



Promoting wellbeing
& mental health

Wellbeing Award for Schools (WAS) Adviser-Led Action Plan

School name: Alexandra Primary School

School address and postcode: Denbigh Rd, Hounslow TW3 4DU

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School website: www.alexandra.hounslow.sch.uk

Head teacher: Mr J Norton

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Award coordinator: Laura Buchanan

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Award adviser: Joanna Feast

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Date of registration: Nov 2018

Date School Self-Evaluation Form completed: February 2019

Date of initial visit: 11/2/19

Date Action Plan completed: 11/2/19

Provisional date for interim visit: Early October 2019

Provisional date for verification visit: March 2019





Description of the school and its strengths: Alexandra Primary School aims to work collaboratively to ensure that all children have a world-class, rounded education, through an ambitious and creative curriculum. They try to enrich and enhance pupils' learning and life experiences, enabling every child to develop a love of learning and achieve outstanding progress and attainment. This will be realised through their commitment to, and participation in, a systematic, sustainable and accountable framework of challenge, support and continuing professional development for school improvement, drawing on best practice locally, nationally and internationally. Emotional Literacy / well-being is a clear indicator of academic achievement, success and satisfaction in later life.

They are committed to promoting children's emotional literacy / wellbeing and incorporating appropriate activities into children's routines and school life. Such activities may include: well-being, resilience, personal responsibility, growth mindset, kindness, mindfulness and gratitude. They aim to promote their ethos through assemblies, work-related tasks and school projects via the School Council and the Rights Respecting Committee.

The school values equip children with the knowledge and skills to support, encourage and enable them to be in charge of their own wellbeing. APS School values and the values of their Collaborate (C8) partners, the 5R's and British values all link together with the value of respect and compassion, as part of respect, being particularly important to promote British values.

At Alexandra Primary School, they aim to work collaboratively to ensure that all children have a world-class, rounded education, through an ambitious and creative curriculum. They try to enrich and enhance children's learning and life experiences, enabling every child to develop a love of learning and achieve outstanding progress and attainment.

Alexandra Primary School will:

Place emphasis on developing the whole child; ensure consistently high-quality teaching and learning; strive to ensure all pupils make good or better progress; continually work at diminishing the difference for disadvantaged children.

Through culture and organisation, they will:

Continually strive to build capacity and sustainability; build a culture of teamwork and collective accountability; ensure high levels of staff satisfaction and job fulfilment; strengthen partnerships within and across schools particularly the partnership with parents and the community.

At Alexandra Primary School, the aim is to encourage all children to:

Aspire to be successful learners who enjoy learning

Perform as well as they can, make progress and achieve and become confident individuals who are able to live safe and fulfilling lives

Succeed as responsible citizens who make a positive contribution to society... and when children enter their next stages of education and then ultimately employment the young people know that educators and employers want them to have the following attributes.





To have...

- a good grasp of basic knowledge and skills;
- be reliable, take responsibility and show resilience;
- an ability to build and maintain relationships;
- an ability to work collaboratively in a team;
- creativity and use problem solving skills.

School Values

To achieve the aims, the school has looked at the main values that will underpin them and link together and start from the first day children join Alexandra Primary so that these should be embedded by the time they leave. The school believes that children should have high aspirations in their school career. Staff, parents and carers will work together to equip children with the skills to perform the best they can whilst at Alexandra. This will then hopefully determine success for achievements at school and beyond.

Alexandra Primary School is a 3-form entry primary school in Hounslow, West London; a very ethnically and socially diverse area. Currently there are 697 pupils on roll. They have above average mobility. Deprivation is high because a large percentage of families live in high density, multiple occupancy homes. There is a very high percentage of EAL pupils (95%) from a range of ethnic backgrounds, with approximately 43 first languages other than English. At the last Ofsted in July 2017 the school was rated a 'Good'.



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 ethos of the school is evident and the well-being of children and their families is paramount. Whilst it is possible to quantify and record all the elements that help make Alexandra Primary School a mental/emotional health-promoting environment, it is also worth noting that the school exudes a calm, peaceful health-promoting quality that can't easily be quantified in this action plan. The staff members, led by a highly committed and secure SLT, speak the same health-promoting language and help to create an environment that fosters true mental and emotional health. The Steering Group has already done much of the work needed to achieve the Award as an implicit part of their function, which is unusual and worth noting.

Key performance indicator	Current status	What action will be taken? <i>(This is what you need to do to achieve this key performance indicator)</i>	Who will deliver and monitor the action?	When will the action be taken?
1.1 The award process is reviewed by the Senior Leadership Team (SLT) and governors and is formally adopted.	Done	Provide minutes from relevant meetings and statement of commitment in your evidence folder		
1.2 A statement of commitment is signed and stored in the portfolio of evidence.	Done	Produce and sign statement of commitment and put it in your evidence folder		
1.3 A Change Team is nominated and appointed.	Done – re-named Steering Group	Nominate and appoint a team, and note their names on a list in evidence folder; membership of team can be fluid		
1.4 The School Self-Evaluation Form is completed.	Done	Print from website and put in evidence folder.		



		Monitor every half term, if needed		
1.5 The Stakeholder Evaluation Forms are sent out and the results analysed.	Done – a wider response needed from parents. This will be done at parents evening – November 2019	Summary and overview in evidence folder Summary of main findings in folder		
1.6 The Action Plan is prepared and approved by the SLT.	Action plan now written, but needs approval from SLT – now complete	Ensure SLT signs a copy of the agreed action plan		
1.7 The whole-school community and other partners are informed about the award.	Done	Write up all evidence and put in folder Include stakeholder evaluation analysis		
1.8 EVALUATION: The Action Plan is regularly monitored, progress is evaluated and the findings shared and acted upon.	To do – ongoing LB has RAG rated it and is updating regularly.	Ensure the annotated action plan shows progress (note the changes over time)		



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 strategic vision for the school is clear and concise, ensuring that all members of the school community can be involved in positive change. It is worth remarking that very few schools have such a document prepared before the adviser visits, so it is obviously an area that holds great significance for the school. The amount of careful thought and expertise that has gone into the school's well-being strategy is evident and it deserves genuine recognition.

Key performance indicator	Current status	What action will be taken?	Who will deliver and monitor the action?	When will the action be taken?
2.1 The school's vision statement is in place that puts emotional wellbeing and mental health at the heart of the school's aspirations.	Done	Governors to ratify. Ensure school's vision statement is in place, and highlight where the commitment to EH/MH are articulated		
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.	Done	Document a mapping exercise of SWOT analysis		
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.	Some policies being re-written (Anti-Bullying) Homework and SEN policies now include well-being section. Antibullying policy, curriculum statement, Safeguarding updated with links to Wellbeing.	Perform a policy audit and document the outcomes of the audit		



	Behaviour policy still to amend.			
2.4 The school has reviewed and understands all the relevant risk factors that can impact on emotional wellbeing and mental health in pupils.	Within Wellbeing strategy Periods of transition Add - Jo's job description and Govs minutes. Looked at Risk Factors in INSETs Trauma Champion training Learning to Respect Week – response to rise in prevalence of DV	Show how analysis of the risk factors has contributed to the strategy Consider public health profiles of London online (see https://fingertips.phe.org.uk/profile-group/child-health and search for Hounslow) for data about children in the area		
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.	Done	See strategy in evidence file		
2.6 The strategy and vision statement is communicated to the whole-school community	Ratify by governors then put on website and parents signposted Now on the website	Keep copies of letters/emails/newsletter/agendas that have been used to inform the school community about the strategy; year group assembly on what is wellbeing, and what are we doing here to improve it		
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 is taken.	To do	Annotate the vision, strategy and action plan to show how you are making progress – impact measures		

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: Most members of the whole-school community are clear about what the school is aiming to achieve with the award, and more importantly, why they are involved. The culture of positive wellbeing radiates from the SLT to the rest of the staff and on to the students. The school building supports the culture of openness and space, despite the geographical location under a flight path.

Key performance indicator	Current status	What action will be taken?	Who will deliver and monitor the action?	When will the 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.	Children's Mental Health Week (Feb 19) Assemblies list Mental Health Day (October 19)	Collate a list of all awareness-raising activities that have been carried out/will be carried out Results from stakeholder evaluations (theme 2)		
3.2 The whole-school community has contributed to the vision and strategy for emotional wellbeing and mental health.	Steering Group contributed, which is representative of the whole school (except parents, but this will be worked on)	Write a summary of key engagement activities for pupil and parent voice, and for staff involvement		
3.3 The whole-school community understands their role in promoting and protecting emotional wellbeing and mental health.	See strategy Accountability framework	Collate results from the stakeholder evaluations (theme 3) What will you do to help everyone understand their role in promoting and protecting MH/EH?		



3.4 An accountability framework clearly sets out who is responsible for emotional wellbeing and mental health within the school leadership.	Done	Produce an accountability framework or use a document(s) which you already have that shows who is responsible and what they do already		
3.5 The school works to implement positive ways of talking about, and removing the stigma around, mental health.	Children's Mental Health Week Display boards Assembly themes PSHE scheme of work – which will be developed further (emphasis on skills)	Collate a current list of how the school removes stigma and talks about MH positively PSHE Lead needs to find out whether teaching staff recognise specific MH-promotion lessons in PSHE; is it being made explicit to children?		
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.	Evaluation results – highlight relevant parts. Feedback from INSET sessions. Interest in Attachment Theory – information sent to TAs	Results from stakeholder evaluations – themes 4 and 6		



Objective 4

The school actively promotes staff emotional wellbeing and mental health.

Adviser's comments on the school's achievements: The school employs the philosophy of putting in what you want to get out: staff members go the extra mile in order to reap rewards later, and this is shown in their unending commitment to the school and its community. Team work and a supportive, stable SLT ensure that staff members feel valued, challenged and supported in their work, and that their well-being is taken seriously. Meaningful and practical strategies for staff well-being have been put in place across the school.

Key performance indicator	Current status	What action will be taken?	Who will deliver and monitor the action?	When will the action be taken?
4.1 Staff emotional wellbeing and mental health is specifically included in the strategy.	Done – see strategy	Ensure staff MH/EWB is included in the strategy		
4.2 A budget is in place and resources allocated for staff emotional wellbeing and mental health.	Done – see subsistence budget, award budget, plus relevant staffing (see governor's report)	Show budget and available resources		
4.3 Stress management, positive wellbeing interventions and reward systems are in place for staff.	See strategy for list: Thank you Thursday Tea and coffee free Treat Friday Meetings policies	Identify policies relating to staff health, including support mechanisms for staff		



	Marking policy – reduced marking considerably for teachers Investigating Mark Mate Free flu jabs Questionnaires for staff on what they need No inset on parents' evening weeks and in lieu time			
4.4 The staff appraisal system, alongside ongoing supervision, ensures emotional wellbeing and mental health is recognised and monitored.	Reviewed appraisal system to make it more celebratory than box-ticking, therefore more reflective	Source appraisal policy or proforma, and highlight where EWB and MH are emphasised		
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.	See survey results	Collate results from teacher stakeholder evaluations theme 11 "You said... we did" display Consider staff clubs and activities		



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 in-house support, as well as the staff training programme, help staff members to feel secure in their understanding of emotional wellbeing and mental health matters in school. Professional learning development is high on the school's list of priorities, and this applies to everyone from new to more established staff members. The expert staff recognise their need to keep learning and to build their confidence accordingly.

Key performance indicator	Current status	What action will be taken?	Who will deliver and monitor the action?	When will the action be taken?
5.1 Professional learning and staff development forms part of the strategy, including consideration of resource allocation.	See inset plans done term by term See strategy Links to C8	Ensure the strategy or similar pre-existing documents (SIP) mention staff development opportunities		
5.2 The school is aware of current confidence and capacity among staff in promoting emotional wellbeing and mental health, and their training needs are identified.	See evaluations – staff would like some more CPD, which is being organised this term	Collate results from stakeholder evaluation forms, themes 7, 8 and 9 LB to investigate further what gaps exist and document them		
5.3 The school has a targeted short-term and long-term Continuous Professional Development (CPD) programme in place that includes emotional wellbeing and mental health, with	See strategy See inset plan See TA plan from Sarah	Provide a copy of the CDP plan and list of all training opportunities CPD audit and display in the staff room to encourage everyone to realise all opportunities and what they can do to help		



training opportunities offered.		themselves		
5.4 A programme of mental health awareness training is available to all staff.	Place2B training and more training for whole staff to come in later 2019 Skills Network level 2 certificate in children's mental health – 15 staff completed Internal insets for TAs and teaching staff on mental health	Ensure at least 80% uptake on staff training on awareness Broad and introductory training on mental ill health and how to deal with it – JF to provide options, specifically on brain training		
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.	Staff handbook – see behaviour and learning behaviour concerns See British values excerpt in Staff handbook	Collate results from teacher stakeholder evaluation forms, theme 8 Then plan training Evaluate after 6 months Share good practice		



Objective 6

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

Adviser's comments on the school's achievements: School staff have a particularly strong understanding of the needs of the school community, with many staff members having worked in the area for numerous years. The head teacher holds a key role in the community and is well-known and respected in the local area as part of the HEP team.

Key performance indicator	Current status	What action will be taken?	Who will deliver and monitor the action?	When will the action be taken?
6.1 Assessments of pupil and staff needs are conducted at regular points and feedback is acted upon.	CPOMS SEND policy ScholarPack (tracking sub-groups of children) Analysis performed regularly by LST and SENDCo Waves of support document School Local offer document Flourishing Minds – counselling support GPLZ (Griffin Park learning zone) – move and learn Staff survey	Provide a summary of results from feedback/evaluation forms about needs		
6.2 All staff can identify and respond appropriately to signs of emotional or mental distress in pupils and each other.	ELSA training and support programme Drawing and Talking training Emotional literacy support checklist for teaching staff to complete, then action plan	Provide copies of policies and documents that reference identification of mental health problems		
6.3 There is a clear identification and information sharing system for pupils.	CPOMS SLT meetings Safeguarding meetings (to become weekly from Summer 2019)	Provide a copy of the safeguarding policy, and SEN report and policies (relevant to MH), pastoral care policy, accessibility plan, LA's local offer & EHCPs		



	Cause for Concern Log for Safeguarding form (to be used if CPOMS is unavailable)			
6.4	The school uses its best endeavours to provide for pupils a range of interventions appropriate to the needs identified.	See interventions section in evidence folder	Provide a copy of the safeguarding policy, and SEN report and policies (relevant to MH), pastoral care policy, accessibility plan, LA's local offer & EHCPs	
6.5	Arrangements with external specialist services are in place with clear referral pathways and outcomes agreed for pupils.	See SENDCo policy See strategy See handbook	Provide a list of liaison roles and referral protocols	
6.6	The school provides signposts to appropriate online information, services and support.	To come through new website, for parents and pupils Some exist in strategy Staff room notice for staff helpline Displays List now on website	Provide a list of websites that are useful and trusted	
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.	SENDCo role and external agencies report (for governors)	Collate results from pupil stakeholder evaluation, theme 10	



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: Pupils in the school enjoy a strong voice, as they are consulted regularly as part of the school council's and other groups' mechanisms in a variety of methods. Parents are asked regularly for their feedback and staff are also consulted on many aspects of school life. The head teacher is clear in his leadership role and makes excellent use of staff teams to identify unmet needs or areas for additional focus, delegating when necessary to the most appropriate person.

Key performance indicator	Current status	What action will be taken?	Who will deliver and monitor the action?	When will the action be taken?
7.1 Pupil voice mechanisms are in place and used at regular points.	School council minutes Eco group RRSA steering group Learning walks Talks with pupils Basic Skills audit Young Carers group	Record how your school gathers pupil views: what do you do to collect their views?		
7.2 The school works in partnership with parents/carers to respond to their views and needs.	Parent survey – see results Open door policy Further parent survey to be done at Parents Evening Resilience Parents workshop to be arranged	Show results from parent stakeholder evaluations and school survey for parents Provide a written document to show how you link with parents and use their feedback/views		
7.3 The school has identified 'Wellbeing Champions' from across the whole-school community.	JM and LB currently undertaking Mental Health Champions training. Allocated Pupil wellbeing group to be selected following this training. Governor for Wellbeing – Ms Woolman.	Provide a list of all wellbeing champions (include their roles and any planned activities they will do; can include children)		



<p>7.4 The school proactively and regularly communicates with the whole-school community regarding emotional wellbeing and mental health issues.</p>	<p>Parent leaflet Parent training/workshop to come PANTS workshop done See Jo's report for governors</p>	<p>Provide a copy of the communication strategy and/or examples of how you communicate with everyone</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>See stakeholder evaluations results Parent survey results (mindful of language barriers) PSHE programme of transition unit</p>	<p>Provide results of teacher, pupil and parent stakeholder results, theme 12</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 is heavily involved with other schools and organisations in the locality and this allows for effective and meaningful partnerships to take place. The school ably adopts a system of inviting specialists in when needed, and these specialists have become part of the school's fabric. External support agencies are used wherever possible, with additional personnel invited in when necessary, as the SLT is keen for every child's needs to be met. There is also considerable expertise in-house.

Key performance indicator	Current status	What action will be taken?	Who will deliver and monitor the action?	When will the action be taken?
8.1 The school has identified and maintained links with appropriate local health, social care and voluntary and community sector services.	CAMHS Hounslow Education Partnership (HEP) C8 Youth Sport Trust School nurse service Behaviour support team Hounslow Young Carers project	Write a document that states all the key agencies you are linked with, as well as the type of contact you have with them, e.g. commissioning, communication, personal relationships, etc.		
8.2 The school has identified representatives who attend local mental health forums to share information and new learning.	C8 (PSHE) CAMHS forum (no longer in place) HEP – share strategies and actions, focus on outcomes SEN panel – includes mental health element Possibility of creating mental health group/network after Place2Be training – this is in early stages.	List all the representatives you work with, including their roles and how information is fed back		
8.3 The school works with other schools to share best practice and new learning, establishing	C8 HEP Teaching staff	List which local partnerships you're involved in, and clusters of schools you're associated with, etc. to share best practice		

networks where appropriate.				
8.4 The school informs and participates in local commissioning arrangements undertaken by the local authority and/or Clinical Commissioning Group.	HEP C8 Youth Sports Trust – sport impact Place2Be funding from London Mayor Heathrow funding for adobe hut, ventilation (air quality)	Provide copies of data, reports or other written records of submissions to local commissioners		
8.5 EVALUATION: The school evaluates feedback received from its partners regarding joint working, and appropriate follow-up action is taken	HEP board minutes and feedback C8 leaders' meetings and minutes to show outcomes (heads and assistant heads meetings) Ofsted inspection in July 2017 feedback – outcomes (phonics impact on children's learning)	Provide survey results or minutes from discussions/meetings; Ofsted report; partner feedback		

TASKS for Change Team

1. Send out evaluation forms to parents and staff (find them on awardsplace) by end of February 2019 and analyse results online; pupil evaluation can be done as a paper-based activity with a representation of pupils across the school. Ensure you have better coverage than your current numbers.
2. Divide up the actions among the Steering Group members and complete the empty columns (Who will deliver and monitor the action? and When will the action be taken?).
3. Complete the actions in the action plan and collate evidence in a shared folder: you can use one piece of evidence for as many KPIs as possible.
4. Joanna to visit for interim in June 2019, when most of the evidence should have been collated; arrangements to be made nearer the time. Contact Joanna once per half term for a brief update, or whenever you have questions.
5. Joanna will recommend verification visit by Dec 2019 (to be conducted by another WAS consultant).