<https://www.youtube.com/watch?v=-RIFZzmwO0E>The aim of this action planning tool is to consider your school or setting’s current practice in relation to how you support children and young people through a whole school or setting approach. It will highlight areas of strength whilst identifying areas which could be further developed.

This action planning tool is intended to be used following completion of [this Whole School and College Approach audit and progress tracker](https://wsca-measurement.co.uk/) from the [Whole School and College Approach (WSCA) Measurement Toolkit](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwsca-measurement.co.uk%2F&data=05%7C02%7CNadia.Jones%40norfolk.gov.uk%7C3926792fdd304e613ff108dc1cba3332%7C1419177e57e04f0faff0fd61b549d10e%7C0%7C0%7C638416833254938160%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=x7SJPy6G25wS6FEJo87t4jhrOtj5GkNwhZzD42wPLSQ%3D&reserved=0).

How to use:

* Read the statements
* Identify and plan next steps for development
* Identify who is responsible for this action and what the timeframe / target date is
* Check progress at points between when you set the action and the target date – amend the action if needed to best meet your needs.

|  |  |
| --- | --- |
| School or setting name |  |
| Phase |  |
| Senior Mental Health Lead |  |
| Areas of concerns around SEMH & wellbeing |  |

|  |
| --- |
|  |

## Whole School Engagement

| **What are we aiming for?** | **What steps should we take?** | **Who is responsible?** | **Timeframe / Target date** | **Progress**  *(not started, in progress, complete)* | **NOTES** |
| --- | --- | --- | --- | --- | --- |
| Our school or setting has a Mental Health Action Group which represents the voice of the whole school community. | - Establish a Mental Health Action Group.  - Consider how the group will represent the voices of children and young people, families, staff and governors in decision making.  - Explore guidance from Anna Freud around [establishing a Mental Health Action Group and working together](https://www.annafreud.org/resources/schools-and-colleges/5-steps/working-together/engage-with-all-parents-and-carers/).  - Identify a governor who has responsibility for monitoring wellbeing within the school. This [course](https://governorsforschools.org.uk/courses/wellbeing-governors-building-a-wellbeing-culture-in-school/) looks at what school leaders and governors can do to promote wellbeing and improve mental health among children and staff. |  |  |  |  |
| Our school or setting understands the views of the whole school community. | - Carry out a consultation with families to establish their views on how you can better support wellbeing. This guidance from Anna Freud supports in [engaging all parents and carers](https://www.annafreud.org/resources/schools-and-colleges/5-steps/working-together/engage-with-all-parents-and-carers/).  - Create regular opportunities to consult with children and young people for their views on how you can better support wellbeing and keep them happy and safe. See further guidance on [collecting pupil views](https://www.mentallyhealthyschools.org.uk/whole-school-approach/pupil-voice/).  - Conduct a confidential annual staff wellbeing survey like this one from [Anna Freud](https://www.annafreud.org/resources/schools-and-colleges/5-steps/supporting-staff/conduct-a-confidential-annual-staff-wellbeing-survey/). |  |  |  |  |

## Ethos and Environment

| **What are we aiming for?** | **What steps should we take?** | **Who is responsible?** | **Timeframe / Target date** | **Progress**  *(not started, in progress, complete)* | **NOTES** |
| --- | --- | --- | --- | --- | --- |
| Our school or setting has an ethos and environment that supports wellbeing for all and provides a safe and happy place to learn and work. | - Demonstrate a commitment to MHWB by adding to the School Improvement Plan. See Anna Freud guidance on [including mental health and wellbeing in your improvement plans.](https://www.annafreud.org/resources/schools-and-colleges/5-steps/leading-change/demonstrate-commitment-in-your-development-or-improvement-plan/)  - Use consultations with children and young people, families and staff to inform a supportive environment for all to feel safe, learn and work. See guidance from Anna Freud about [creating a safe environment](https://padlet.com/PSC_Training/whole-school-approach-to-mental-health-and-wellbeing-8noe4gdln9iov78d/wish/MbejW1BLxyAwaNkG) and [classroom wellbeing](https://www.annafreud.org/resources/schools-and-colleges/classroom-wellbeing-toolkit/). |  |  |  |  |
| Our children and young people, families, staff and governors are signposted to helpful and appropriate information. | **Signpost to the following services:**  [**Just One Norfolk**](https://www.justonenorfolk.nhs.uk/)provides information, support and advice for children and young people aged 0-24 years old.  **Just One Number** provides advice and support for children and young people aged 0-24 years old. Call: 0300 300 0123  **ChatHealth Norfolk** is a secure text messaging service for 11–19-year-olds to confidentially ask for help about a range of issues and find out how to access local support. Text: 07480 63506  [**FYI**](https://www.fyinorfolk.nhs.uk/) offers support on a range of health issues for young people 11 – 24 years old.  [**Kooth**](https://www.kooth.com/)is a free safe anonymous online mental health platform for young people 10 -19 years.  [**Childline**](https://www.childline.org.uk/): Call free on 0800 1111.  [**Anna Freud Crisis Messenger**](https://www.annafreud.org/afc-crisis-messenger/)is a free, confidential, 24/7 text message support service for all ages.  Text AFC to 85258.  [**Wellbeing Service**](https://www.wellbeingnands.co.uk/norfolk/reach-out/) is available for young people and adults age 16+.  [**Education Support**](https://www.educationsupport.org.uk/?gad_source=1&gclid=EAIaIQobChMI3Ku7hPaIiAMVlJJQBh16ihcMEAAYASAAEgJutvD_BwE)is a UK charity supporting the mental health and wellbeing of education staff in schools, colleges and universities.  [**Norfolk Support Line**](https://www.norfolksupportline.co.uk/UK/) provides confidential support for adults – 0800 169 7676 |  |  |  |  |

## Leadership and Management

| **What are we aiming for?** | **What steps should we take?** | **Who is responsible?** | **Timeframe / Target date** | **Progress**  *(not started, in progress, complete)* | **NOTES** |
| --- | --- | --- | --- | --- | --- |
| Our school or setting has a trained Senior Mental Health Lead in setting. | - Identify a Senior Mental Health Lead.  - Access [TALK Mental Health Champion training](https://talkcentre.org/training-and-events/).  - Access [DfE funded Senior Mental Health Lead Training](https://mentalhealthlead.com/course/advanced-designated-mental-health-lead-courses/). |  |  |  |  |
| Activities are appropriately delegated through our Mental Health Action Group. | - Set up Mental Health Action Group. Explore guidance from Anna Freud around [establishing a Mental Health Action Group and working together](https://www.annafreud.org/resources/schools-and-colleges/5-steps/working-together/engage-with-all-parents-and-carers/).  - Draft or update MHWB policy in consultation with your Mental Health Action Group. See guidance from Anna Freud on Wellbeing policies. |  |  |  |  |

## Staff wellbeing and development

| **What are we aiming for?** | **What steps should we take?** | **Who is responsible?** | **Timeframe / Target date** | **Progress**  *(not started, in progress, complete)* | **NOTES** |
| --- | --- | --- | --- | --- | --- |
| All our staff feel that wellbeing is prioritised and promoted. | - Conduct a confidential annual staff wellbeing survey  [like this one from [Anna Freud](https://www.annafreud.org/resources/schools-and-colleges/5-steps/supporting-staff/conduct-a-confidential-annual-staff-wellbeing-survey/).](https://www.annafreud.org/resources/schools-and-colleges/5-steps/supporting-staff/conduct-a-confidential-annual-staff-wellbeing-survey/)  - Promote staff health and wellbeing using responses from staff wellbeing survey. Use ideas from this [Staff wellbeing padlet](https://padlet.com/PSC_Training/staff-wellbeing-2pt70biy0hr2f60r).  - Set up a staff wellbeing group to promote activities. Anna Freud provides guidance on [supporting staff](https://www.annafreud.org/schools-and-colleges/5-steps-to-mental-health-and-wellbeing/supporting-staff/). |  |  |  |  |
| Our school or setting has a planned approach to the training needs of staff. | - Identify training needs of staff  - Plan CPD programme for all staff and those for staff with specific responsibilities for mental health and wellbeing.  - Explore the Anna Freud guidance on [supporting staff](https://www.annafreud.org/schools-and-colleges/5-steps-to-mental-health-and-wellbeing/supporting-staff/) and this [Staff wellbeing padlet](https://padlet.com/PSC_Training/staff-wellbeing-2pt70biy0hr2f60r). |  |  |  |  |
| All of our staff receive helpful and appropriate signposting. | - Ensure support structures are clearly identified and signposted.  - Structures are identified to support individuals who may be struggling and need extra support. Explore the Anna Freud guidance on [supporting staff](https://www.annafreud.org/schools-and-colleges/5-steps-to-mental-health-and-wellbeing/supporting-staff/) and this [Staff wellbeing padlet](https://padlet.com/PSC_Training/staff-wellbeing-2pt70biy0hr2f60r).  **Signpost to the following services:**  [**Anna Freud Crisis Messenger**](https://www.annafreud.org/afc-crisis-messenger/)is a free, confidential, 24/7 text message support service for all ages.  Text AFC to 85258.  [**Wellbeing Service**](https://www.wellbeingnands.co.uk/norfolk/reach-out/) is available for young people and adults age 16+.  [**Education Support**](https://www.educationsupport.org.uk/?gad_source=1&gclid=EAIaIQobChMI3Ku7hPaIiAMVlJJQBh16ihcMEAAYASAAEgJutvD_BwE)is a UK charity supporting the mental health and wellbeing of education staff in schools, colleges and universities.  [**Norfolk Support Line**](https://www.norfolksupportline.co.uk/UK/) provides confidential support for adults – 0800 169 7676 |  |  |  |  |

## Universal Mental Health Support

| **What are we aiming for?** | **What steps should we take?** | **Who is responsible?** | **Timeframe / Target date** | **Progress**  *(not started, in progress, complete)* | **NOTES** |
| --- | --- | --- | --- | --- | --- |
| Social and Emotional Learning is promoted for all children and young people. | - Ensure explicit teaching of Social and Emotional skills and self-care strategies for all children and young people.  - Provide opportunities for children and young people to participate in activities to build their confidence and self-esteem. See resources below:  [MHWB Padlet](https://padlet.com/EIPTraining/whole-school-approach-to-mental-health-and-wellbeing-8noe4gdln9iov78d)  [Self-care | Anna Freud](https://www.annafreud.org/resources/children-and-young-peoples-wellbeing/self-care/)  [My Self Care Plan Secondary](https://www.annafreud.org/schools-and-colleges/resources/my-self-care-plan-secondary/)  [What is wellbeing](https://campaignresources.phe.gov.uk/schools/topics/mental-wellbeing/overview#wellbeing)  [Self-Care](https://campaignresources.phe.gov.uk/schools/topics/mental-wellbeing/overview#selfcarelessons)  [Self-care plan primary](https://www.annafreud.org/resources/schools-and-colleges/my-self-care-plan-primary/) |  |  |  |  |

## Targeted Mental Health Support

| **What are we aiming for?** | **What steps should we take?** | **Who is responsible?** | **Timeframe / Target date** | **Progress**  *(not started, in progress, complete)* | **NOTES** |
| --- | --- | --- | --- | --- | --- |
| Targeted support is provided to meet the needs of children and young people. | - Provide targeted mental health support to meet children and young people’s needs within the school.  - Investigate mental health support from services outside school, including:  - [Just One Norfolk](https://www.justonenorfolk.nhs.uk/emotional-health/norfolk-waveney-mental-health-advice-support-for-0-25-s/) - Mental Health Access for 0-25  - [Norfolk Psychology and Specialist Support](https://www.norfolkepss.org.uk/)  - [NSFT Eating disorders service](https://www.nsft.nhs.uk/community-services/service/eating-disorders-service-norfolk-and-waveney-92/)  - Mental Health Support Teams in school (if your school has access to a local team) |  |  |  |  |

## Integration

| **What are we aiming for?** | **What steps should we take?** | **Who is responsible?** | **Timeframe / Target date** | **Progress**  *(not started, in progress, complete)* | **NOTES** |
| --- | --- | --- | --- | --- | --- |
| Our school or setting’s approach to mental health and wellbeing is integrated within the curriculum, teaching and learning.  Approaches are integrated with other approaches to behaviour and wellbeing. | - Consider how to integrate mental health and wellbeing across the whole school curriculum through effective planning.  - Introduce 5 ways to wellbeing/self-care activities and promote in tutor groups or assemblies.  - Provide opportunities for children and young people to participate in activities to build their confidence and self-esteem, including:  [MHWB Padlet](https://padlet.com/EIPTraining/whole-school-approach-to-mental-health-and-wellbeing-8noe4gdln9iov78d)  [Self-care | Anna Freud](https://www.annafreud.org/resources/children-and-young-peoples-wellbeing/self-care/)  [My Self Care Plan Secondary](https://www.annafreud.org/schools-and-colleges/resources/my-self-care-plan-secondary/)  [What is wellbeing](https://campaignresources.phe.gov.uk/schools/topics/mental-wellbeing/overview#wellbeing)  [Self-Care](https://campaignresources.phe.gov.uk/schools/topics/mental-wellbeing/overview#selfcarelessons)  [Self-care plan primary](https://www.annafreud.org/resources/schools-and-colleges/my-self-care-plan-primary/) |  |  |  |  |

## Data Collection

| **What are we aiming for?** | **What steps should we take?** | **Who is responsible?** | **Timeframe / Target date** | **Progress**  *(not started, in progress, complete)* | **NOTES** |
| --- | --- | --- | --- | --- | --- |
| Data is used to understand mental health needs and identify mental health priorities across our school or setting. | - Identify structures in place to identify children and young people at risk.  - Understand which groups of children and young people are most at risk, using the following guidance and tools:  - [Anna Freud - Understanding Need](https://www.annafreud.org/resources/schools-and-colleges/5-steps/understanding-need/)  - [Identification of needs descriptors in educational settings (INDES)](https://www.schools.norfolk.gov.uk/article/29797/Identification-of-needs-descriptors-in-educational-settings-INDES)  - [Inclusion and provision self-evaluation framework (IPSEF)](https://www.schools.norfolk.gov.uk/article/29798/Inclusion-and-provision-self-evaluation-framework-IPSEF)  - Measure children and young people’s wellbeing. Use Anna Freud’s guidance on how to [measure wellbeing](https://www.annafreud.org/resources/schools-and-colleges/5-steps/understanding-need/measure-pupil-wellbeing/).  - Use the Anna Freud audit tool to [develop and measure interventions](https://www.annafreud.org/resources/schools-and-colleges/5-steps/understanding-need/develop-and-measure-interventions/). |  |  |  |  |

## Mental Health Support Teams (MHSTs)

| **What are we aiming for?** | **What steps should we take?** | **Who is responsible?** | **Timeframe / Target date** | **Progress**  *(not started, in progress, complete)* | **NOTES** |
| --- | --- | --- | --- | --- | --- |
| MHST support for the school or setting is integrated with other services.  MHST governance, accountability and leadership is agreed with the school or setting. | - Senior Mental Health Lead to work with MHST staff to agree and plan a programme of support to meet needs of children and young people. |  |  |  |  |