



Clovelly House School Well-being Award for Schools, (WAS), Strategic Action Plan, March 20

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

Objectives	Procedures/Process	Action by:	Time Deadlines	Success Indicator	Monitored by:	Resources needed	Training needed	Completion date
1. The award process is reviewed by the ESLT and formally adopted.	<ul style="list-style-type: none"> * Download the WAS documentation * Distribute it to the ESLT * Discuss at meeting and adopt 	Jennifer,	By end of April 20	WAS guidance is downloaded Doc is sent to Ed SLT WAS is discussed at meeting and adopted.	Jennifer	Time for downloading, printing and forwarding document	-	
2. A statement of commitment is signed and stored in the portfolio of evidence.	<ul style="list-style-type: none"> * Agenda WAS at ESLT meeting * To agree ESLT commitment * All to sign statement of commitment 	Jennifer	By end-April 20	ESLT mtg is held and WAS is discussed SLT members have agreed commitment to statement, signed and distributed.	Jennifer	Time for meeting Time to print statement of commitment	-	
3. A change team is nominated and appointed.	<ul style="list-style-type: none"> * To nominate a change team * To appoint a change team and charge them with moving the WAS forward. 	Jennifer	By end Apr 20	Change team is nominated and appointed. Team is ready to move forward with WAS.				
4. The school self-evaluation form is completed.	<ul style="list-style-type: none"> * To review Self-evaluation Form * To include WAS Actions in new version of action plan 	Jennifer	By May 20	SEF is reviewed Actions are incorporated in new Action plan	Jennifer	Time to review and rewrite plans	-	
5. The stakeholder Evaluation Forms are sent out and the results analysed.	<ul style="list-style-type: none"> * Evaluation Forms are to be sent out to stakeholders * Results are to be returned and analysed 	Jennifer	By May 20	* Evaluation Forms are sent out to stakeholders * Results are returned and analysed	Jennifer	Time to publish, collect and analyse results		
6. The action plan is prepared and approved by the ESLT.	<ul style="list-style-type: none"> * To prepare the action plan * To take to the ESLT meeting for discussion * For the ESLT to approve the plan 	Jennifer	Apr 20	The action plan is approved The plan is discussed at the ESLT meeting The ESLT approved the plan	Jennifer	Time to write the plan, Time for meeting		
7. The whole-school community and other partners are informed about the award.	<ul style="list-style-type: none"> * To discuss the WAS at the school meeting * To discuss the WAS at the team meeting * To refer to the WAS in the school Blogg/Facebook * To inform parents through the school newsletter 	Jennifer	May 20	The WAS is discussed at the school meeting The WAS is discussed at the team meeting The WAS is explained in the Blogg/Facebook An article about the WAS is put into the school newsletter	Jennifer	Time for meetings Tie to write and publish newsletter		
8. EVALUATION – The action plan is regularly monitored, progress is evaluated and the findings shared and acted upon.	<ul style="list-style-type: none"> * To regularly monitor and review the action plan * To act on the findings of each review 	Jennifer	Ongoing	The action plan is regularly monitored and reviewed Findings of the evaluation are acted upon	Jennifer	Time to review the action plan		



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2. Objective - 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.

Objectives	Procedures/Process	Action by:	Time deadlines	Success Indicator	Monitored by:	Resources needed	Training needed	Completion date
1. A vision statement is in place that puts emotional wellbeing and mental health at the heart of the school's aspirations.	<ul style="list-style-type: none"> * To review the vision statement and ensure that emotional wellbeing and mental health is at the heart of the vision statement * To embed the principles of the vision statement into daily practice * To have high aspirations for emotional wellbeing and mental health to be at the heart of the school 	Jennifer	By end of May 20	<p>The vision statement is reviewed and emotional wellbeing and mental health is at the heart of the vision statement</p> <p>The principles of the vision statement are embedded into daily practice</p> <p>High aspirations for emotional wellbeing and mental health are at the heart of the school</p>	Jennifer	<ul style="list-style-type: none"> Time for review Time for training 	Training for staff on emotional wellbeing and mental health	
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.	<ul style="list-style-type: none"> * For the school to review its position on emotional wellbeing and mental health * For the school to identify where strengths, gaps and weaknesses in provision exist * To the school to address gaps and weaknesses 	Jennifer, All staff	By mid July 20	<p>The school has reviewed its position on emotional wellbeing and mental health</p> <p>* The school has identified where strengths, gaps and weaknesses in provision exist</p> <p>* The school has addressed gaps and weaknesses</p>	Jennifer & OFSTD	Time to review provision and address gaps and weaknesses with staff	-	
3. All relevant school policies, (e.g. bullying, safeguarding, etc.) have been audited to ensure they connect with the school's work on emotional wellbeing and mental health.	<ul style="list-style-type: none"> * To review relevant school policies to ensure that they connect with the school's work on emotional wellbeing and mental health 	Jennifer, ESLT	By mid-April	Relevant school policies are reviewed to ensure that they connect with the school's work on emotional wellbeing and mental health	Jennifer	Time to review policies		
4. The school has reviewed and understands all the relevant risk factors that can impact on emotional wellbeing and mental health in pupils.	<ul style="list-style-type: none"> * To review risk factors and understand how they impact on the emotional wellbeing and mental health in pupils 	Jennifer, all staff	The end Apr 20	Risk factors are reviewed and staff understand how they impact on the emotional wellbeing and mental health in pupils	Jennifer	Time to review risk factors	-	
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.	<ul style="list-style-type: none"> * To write a strategy for emotional wellbeing and mental health * The strategy is to take into account all reviews and audits of emotional wellbeing and mental health * The strategy identifies gaps in provision and lists plans to 	Jennifer Change team	End Apr 20	<p>A strategy for emotional wellbeing and mental health is written</p> <p>The strategy takes into account all reviews and audits of emotional wellbeing and mental health</p> <p>Gaps in provision have</p>	Jennifer	Time for writing the strategy and address gaps in provision	-	



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	address those gaps			been identified and addressed				
6. The strategy and vision statement is communicated to the whole-school community.	* To communicate the strategy and vision statement to the whole school community	All staff	June 20	The strategy and vision statement is communicated to the whole school community	Jennifer	Time to meet with school communities	-	
7. EVALUATION – The ESLT 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 is taken.	* For the ESLT to identify a clear set of outcomes for measuring the impact of the strategy * For the ESLT to take appropriate action to achieve the outcomes of the strategy	All staff	June 20	The ESLT has identified a clear set of outcomes for measuring the impact of the strategy * The ESLT has taken appropriate action to achieve the outcomes of the strategy	Jennifer	Time for planning	-	

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

Objectives	Procedures/Process	Action by:	Time Deadlines	Success Indicator	Monitored by:	Resources needed	Training needed	Completion date
1. The school takes steps to create awareness across the whole school community of the importance of emotional wellbeing and mental health, including its impact on progress towards academic and wider outcomes.	* To start to do displays about wellbeing across the school * To have theme weeks about emotional wellbeing across the school * To have an extra-curricular club for children about Mindfulness and Wellbeing * To monitor behavior charts and case studied to see the impact of the awareness	Jennifer	Mid July 20	Displays about wellbeing are found across the school Theme weeks about emotional wellbeing across the school are in place An extra-curricular club for children about Mindfulness and Wellbeing is in place Behavior charts and case studies are monitored to see the impact of the awareness	Jennifer	Time to review policies and time for training	SMSC	
2. The whole-school community has contributed to the vision and strategy for emotional wellbeing and mental health.	* To review the vision statement and strategy with the whole school community and to add in contributions from all * To include contributions into the vision statement and strategy	Jennifer All staff	Mid May 20	The vision statement and strategy have been reviewed with the whole school community Contributions into the vision statement and strategy are included	Jennifer	Time to review	-	
3. The whole-school community understands their role in promoting and protecting emotional wellbeing and mental health.	* To assign specific roles to people across the whole school community for promoting and protecting wellbeing and mental health To encourage all stakeholders to play a part in promoting and protecting emotional wellbeing	Jennifer, all staff	End May 20	ESLT has assigned specific roles to people across the whole school community for promoting and protecting wellbeing and mental health ESLT encourages all stakeholders to play a part in promoting and protecting	Jennifer	Time to set up	IT systems	



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	and mental health			emotional wellbeing and mental health				
4. An accountability framework clearly sets out who is responsible for emotional wellbeing and mental health within the school leadership.	<ul style="list-style-type: none"> * The ESLT should assign persons responsible for emotional wellbeing and mental health * A member of the ESLT must be on the change team * All staff members must understand their role in promoting emotional wellbeing and mental health 	All stakeholders	End Apr 20	<p>The ESLT has assigned persons responsible for emotional wellbeing and mental health</p> <p>A member of the ESLT is on the change team</p> <p>All staff members understand their role in promoting emotional wellbeing and mental health</p>	Jennifer	Time for meetings	-	
5. The school works to implement positive ways of talking about and removing the stigma around mental health.	<ul style="list-style-type: none"> * To use displays to illustrate positive ways of talking about support for mental health * To incorporate awareness of mental health concerns into Reflective practice sessions * To use positive ways of talking about mental health concerns across the school 	All staff and young people	End Apr 200 and Ongoing	<p>Displays illustrate positive ways of talking about support for mental health</p> <ul style="list-style-type: none"> * Reflective practice sessions are used to raise awareness of mental health concerns * Positive ways of talking are promoted across the school 	Jennifer	Time for meetings	-	
6. EVALUATION – The school evaluates the extent to which the whole school community feels comfortable talking about, and taking responsibility for, emotional wellbeing and mental health within the school, and appropriate follow-up action is taken.	<ul style="list-style-type: none"> * To evaluate the extent to which the whole school community discussed emotional wellbeing and mental health * To take appropriate follow-up action as necessary 	All stakeholders	End Apr 20, ongoing	<p>The school evaluates the extent to which the whole school community feels comfortable talking about, and taking responsibility for, emotional wellbeing and mental health Where necessary appropriate follow-up action is taken.</p>	Jennifer	Tie to complete evaluation and funding for trianing	Training about wellbeing and emotional health awareness	

4. Objective – The school actively promotes staff emotional well-being and mental health.

Objectives	Procedures/Process	Action by:	Time Deadlines	Success Indicator	Monitored by:	Resources needed	Training needed	Completion date
1. Staff emotional wellbeing and mental health is specifically included in the strategy.	<ul style="list-style-type: none"> * For the SLT to undergo training is staff wellbeing * For the SLT to cascade to ELT about including emotional wellbeing in supervision sessions * To ensure that these are included in the strategy 	Jennifer, ESLT, All staff	By end of Apr 20	Senior staff are trained in wellbeing of staff. Staff emotional wellbeing and mental health is specifically included in the strategy.	Jennifer	Time to review documents Time and funding for training Time and funds for WAS	Well-being	
2. A budget is in place and resources allocated for staff emotional wellbeing and mental health.	<ul style="list-style-type: none"> * To ensure that a budget is in place to purchase resources such as training, classroom materials and other resources * To ensure that a budget is 	Jennifer	By mid-April 20	A budget is in place to purchase resources such as training, classroom materials and other resources	Jennifer	Time for meeting Time to write action plan	-	



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	allocated for time for staff training			A budget is allocated for time for staff training				
3. Stress management, positive wellbeing interventions and reward systems are in place for staff.	<ul style="list-style-type: none"> * To continue the celebration board, including positive wellbeing stars * To have rewards for wellbeing actions * To include articles in the school newsletter, Blogg and Facebook about wellbeing * To include mention of positive wellbeing in the staff monthly news-briefing 	Jennifer	By end June 20	<ul style="list-style-type: none"> The celebration board, includes positive wellbeing stars * Rewards are in place for wellbeing actions * Articles are included in the school newsletter, Blogg and Facebook about wellbeing * Mention of positive wellbeing actions are included in the staff monthly news-briefing 	Jennifer	Funds for rewards Time to implement	-	
4. The staff appraisal system, alongside ongoing supervision, ensures emotional wellbeing and mental health is recognized and monitored.	<ul style="list-style-type: none"> * To train the ELT in supervision of staff * To improve the staff appraisal system to include emotional wellbeing and mental health 	ELT	By Mid-May 20	<ul style="list-style-type: none"> The ELT is trained in supervision of staff * The staff appraisal system includes emotional wellbeing and mental health 	Jennifer	Time to implement	Supervision training	
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.	<ul style="list-style-type: none"> * To put out questionnaires to staff about support for emotional wellbeing and mental health * To take appropriate follow-up action where necessary 	Jennifer, All staff	By mid May Apr 20	<ul style="list-style-type: none"> Questionnaires are sent to staff about support for emotional wellbeing and mental health * Follow-up action is taken where necessary 	Jennifer	Time for training, time to read and sign documents	RA training	

5. Objective – The school prioritizes professional learning and staff development on emotional wellbeing and mental health.

Objectives	Procedures/Process	Action by:	Time Deadlines	Success Indicator	Monitored by:	Resources needed	Training needed	Completion date
1. Professional learning and staff development forms part of the strategy including consideration of resource allocation.	<ul style="list-style-type: none"> * To prioritise training for staff on emotional wellbeing and mental health * To include inhouse training on 'trauma' and 'self-harm' * To use therapist and inhouse specialisms to enhance the training offered * To continue to model concern for emotional wellbeing and mental health in Reflective practice sessions 	Tamlyn, Therapists, SLT	By June 20	<ul style="list-style-type: none"> Training for staff on emotional wellbeing and mental health is prioritised * Inhouse training on 'trauma' and 'self-harm' is included * Therapist and inhouse specialists are used to enhance the training offered * The SLT continues to model concern for emotional wellbeing and mental health in Reflective practice sessions 	Jennifer	Time for training and updating document Funds for training	Mental health and wellbeing	
2. The school is aware of current confidence and capacity among	<ul style="list-style-type: none"> * JC to undertake a staff audit to determine confidence and 	Jennifer, Tamlyn	By end Apr 20	<ul style="list-style-type: none"> JC has undertaken a staff audit and determined 	Jennifer	Time to undertake	Emotional wellbeing and	



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staff in promoting emotional wellbeing and mental health, and training needs are identified.	capacity of staff to promote emotional wellbeing and mental health across the school * TB to identify training needs of staff and allocate training as necessary			confidence and capacity of staff to promote emotional wellbeing and mental health across the school * TB has identified training needs of staff and allocated training as necessary		evaluation Funding for training	mental health training	
3. The school has a targeted short-term and long-term CPD program in place that includes emotional wellbeing and mental health, with training opportunities offered.	* To plan a targeted short- and long-term CPD program that includes emotional wellbeing and mental health training	Tamlyn	Mid-May 20	The school has a targeted short-term and long-term CPD program in place that includes emotional wellbeing and mental health, with training opportunities offered.	Jennifer	Time for completing checks, Funds for training	Emotional Health and wellbeing Training	
4. A program of mental health awareness training is available to all staff.	* To identify a program of mental health awareness training To ensure that relevant training is available for all staff	Tamlyn	End Apr 20	. A program of mental health awareness training is identified Training is available to all staff.	Jennifer	Time for planning training Funding for training	"	
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.	* For the school to evaluate the extent to which all school staff feel they have the knowledge and skills to promote emotional wellbeing in their activities * Appropriate follow-up action is taken to improve staff skills in this area	All staff	End May 20	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.	Jennifer	Time for meeting to identify training needs	Supervision	

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

Objectives	Procedures/Process	Action by:	Time Deadlines	Success Indicator	Monitored by:	Resources needed	Training needed	Completion date
1. Assessments of pupil and staff needs are conducted at regular points and feedback is acted upon.	* For supervisors to hold regular supervisions and use these to determine staff needs * For supervisors to alert JC or TB about staff training needs * For supervisors to alert JC to staff wellbeing or mental health needs	Jennifer, Tamlyn	July 20	Supervisors hold regular supervisions and use these to determine staff needs * Supervisors to alert JC or TB about staff training needs * Supervisors to alert JC to staff wellbeing or mental health needs	Jennifer	Time for supervision	-	
2. All staff can identify and respond appropriately to signs of emotional or mental distress in pupils and each other.	* To train all staff to be alert to each others' needs and to support them with these * All staff members have a role in alerting JC to any other person's emotional wellbeing or mental health needs	All staff	July 20	All staff are trained to be alert to others needs and are able to support them with these All staff play a role in being vigilant about other person's wellbeing and mental health issues	Jennifer	Time for development of staff	-	



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3. There is a clear identification and information sharing system for pupils.	<ul style="list-style-type: none"> * Taking confidentiality into account, all staff can identify and share information that supports the whole team * All staff to learn to share relevant information about the emotional wellbeing and mental health support for pupils 	Jennifer All staff	June 20	<ul style="list-style-type: none"> Taking confidentiality into account, all staff identify and share information that supports the whole team * All staff share relevant information about the emotional wellbeing and mental health support for pupils 	Jennifer	Cost to train	GDPR training	
4. The school uses its best endeavours to provide for pupils a range of intervention appropriate to the needs identified.	<ul style="list-style-type: none"> * To provide a range of intervention strategies for children who need these * To provide Intervention strategies such as psychotherapy, mindfulness and wellbeing club, specific direct work, PHSE and other strategies as identified 	Jennifer, therapists, all staff	June 20	<ul style="list-style-type: none"> The school provides a range of intervention strategies for children who need these * The school provides Intervention strategies such as psychotherapy, mindfulness and wellbeing club, specific direct work, PHSE and other strategies as identified 	Jennifer	Cost of therapy Cost of intervention programs	-	
5. The school has excellent links with all local authorities who place children in the school, and the wellbeing and mental health of the child is a priority in annual reviews of EHC plans.	<ul style="list-style-type: none"> * For the school to link with Local authority representatives regarding the wellbeing and mental health of children * For the school to review EHC plans and incorporate emotional wellbeing and mental health criteria in annual reviews 	Jennifer Rachel	May 20	<ul style="list-style-type: none"> The school links with Local authority representatives regarding the wellbeing and mental health of children The school reviews EHC plans and incorporates emotional wellbeing and mental health criteria in annual reviews 	Jennifer	Time to arrange meetings	SENCO training	
6. Arrangements with external specialist services are in place to ensure needs identified in EHC plans are met and the provision specified in plans is made.	<ul style="list-style-type: none"> * For the school to liaise with CAMHs about children's needs * For the school to have access to a specialist educational psychologist * For the school to source therapist intervention when necessary 	Jennifer Therapists CAMHs	May 20, then ongoing	<ul style="list-style-type: none"> * The school liaises with CAMHs about children's needs * The school has access to a specialist educational psychologist * The school sources therapist intervention when necessary 	Jennifer	Time for meetings	Therapeutic services	
7. The school provides signposts to appropriate online information services and support, and to local information, Advice and Support Services.	<ul style="list-style-type: none"> * For the school to compile a list of online information and services for all stakeholders * For the school to seek information, advice and support for emotional wellbeing and mental health and to share this with all stakeholders in the school 	Jennifer All staff	May 20, then ongoing	<ul style="list-style-type: none"> The school has compile a list of online information and services for all stakeholders * The school has a bank of information, advice and support for emotional wellbeing and mental health and share this with stakeholders in the school 	Jennifer	Time to source resources Time to publish and share the information	-	
8. EVALUATION – Evidence is gathered about the effectiveness of the support available for pupils' emotional and mental health needs and appropriate follow-up action taken.	<ul style="list-style-type: none"> * For evidence to be gathered about the effectiveness of the support available for pupils' emotional and mental health needs * For the evidence to be reviewed and appropriate follow-up action to be taken. 	Jennifer All staff	July 20	<ul style="list-style-type: none"> Evidence has been gathered about the effectiveness of the support available for pupils' emotional and mental health need The evidence is reviewed and appropriate follow-up action to be taken. 				



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

Objectives	Procedures/Process	Action by:	Time Deadlines	Success Indicator	Monitored by:	Resources needed	Training needed	Completion date
1. Pupil voice mechanisms are in place and used at regular points.	<ul style="list-style-type: none"> * To encourage pupil voice at all times across the school * To hold regular school meetings for pupils to voice their opinions and concerns * To hold extra-curricular clubs where pupils can lead * To include pupils in the review of policies and procedures * To have regular direct work sessions for pupils voice * To do reparation meetings with pupils as needed * For pupils to actively participate in meetings about their care plans, EHC plans and PEP plans 	All staff	Apr 2020, then ongoing	Pupil voice is encouraged at all times across the school Regular school meetings are held for pupils to voice their opinions and concerns Extra-curricular clubs are held where pupils can lead Pupils are included in the review of policies and procedures Regular direct work sessions give opportunities for pupils to voice opinions Reparation meetings with pupils are held as needed Pupils actively participate in meetings about their care plans, EHC plans and PEP plans	Jennifer	Funding for website Time to develop	ICT training	
2. The school works in with parents/carers to respond to their views and needs.	<ul style="list-style-type: none"> * For the school to liaise regularly with parents/carers about their views and needs * For the school to regularly hold 'mentoring meetings' with parents/carers about their children's progress * For parents/carers to be involved in regular open days so that they can help celebrate their children's achievements * For the school to keep parents/carers informed at all times about information concerning their children 	All staff	Apr 20	The school liaises regularly with parents/carers about their views and needs The school regularly holds 'mentoring meetings' with parents/carers about their children's progress Parents/carers are involved in regular open days so that they can help celebrate their children's achievements The school to keeps parents/carers informed at all times about information concerning their children	Jennifer	Time to meet	-	
3. The school has identified 'Wellbeing Champions' from across the whole-school community.	<ul style="list-style-type: none"> * To appoint 'well-being champions' from the staff group * To appoint well-being champions' from the school pupil group * For the therapists to support wellbeing across the school 	All staff, Therapists	Aug 20	'Well-being champions' are appointed from the staff group 'Well-being champions' are appointed from the school pupil group The therapists support wellbeing across the school	Jennifer	Time to liaise with well-being champions	-	
4. The school proactively and regularly communicates with the whole-school community regarding emotional wellbeing and mental health issues.	<ul style="list-style-type: none"> * To put up displays across the school about emotional wellbeing and mental health * To agenda items for discuss at meetings about emotional wellbeing 	All staff and young people	June 20	Displays are put up across the school about emotional wellbeing and mental health Items are on the agenda for discussion at meetings about	Jennifer	Time to put up displays and to liaise with all stakeholders	-	



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	and mental health matters * To communicate wellbeing and mental health issues across the school day * To communicate and support 'wellbeing champions' across the school			emotional wellbeing and mental health matters Wellbeing and mental health issues are communicated across the school day Support for 'wellbeing champions' is provided across the school				
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.	* To monitor the extent to which the whole school community feels engaged with the school's approach to emotional wellbeing and mental health through surveys, discussion and actions * To review feedback and take appropriate follow-up action on the feedback	All staff and parents/carers and pupils	July 20	The extent to which the whole school community feels engaged with the school's approach to emotional wellbeing and mental health is monitored through surveys, discussion and actions is taken Feedback is reviewed and appropriate follow-up action is taken on the feedback	Jennifer	Time to follow up and act on feedback	-	

8. Objective – The school works in partnership with other schools, agencies and available specialist services to support emotional wellbeing and actively promotes staff emotional well-being and mental health.

Objectives	Procedures/Process	Action by:	Time Deadlines	Success Indicator	Monitored by:	Resources needed	Training needed	Completion date
1. The school has identified and maintained links with appropriate local health, social care and voluntary and community sector services.	* To identify links with appropriate local health, social care and voluntary and community sector services * To maintain links with these services for the benefit of improving the emotional wellbeing and mental health of persons in the school * To invite stakeholders from service organisations to attend reflective practice sessions, professional meetings and strategy meetings * To continue to attend TCT meetings and to build networks through this organisation	All staff, representatives from all services	By end of Apr 20 and ongoing	Links are identified with appropriate local health, social care and voluntary and community sector services Links are maintained with these services for the benefit of improving the emotional wellbeing and mental health of persons in the school Stakeholders are invited from service organisations to attend reflective practice sessions, professional meetings and strategy meetings The SLT continue to attend TCT meetings and to build networks through this organisation	Jennifer	Time to identify and maintain links	Well-being	
2. The school has identified representatives who attend	* For the SLT to attend TCT meetings and conferences to share	SLT and therapists, all staff	By mid-April 20	The SLT to attends TCT meetings and conferences to	Jennifer	Time for meetings	-	



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local mental health forums to share information and new learning.	<p>new information and learning</p> <ul style="list-style-type: none"> * For all staff to source support groups for emotional welfare and mental health * For all staff to share feedback from forums and services 			<p>share new information and learning</p> <p>All staff to source support groups for emotional welfare and mental health</p> <p>All staff to share feedback from forums and services</p>				
3. The school works with other school to share best practice and new learning, establishing new networks where appropriate.	<ul style="list-style-type: none"> * For CHS to work with other schools to share best practice and new learning * For CHS to establish new networks where appropriate for promoting emotional wellbeing and mental health 	All stakeholders	By end June 20	<p>CHS works with other schools to share best practice and new learning</p> <p>CHS establishes new networks where appropriate for promoting emotional wellbeing and mental health</p>	Jennifer	Time for meetings and sharing best practice	-	
4. The school informs and participates in local commissioning arrangements undertaken by the local authority and/or Clinical Commissioning Group.	<ul style="list-style-type: none"> * For the school to participate in local commissioning arrangements undertaken by the local authority and/or clinical commissioning group * For the school to use these forums for sharing information of benefit to the school and emotional wellbeing and mental health 	SLT	By End May 20	<p>The school participates in local commissioning arrangements undertaken by the local authority and/or clinical commissioning group</p> <p>The school uses these forums for sharing information of benefit to the school and emotional wellbeing and mental health</p>	Jennifer	Time to attend forums and implement structures,		
5. EVALUATION – The school evaluates feedback received from its partners regarding joint working, and appropriate follow-up action is taken.	<ul style="list-style-type: none"> * For the school to send out surveys to partners regarding the schools' joint working practices * For the school to evaluate feedback received from partners regarding joint working * For the school to take appropriate follow-up action on the feedback 	Jennifer, All staff	By July, then ongoing	<p>The school sends out surveys to partners regarding the schools' joint working practices</p> <p>The school evaluates feedback received from partners regarding joint working</p> <p>The school takes appropriate follow-up action on the feedback</p>	Jennifer	Time for training, time to read and sign documents	RA training	