e.g. anti-bullying and assessment.</p>	<p>Review relevant policies which may have an impact on emotional wellbeing and mental health.</p>	<p>SLT</p>	<p>By February 2022</p>
<p>2.4 The school has reviewed and understands all the relevant risk factors that can impact on emotional wellbeing and mental health in pupils.</p>	<p>Much More Development Needed</p>	<p>Identify where risk factors have been considered. Colin Noble to send a policy from another school which lists the typical risk factors.</p>	<p>Working Party CN</p>	<p>By February 2022 By 22.10.21</p>
<p>2.5 A strategy for emotional wellbeing and mental health, which takes into account all reviews and audits and addresses any gaps in provision, is approved and in place.</p>	<p>Fully Achieved But needs more detail as an appendix</p>	<p>Colin Noble to send an example from another school</p>	<p>CN</p>	<p>By 22.10.21</p>
<p>2.6 The strategy and vision statement are communicated to the whole-school community.</p>	<p>Much More Development Needed</p>	<p>Use staff meetings, website, newsletters to parents, assemblies and PSHCE to communicate the vision and strategy.</p>	<p>Working Party</p>	<p>By Xmas 2021</p>
<p>2.7 EVALUATION: The SLT has identified a clear set of outcomes for measuring the impact of the strategy and progress towards them is monitored and appropriate follow-up action taken.</p>	<p>Much More Development Needed</p>	<p>Decide which outcomes would be most beneficial, using the Stakeholder Evaluation Forms, and put in the Strategy appendix (see 2.5 above)</p>	<p>Working Party and SLT</p>	<p>By Xmas 2021</p>

Objective 3

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

Adviser's comments on the school's achievements

One of the characteristics of the School, admittedly drawn from only a short day visit and conversations with a small number of staff, is its excellent practice in some pockets but an inconsistent approach in others. This was not true from a tour of the School, which revealed an atmosphere of universal and good-humoured mutual respect. This is always a good litmus test for any organisation's emotional health. However, some things would benefit from a more consistent approach such as: classrooms having an area which promotes emotional wellbeing and a common enthusiasm for PSHCE and commitment to its teaching.

Key performance indicator	Current status	Action to be taken	Who will deliver / monitor the action?	When will action be taken?
3.1 The school takes steps to create an awareness across the whole-school community of the importance of emotional wellbeing and mental health, including its impact on academic performance.	Partly Achieved. There is some very good practice in school but it is not currently consistent across all classes.	Increase the number of notices, notice boards and posters in school which refer to aspects of emotional wellbeing and mental health. Use staff meetings to discuss the issues and draw staff attention to the NAHT/Public Health England document at https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf	Working Party Working Party and SLT	By February 2022 By Xmas 2021
3.2 The whole-school community has contributed to the vision and strategy for emotional	Much More Development Needed	Use the website, parental newsletters and staff meetings to inform and discuss the vision and	Working Party	By Xmas 2021

wellbeing and mental health.		strategy.		
3.3 The whole-school community understands their role in promoting and protecting emotional wellbeing and mental health.	Fully Achieved			
3.4 An accountability framework clearly sets out who is responsible for emotional wellbeing and mental health within the school leadership.	Much More Development Needed	Working Party to write the accountability framework. See https://app.awardplace.co.uk/resources/33/WAS	Working Party	By Xmas 2021
3.5 The school works to implement positive ways of talking about, and removing the stigma around, mental health.	Partly Achieved Work takes place to address this issue in PSHCE and in assemblies, but the School feels that it is inconsistent in its application.	Discuss ways in which assemblies and PSHCE can more consistently address the issue of removing stigma from issues to do with mental health. Consider making use of the materials available from Time To Change time-to-change.org.uk	Working Party/SLT	By Easter 2022
			Working Party/SLT	By Xmas 2021
3.6 EVALUATION: The school evaluates the extent to which the whole-school community feels comfortable talking about, and taking responsibility for, emotional wellbeing mental health within the school, and appropriate follow-up action is taken.	Fully Achieved			



Objective 4

The school actively promotes staff emotional wellbeing and mental health.

Adviser's comments on the school's achievements

The School does very well with this objective, achieving all five KPIs. It will need to make sure that the reference to staff emotional wellbeing and mental health is more fully referenced in the mooted strategy appendix (see 2.5). The staff room, spacious comfortable and welcoming, might benefit from a dedicated wellbeing board and/or a shout out board.

Key performance indicator	Current status	Action to be taken	Who will deliver / monitor the action?	When will action be taken?
4.1 Staff emotional wellbeing and mental health is specifically included in the strategy.	Fully Achieved			
4.2 A budget is in place and resources allocated for staff emotional wellbeing and mental health.	Fully Achieved			
4.3 Stress management, positive wellbeing interventions and reward systems are in place for staff.	Fully Achieved Through Wellbeing Wednesdays, the Local Authority staff scheme, and the developing outdoor staff room.			
4.4 The staff appraisal system, alongside ongoing supervision, ensures emotional wellbeing and mental health is recognised and monitored.	Fully Achieved Recent changes to the staff appraisal protocols mean that the 'wellbeing question' is asked axiomatically.			

<p>4.5 EVALUATION: Feedback is gathered from staff about the quality of support in place for their emotional wellbeing and mental health, and appropriate follow-up action is taken.</p>	<p>Fully Achieved</p>			

Objective 5

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

Adviser's comments on the school's achievements

The School has some very well trained staff and it is apparent that most staff are confident in their roles of promoting and protecting emotional wellbeing and mental health.

Key performance indicator	Current status	Action to be taken	Who will deliver / monitor the action?	When will action be taken?
5.1 Professional learning and staff development forms part of the strategy, including consideration of resource allocation.	Partly Achieved	Ensure that reference to professional learning and staff development is put into the appended strategy (see 2.5 above).	Working Party	By February 2022
5.2 The school is aware of current confidence and capacity among staff in promoting emotional wellbeing and mental health, and training needs are identified.	Fully Achieved			
5.3 The school has a targeted short-term and long-term CPD programme in place that includes emotional wellbeing and mental health, with training opportunities offered.	Fully Achieved The School has been more adept at targeting issues rather than people.			
5.4 A programme of mental health	Fully Achieved	Draw staff attention to the existence	Working Party	By Xmas 2021

<p>awareness training is available to all staff.</p>	<p>The training about attachment disorder was well attended by staff.</p>	<p>and use of Mind Ed https://www.minded.org.uk/</p>		
<p>5.5 EVALUATION: The school evaluates the extent to which all teaching staff feel they have the knowledge and skills to promote emotional wellbeing in their class teaching, and appropriate follow-up action is taken.</p>	<p>Fully Achieved But ensure that there is a positive response to any training requests made in the Stakeholder Evaluation Forms.</p>			

Objective 6

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

Adviser's comments on the school's achievements

The School has an enviable staff resource to help address children's issues within emotional wellbeing and mental health. It could improve its work by being more forensic in the way in which it assesses need and more consistent in its use of CPOMS. It could also make better use of its website and notices around school to advertise external services which can help with emotional wellbeing and mental health.

Key performance indicator	Current status	Action to be taken	Who will deliver / monitor the action?	When will action be taken?
6.1 Assessments of pupil and staff needs are conducted at regular points and feedback is acted upon.	Partly Achieved The staff appraisal system means that staff needs are regularly assessed, but the pupil progress meetings, which would be a good way of regularly assessing pupil needs might need to be made more consistent in addressing the more holistic needs of all pupils.	Introduce a revised pupil progress meeting schedule and expectation.	HT and DHT	By Xmas 2021
6.2 All staff can identify and respond appropriately to signs of emotional or mental distress in pupils and each other.	Fully Achieved But might need to do more Team Teach training.			
6.3 There is a clear identification and information sharing system for pupils.	Fully Achieved The School uses CPOMS and there is a need to obtain a more			

	consistent approach to it through training and meetings.			
6.4 The school uses its best endeavours to provide for pupils a range of interventions appropriate to the needs identified.	Fully Achieved Interventions such from ELSA-trained staff and the use of lego-therapy are available. External referrals can also be made to a range of outside agencies.			
6.5 Arrangements with external specialist services are in place with clear referral pathways and outcomes agreed for pupils.	Fully Achieved			
6.6 The school provides signposts to appropriate online information, services and support.	Much More Development Needed	Use the website Place posters with useful numbers in areas where staff and pupils will see them	Working Party	By Xmas 2021
6.7 EVALUATION: Evidence is gathered about the effectiveness of the support available for pupils' emotional and mental health needs, and appropriate follow-up action is taken.	Fully Achieved			

Objective 7

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

Adviser's comments on the school's achievements

There is much about the School's approach to whole-school community participation that is very good. Parental interest is high and governor support and involvement is tangible. There are some things that could be improved, such as a more consistent approach to pupil voice and wider and sustained communications about issues to do with emotional wellbeing and mental health.

Key performance indicator	Current status	Action to be taken	Who will deliver / monitor the action?	When will action be taken?
7.1 Pupil voice mechanisms are in place and used at regular points.	Partly Achieved The School is one where pupil voice is valued and heard, but there may be an inconsistency resulting in some children's voices not being heard.	Introduce worry boxes/suggestion boxes in classrooms and in communal areas. Explore the value and possibility of rekindling the school council.	Working Party	By Xmas 2021
7.2 The school works in partnership with parents/carers to respond to their views and needs.	Partly Achieved The parents' stakeholder evaluation forms have good evidence of this and there are many parent-governors.	Explore the possibility of organising specific events for parents either just socially and/or addressing specific issues of parental concern.	Working Party	By Easter 2022
7.3 The school has identified 'Wellbeing Champions' from across the whole-school community.	Fully Achieved Playtime Pals is up and running, although it would be a good idea to see if adult wellbeing champions could be found.			
7.4 The school proactively and regularly communicates with	Partly Achieved	Make better use of the website, letters to parents, assemblies, staff	Working Party	On-going

<p>the whole-school community regarding emotional wellbeing and mental health issues.</p>		<p>meetings, governor meetings to communicate with the whole school community about emotional wellbeing and mental health issues.</p>		
<p>7.5 EVALUATION: The school monitors the extent to which the whole-school community feels engaged with the school's approach to emotional wellbeing and mental health, and appropriate follow-up action is taken.</p>	<p>Fully Achieved</p>			

Objective 8

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

Adviser's comments on the school's achievements

The School does very well with this objective, achieving all five KPIs. It is clearly in the middle of a very tangible community in which statutory, voluntary and community agencies are well known to each other and undertake complementary actions and approaches.

Key performance indicator	Current status	Action to be taken	Who will deliver / monitor the action?	When will action be taken?
8.1 The school has identified and maintained links with appropriate local health, social care and voluntary and community sector services.	Fully Achieved The School has strong links with local authority and CCG services, the Church and voluntary organisations such as the Darby and Joan Club and the Memorial Club.			
8.2 The school has identified representatives who attend local mental health forums to share information and new learning.	Fully Achieved			
8.3 The school works with other schools to share best practice and new learning, establishing networks where appropriate.	Fully Achieved Through work with the high school and the Cottingham Cluster.			
8.4 The school informs and	Fully Achieved			

<p>participates in local commissioning arrangements undertaken by the local authority and/or Clinical Commissioning Group.</p>	<p>The School commissions services such as education psychology from the Local Authority and speech and language therapy from the CCG.</p>			
<p>8.5 EVALUATION: The school evaluates feedback received from its partners regarding joint working, and appropriate follow-up action is taken.</p>	<p>Fully Achieved</p>			