

The importance of wellbeing and the mental health of our whole school community

As we return to the full re-opening of HPS we have a unique opportunity to really consider how we can 'tweak' our practice to meet the wellbeing of our school community. It is important to remember that not everybody has had a negative experience over the course of the pandemic. Many children will return to school in a good place, ready to re-integrate and learn in the traditional ways that they are used to. With this in mind, it is **crucial** we do not see the rest of this academic year as a 'recovery'. As a school community we have not lost anything. To the contrary, we have all worked extremely hard to keep our children learning and our families supported; be that in-school or remotely. Consequently, the language we use and the curriculum we push on our return is crucial as we do not want to create a 'victim culture' that is arguably being driven by some aspects of the media. As we take our first steps back together, **resilience, co-operation and self-motivation** are the skills we need to instill in our children.

So how are we going to do this?

Refresh, Renew and Review

In the short term (the 4 weeks to half term) a focus needs to be given to reintegration, socialisation and routines. Use your SOLE time **creatively** to address your class needs. After

Easter, we are aiming to get back to our daily routines that we are well respected for. A rich, challenging curriculum underpinned by our core values. However, it is important to understand that we have an unique opportunity to really think about how we can evolve our SOLE learning and develop our school culture so that it incorporates more opportunities **‘to be...’**.

[Interim SDP Wellbeing Action Plan. 2021’](#)

Wellbeing Area	Possible actions	Predicted Impact on school community Wellbeing
Children:	<ul style="list-style-type: none"> ● Where possible, curriculum time planned for wellbeing activities as an expectation. ● Where possible, groups for all children across the week - board games, sharing books, Lego challenges etc. For older children this can be self-directed. It should not take an adult out of your class. ● Fortnightly woods sessions for all classes as a desired expectation before Easter. During the Summer Term, at least one visit per/half term. ● Clever uses of our outdoor spaces eg. can you have a class story sat on the astroturf at the base of a playframe? Could you take a SOLE activity onto the field? These could be referred to as, ‘time to be..’ sessions ● Time to Breath activities 	<ul style="list-style-type: none"> ● Across the school, class timetables shall reflect the importance of this work as we begin to recover from the pandemic. By finding the balance between the academic and the personal and social we shall allow our children the time, ‘to be...’ after a period of extreme challenge. By supporting our children’s wellbeing now, we raise standards in the long term.

	<ul style="list-style-type: none"> ● PSHE and P.E timetabled lessons every week ● Push a 'Happy News' agenda. This can be children's news or national and global stories. We need to change the narrative. 	
Parents:	<ul style="list-style-type: none"> ● Newsletter section to now be titled, Wellbeing instead of Values. ● Newsletter contributions to focus on the 5 areas that support Wellbeing ● A new section to be created on the website specifically focusing on Wellbeing and Mental Health (this does NOT replace the HPS - Values area) ● Use of questionnaires to gather the views of parents and inform future actions. ● Continuous communication and support identified for families 	<ul style="list-style-type: none"> ● Parents are well informed on how we, as a school, are supporting the children's mental health, re-socialisation and wellbeing in the short term. ● Parents are informed on how they can support their children's wellbeing outside of school. This includes being redirected to existing resources on the school website. ● Targeted families (as identified by HJ&EF) are offered the external support to support their needs.
Teachers:	<ul style="list-style-type: none"> ● Staff meeting time to focus on Wellbeing and Mental Health CPD ● A re-launch of the Growth Guides to support academic and personal, social, emotional development (PSED) ● Use of questionnaires to gather the views of teachers and how they are feeling. 	<ul style="list-style-type: none"> ● Staff mental health and wellbeing has been audited on return to school and flagged areas addressed through support. ● SLT are aware of individual staff needs and concerns

	<ul style="list-style-type: none"> ● Explore best practise models to support staff wellbeing. ● Offer external support for teachers who ask for it. ● Offer internal support for staff who ask for it where possible. 	<p>and reasonable actions are taken to support them.</p> <ul style="list-style-type: none"> ● Staff absence is relatively low in the medium term.
Curriculum:	<ul style="list-style-type: none"> ● SOLE has never been more important. Consider prioritising the creative and physical across the curriculum in the short term . 	<ul style="list-style-type: none"> ● The SOLE curriculum reflects, in the short to medium term, a focus on wellbeing. ● The creative subjects are prioritised and evidenced in SOLE projects. Outdoor learning in the medium term is valued and evidenced (Pic Collage)
Environment:	<ul style="list-style-type: none"> ● New play equipment - get on it! ● The woods - get in it! (KS2 - aim for one session every half term) ● The Courtyard - Such a lovely space to explore as the weather gets better. ● The Field - Plan for it and use it! (team games/creative SOLE activities) ● EYFS outdoor area revamp (astro turf priority for de-constructive play areas) ● Wellbeing posters up and around school. ● Allow as much fresh air to run through learning areas weather permitting. 	<ul style="list-style-type: none"> ● Children are spending more time learning and playing outdoors in the short to medium term. ● Timetables (similar to booking the Chromebooks) used to book outdoor spaces.

Community:	<ul style="list-style-type: none">• Over time, and in response to the community education recovery plan, HPS continues to lead the way with developing links with HLC.	<ul style="list-style-type: none">• HPS are actively involved in work that impacts the wellbeing of the local learning community.
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