

# Orchard Primary School

## Mental Health and Wellbeing Action Plan

### (2024 - 2026)

Inspire - Create - Achieve



## Year 1: 2024-25

Intent	Implementation	Monitoring	Timescale	Budget	Success Criteria
<b>Leadership &amp; Management</b>					
<p><b>To train a member of staff as Senior Mental Health Lead (SMHL) and to attain qualification.</b></p>	<ul style="list-style-type: none"> <li>• FSs to complete NCO Mental Health Lead training.</li> <li>• FSs to complete Mental Health &amp; Wellbeing Action Plan as part of this training.</li> <li>• FSs to complete further research into staff mental wellbeing.</li> <li>• As SMHL, FSs to complete setting audit and identify actions of improvement.</li> </ul>	<p>FSs</p> <p>Governing Body</p>	<p>CPD July 2024 with the Strategic Action Plan implemented from Autumn Term 2024</p>	<p>NA – NCO training paid for through government grant</p>	<ul style="list-style-type: none"> <li>• Orchard has a member of staff who understands and effectively undertakes the role of SMHL.</li> <li>• FSs is able to network with other SMHL within the county and Trust to support and improve the school’s mental health and wellbeing offer.</li> <li>• Initial audit completed July 24 and actioned Autumn Term 24 – reviewed July 25.</li> </ul>
<p><b>Annual Safeguarding training (INSET day) to focus on the links between safeguarding, ACES and mental health.</b></p>	<ul style="list-style-type: none"> <li>• FS to lead training with all staff. As part of this training, staff will reflect on how our wellbeing approach considers the most vulnerable children, and to strengthen our strategy where necessary so that we extend our safeguarding, child protection and wellbeing work in relation to mental health.</li> </ul>	<p>FS</p> <p>SLT &amp; Governors</p>	<p>August 2024</p>	<p>NA</p>	<ul style="list-style-type: none"> <li>• Staff will understand what actions to take when mental health issues become safeguarding concerns, how to recognise mental health issues and know how to support the children and young people they work with.</li> <li>• Staff will know who to refer concerns to re: DSL, Class Teacher or Pastoral Team.</li> </ul>
<p><b>Staff to be further trained in mental health and wellbeing.</b></p>	<ul style="list-style-type: none"> <li>• FSs or HC to attend forums for SMHL/training networks.</li> <li>• Staff questionnaire re: staff understanding of mental health and wellbeing issues in order to identify training needs.</li> <li>• Staff offered opportunity to become mental health first aider.</li> <li>• Mental Health First Aiders – selected staff trained and in post by March 25 – wellbeing and pastoral team. Training to help staff to recognise causes and signs of changes in the mental health and wellbeing of others. This means that they can act upon these quickly and put things in place.</li> </ul>	<p>FS &amp; Wellbeing Team</p> <p>HC (SENDCO)</p> <p>SLT &amp; Governors</p>	<p>September 24</p> <p>January 25</p>	<p>Part of our subscription to NCO</p>	<ul style="list-style-type: none"> <li>• SMHL aware of ways to refer/ resources currently available/ further support and training opps from different organisations and shares with relevant staff.</li> <li>• All classroom-based staff have completed the relevant NCO training. They understand how emotional literacy, mental health, behaviour and adverse childhood experiences all link. They know how to recognise and support a child who is struggling with MH difficulties.</li> </ul>

	<ul style="list-style-type: none"> <li>All classroom-based staff to complete NCO mental health and wellbeing training. (Complete as a Twilight session.)</li> <li>As SENDCO, HC to lead staff training on pastoral issues – gaining staff understanding of school’s current offer and provision for mental health and wellbeing re: vulnerable pupils, including SEND.</li> </ul>		Twilight in the Spring Term for NCO training January 25 onwards		
<b>Governors aware of mental health and wellbeing provision within school.</b>	<ul style="list-style-type: none"> <li>SMHL to present position statement to at governors meeting.</li> </ul>	FSS Chair of Govs Governing Body	Termly from Dec 24	Free	<ul style="list-style-type: none"> <li>FSS has presented overview of mental health and wellbeing in school and next steps. (Including questionnaire results.)</li> </ul>
<b>Ethos &amp; Environment</b>					
<b>To further develop provision for pupils with sensory/SEMH needs that impact on MHCB by creating an <u>additional Nurture/Sensory Room</u>. (The mobile classroom).</b>	<ul style="list-style-type: none"> <li>We already have The Bubble Room, which acts as a nurture space, and the Rainbow Room which is used for interventions. The <b>Nurture Room</b> will be another place within our school where children can be given freedom to express themselves. The aim is to effectively address our children's needs and prevent exclusion from the classroom and any distress caused by them not having the coping skills, through no fault of their own.</li> <li>We aim to develop a reduced stimulation, relaxation area within this room and to embed the use of sensory circuits to support pupils with high levels of anxiety.</li> <li>This room will also be used for nurture groups which will be led by our Support Staff across the school. (<b>Nurture groups</b> are a short-term, focused intervention for children with particular social, emotional and behavioural difficulties which are creating a barrier to learning within a mainstream class.)</li> <li>To incorporate the Zones of Regulation curriculum approach fully into the nurture</li> </ul>	FSS, HC and HH to monitor impact of nurture groups on pupils’ behaviour and social/emotional needs.	Convert mobile from August 2024 with Bungalow refurb from May 2025	PTA to fund any additional resources	<ul style="list-style-type: none"> <li>Nurture/Sensory room to be up and running.</li> <li>All Support Staff to have been trained on how to run an effective nurture group (HC to target key staff to lead this).</li> <li>Fewer incidents of ‘classroom’ exclusions as early intervention successfully prevents this.</li> <li>Improved behaviour noted of specific pupils with particular social, emotional and behavioural difficulties.</li> <li>Fewer red triangle incidents for SLT to deal with.</li> <li>See - monitoring for ‘Zones’ also.</li> </ul>

	<p>group with daily activities to help children develop the ability to self-regulate and control their emotions.</p> <ul style="list-style-type: none"> <li>• Training for staff who will be leading Nurture Sessions to ensure that new practice is incorporated.</li> </ul>				
<b>Forest Schools provision for on-site enrichment for pupils at risk of suspension.</b>	<ul style="list-style-type: none"> <li>• For vulnerable pupils with challenging behaviour and MH issues, as well as PT timetable, use enrichment via onsite woodland provision. Review after 6 weeks back.</li> </ul>	FS & HC (SENDCO)	Oct 24 onwards following evaluation of PT timetables	SENIF to go towards on site enrichment e.g. Wild Minds/Forest Schools.	<ul style="list-style-type: none"> <li>• Improved behaviour noted of specific pupils with particular social, emotional and behavioural difficulties.</li> <li>• Fewer red triangle incidents for SLT to deal with.</li> </ul>
<b>Morning check in boards</b>	<ul style="list-style-type: none"> <li>• Each class has a morning check in board, which is related to the 'Zones of Regulation'.</li> </ul>	HC – SENDCO as part of Zones work	August 24	NA	<ul style="list-style-type: none"> <li>• Children can indicate how they are feeling when they arrive in the morning. There is an optimum zone to be in (the green zone), in order to sustain positive mental health and achieve well in school.</li> </ul>
<b>To implement strategies to further improve the mental health and wellbeing of all staff across the school.</b>	<ul style="list-style-type: none"> <li>• Workload Review using the DFE draft recommendations - rationalise the demands of teaching &amp; learning so that workload is manageable and healthy work/life balance is maintained.</li> <li>• Form a Working Party of staff representatives from each phase to include teachers, and support staff to identify 'pinch points' and to offer feedback on issues related to workload.</li> <li>• Survey/consult staff for ideas and initiatives.</li> <li>• Cont. to offer Flu jab to all staff</li> <li>• Provide more 'Wellbeing' days for staff</li> <li>• To have a Twilight session to take views of staff and to finalise action plan August 2025.</li> <li>• Staff to complete annual questionnaire on MHCB and workload in May.</li> <li>• Staff wellbeing board - signpost staff to wellbeing CPD and services</li> <li>• Book wellbeing speaker for Twilight CPD</li> </ul>	<p>Survey - check impact.</p> <p>SLT to meet with working party to arrive at workable approach.</p>	<p>Autumn 24</p> <p>Spring 25</p> <p>Summer 25</p>	£250 for wellbeing consultant (Twilight)	<ul style="list-style-type: none"> <li>• Happy and healthy staff.</li> <li>• Staff talk about improved workload and the actions which have been taken.</li> <li>• Staff speak positively about improvement in work related well being and the actions taken from SLT to improve this.</li> <li>• Low turnover of staff.</li> <li>• Release time - refreshments for working party- quality time to meet.</li> <li>• Staff wellbeing board – info and signposting (photocopying room)</li> </ul>



## Curriculum, Teaching & Learning

<p><b>To review current planning for PSHE in line with MHCB agenda</b></p>	<ul style="list-style-type: none"> <li>• Introduce the new Kapow PSHE scheme to staff, focusing in particular on health and wellbeing. The intent of the scheme is to improve: pupils' capacity to learn, their resilience and emotional wellbeing and mental health and thereby enhance their life-chances.</li> <li>• As part of our PSHE provision, promote mindfulness within the classroom so that our pupils are: aware of their thoughts and feelings as they arise ; are able to focus their mind on what they choose to focus it on both outside of themselves and within themselves.</li> <li>• Teach our pupils specific interventions e.g. breathing (Calm Me) techniques so that they can choose to regulate their thoughts and feelings (linked to Zones of Regulation).</li> <li>• Further support pupils to make links with 'Zones', using their personal toolkit to regulate their emotions and use the 'Zones' vocabulary to say how they feel. Ultimately this should promote wellbeing.</li> </ul>	<p>FSs to monitor pupil behaviour across the school – drop ins, learning walks, pupil voice.</p> <p>Staff feedback during staff meetings</p> <p>Fewer cases of anxiety referred to HH &amp; HC</p>	<p>Sept 24</p> <p>Spring 25</p>	<p>£250</p>	<ul style="list-style-type: none"> <li>• Kapow scheme to be fully introduced and implemented across the whole school Autumn 24.</li> <li>• Refresher staff meeting in in Jan25 to review impact.</li> <li>• All staff to be using resources and techniques to promote better mental health: Circle time Calm Me techniques Mindful moments Calmer pupils – they know how to regulate their emotions.</li> <li>• PSHE lessons are taught with up to date, current knowledge relevant to school context. Pupils can discuss factors that influence positive well-being. Pupils can articulate and begin to use coping strategies.</li> </ul>
<p><b>To continue to develop and embed 'Growth Mindset' approaches to enable pupils to become resilient and confident learners.</b></p>	<ul style="list-style-type: none"> <li>• Principles of growth mindset to continue to be embedded through assembly.</li> <li>• Staff training (refresh and renew)</li> <li>• Information for parents – website/workshop</li> <li>• Language of growth mindset approaches explicit throughout school.</li> </ul>	<p>JP as part of Character Education work from Nov 24</p> <p>Evidence in learning walks and lesson observations/drop ins.</p>	<p>Nov 24 big push then again x1 termly</p>	<p>NA</p>	<ul style="list-style-type: none"> <li>• Principles of growth mindset embedded through assembly, &amp; verbal feedback.</li> <li>• Pupil conversations show that children can use the language of growth mindset e.g. 'I can't do it ...yet!' 'Is this my best work?' rather than 'this will do.'</li> <li>• Pupils, through a metacognition focus, are able to apply learning strategies to overcome challenging tasks. This, in turn, should have a positive impact on attainment and progress and mental health.</li> </ul>

					<ul style="list-style-type: none"> <li>• Improved resilience and confidence to challenge will impact on attainment and outcomes</li> <li>• &gt;80% of pupils making expected or exceeding expected attainment and progress.</li> <li>• Growth mindset references/displays in every classroom.</li> </ul>
<p><b>To fully embed Zones of Regulation across the whole school to enable pupils to regulate their emotions.</b></p>	<ul style="list-style-type: none"> <li>• Use of Zones of Education lessons and resources throughout the school to continue to nurture a child’s ability to self-regulate and control their emotions.</li> <li>• Fully secure a whole school approach to a consistent ‘emotions’ vocabulary.</li> <li>• Staff refresher training (staff meetings and twilights)</li> <li>• The Zones Team to continue to lead the implementation.</li> <li>• Share resources and structure of the lessons.</li> <li>• Share the ‘Zones’ ethos and knowledge with children in assemblies.</li> <li>• Incorporate ‘Zones’ into the school awards e.g. ‘A Zones Power’ certificate for showing emotional resilience, self-control, emotional regulation.</li> <li>• Information for parents – further develop the website; parent workshop</li> </ul>	<p>HC x1 termly big push from Oct 24</p> <p>Pupil questionnaires at the start and at termly intervals afterwards to view the impact of The Zones of Regulation.</p> <p>SENDCO to monitor: lessons taught by teachers, impact on pupils via pupil voice, staff survey, discussions with SLT and staff. SENDCO to evaluate lessons, impact on pupils, share good practice and identify new priorities.</p>	<p>Autumn 24 then fully embedded by April 25</p>	<p>NA</p>	<ul style="list-style-type: none"> <li>• Children are able to recognise the 4 zones and meanings, alongside the different emotions in themselves and others.</li> <li>• Children can use their personal toolkits to articulate and regulate their emotions.</li> <li>• Staff report that more children are using the toolkit strategies.</li> <li>• Reduction in the number of emotional incidents which disturb the learning reported by teachers and teaching assistants.</li> <li>• Reduced number of incidents on SIMS, as these can impact negatively on the wellbeing of pupils.</li> </ul>

		SENDCO to collect views from parents after website/ Workshop.			
<b>School to take part in mental health awareness week.</b>	<ul style="list-style-type: none"> <li>• PSHE team &amp; SENDCO/Pastoral Lead to coordinate resources for the week for staff to use.</li> <li>• PSHE team to lead the assembly and promote mental health and wellbeing,</li> </ul>	IP, CB, LF & HC	Feb 25	Resources free on internet.	<ul style="list-style-type: none"> <li>• All pupils have been made aware of support available within school.</li> <li>• Pupils have worked and focussed on self-esteem and wellbeing.</li> </ul>
<b>Identifying Need &amp; Monitoring Impact</b>					
<b>To use pupil questionnaire and pupil voice to ascertain a baseline for current levels of pupil understanding of MH and WB.</b>	<ul style="list-style-type: none"> <li>• Use the Three Houses with Y5&amp;6 to gain information about pupils' wellbeing. Trends from the questionnaire to be inserted into assembly planning and PSHE curriculum.</li> <li>• Information to be used to prioritise areas for curriculum planning and development. This will enable us to plan effectively for prevention and change – e.g. identify those pupils (who have not already been identified) who may need targeted support.</li> <li>• To track / screen classes to ascertain how many potential pupils need support and get an early indication of how much support they might need in order to plan ELSA and nurture group interventions throughout the year.</li> <li>• Plan strategic days to highlight MH (e.g. Children's Mental Health Day).</li> </ul>	<p>Analysis of pupil questionnaires – analyse data to ascertain priorities.</p> <p>Analysis of Boxhall Profiles for specific pupils with SEMH needs.</p> <p>O Track and Small Steps progress data.</p>	Nov 24	NA	<ul style="list-style-type: none"> <li>• Three houses will inform a pyramid of need.</li> <li>• Interventions are mapped to vulnerable children who require support.</li> <li>• SIMS records will show action is being taken to address emotional needs..</li> <li>• Improved outcomes evident on later questionnaire to be completed Summer 2025.</li> <li>• Improved MHCB will impact on pupil outcomes by minimising barriers to learning and risk factors such as mental health.</li> <li>• Pupils with identified SEMH difficulties will make expected progress from their own baselines Evidence on Boxall Profile of progress towards strands for pupils with complex SEMH.</li> <li>• Improved attendance and engagement of pupils directly supported with MHCB, for example those pupils attending ELSA sessions, Nurture Groups, receiving</li> </ul>

					<p>one-to-one counselling, play therapy, 'Forest Schools' etc.</p> <ul style="list-style-type: none"> <li>• Reduced number of behaviour incidents on SIMS, as these can impact negatively on the wellbeing of pupils.</li> </ul>
<b>Targeted Support</b>					
<p><b>To explore targeted support for mental health and wellbeing.</b></p>	<ul style="list-style-type: none"> <li>• SMHL to work with MHST to provide support for pupils/parents and staff.</li> <li>• 1:1 support / group support / class workshops / parent workshops / SMHL support and advice</li> <li>• SMHL to explore signposted agency opportunities to support pupils' various mental health needs.</li> <li>• SMHL to make links with local MH providers.</li> </ul>	<p>FS &amp; Pastoral/Well-being Team</p> <p>SENDCO</p>	<p>Oct 24, Feb 25 parents' evenings</p> <p>Termly Wellbeing Newsletter – cont. to signpost</p>	<p>Free</p>	<ul style="list-style-type: none"> <li>• MH &amp; Counselling referrals successful – CFWS working with various families and offering support.</li> <li>• SMHL holds termly meeting to update on current signposting opportunities and agencies to work with.</li> <li>• SMHL has an improved understanding of local MH services and has begun to develop a relationship with local providers.</li> <li>• School also working with any relevant external agencies e.g. CAMHS; Wild Minds</li> </ul>
<p><b>To explore targeted support for mental health and wellbeing for parents/carers and pupils.</b></p>	<ul style="list-style-type: none"> <li>• SMHL to work with SENDCO, ELSA and Mental Health First Aiders to provide support for pupils / parents and staff regarding the MHCB agenda, where they can seek support, guidance and advice if they have concerns about their children/their own MH:</li> <li>• Parent questionnaire around children's MHCB to be given at parents' evening – feedback analysed</li> <li>• MH area and guides in the main foyer to be set up</li> <li>• MH parents' evening display – MH and services info</li> <li>• SENDCO to be available at parents' evening for any MH enquiries – advice and signposting</li> </ul>	<p>FSs PSHE Team ELSA SENDCI &amp; Deputy SENDCO</p> <p>Impact of parent workshops and drop in sessions to be measured – e.g. record of attendance, parental surveys – analysis of feedback.</p>	<p>Autumn 2024 then termly</p> <p>Website to be monitored and reviewed on half termly basis.</p>	<p>NA</p>	<ul style="list-style-type: none"> <li>• ELSA &amp; SENDCO working with various families/offering support.</li> <li>• SENDCO holds termly meeting to update on signposting opportunities and agencies.</li> <li>• Improved parent partnerships and understanding of how to promote good MH/WB with their children will impact on pupil outcomes.</li> <li>• &gt;80% of pupils will achieve at least expected progress and outcomes year on year.</li> <li>• Pupils with identified SEMH difficulties will make expected progress from their own baselines</li> <li>• School also to work with relevant agencies e.g. Young Carers, CAMHS</li> </ul>



	<ul style="list-style-type: none"> <li>• Continue with wellbeing newsletter</li> <li>• To develop MHCb section on website to include advice and guidance for families – signposting to support both in school and externally</li> <li>• To provide workshop/training session and informal ‘drop in’ sessions/coffee mornings for parents who may be concerned about MHCb</li> <li>• SMHL to explore signposted agency opportunities to support pupils’ various mental health needs.</li> <li>• For pupils, continue to offer 1:1 support / group support / class workshops.</li> </ul>	Pupil progress meetings and SEND reviews.			<ul style="list-style-type: none"> <li>• Website pages <i>updated</i> with information regarding mental health and wellbeing.</li> <li>• Staff wellbeing noticeboard in photocopying with resources, support information, MHST information, flowchart for intervention in school for pupils.</li> </ul>
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**Year 2: 2025-26**

<b>Intent</b>	<b>Implementation</b>	<b>Monitoring</b>	<b>Timescale</b>	<b>Budget</b>	<b>Success Criteria</b>
<b>Leadership &amp; Management</b>					
<b>ELSA / Time to Talk - additional LSA/TA to complete Cognitive Behaviour Approach training.</b>	<ul style="list-style-type: none"> <li>• Additional LSA/TA to take training so that ELSA capacity increases. Training to be completed in readiness for the 26-27 academic year.</li> </ul>	FS & HC to signpost. Staff member TBC	Spring & Summer Terms 25	£380 -£450	<ul style="list-style-type: none"> <li>• Staff able to use techniques taught to help support pupils talk about their emotions and wellbeing.</li> <li>• Inhouse support tracked on SIMS, provision maps and ELSA tracking document.</li> </ul>
<b>To introduce ‘Mental Health Champions’ across the school to foster positive wellbeing.</b>	<ul style="list-style-type: none"> <li>• Create a wellbeing council made up of members from Y4-6 to represent pupil voice within mental health and wellbeing.</li> <li>• These children to take part in a training programme, provided by ‘One Goal’.</li> <li>• Group to meet twice a term.</li> <li>• Pupils to lead assemblies, represent class views of need and share this with SMHL.</li> <li>• Children taught relevant skills for their own wellbeing.</li> <li>• Mental health champions to be trained so that can observe and recognise when someone is struggling/feeling sad etc.</li> </ul>	FSs, HC and the PSHE Team to monitor impact of training on pupils.	August 25	£400 from PP	<ul style="list-style-type: none"> <li>• Council members elected.</li> <li>• The aim is that our pupils can better learn how to take care of their MH and WB.</li> <li>• The idea behind the training is to give children roles in the school, extra jobs and responsibilities and help them to put those skills into practice.</li> <li>• This will be linked with ‘Zones’ and encourage the ‘Zones’ vocabulary, concept of the 4 zones and toolkits to develop emotional regulation and wellbeing.</li> </ul>

	<ul style="list-style-type: none"> <li>Evaluate: E.g. Do they show a better understanding of how to take care of their own (and others) mental health? Do pupils know how to use different skills and qualities to promote better mental health? How successfully has this training impacted on other pupils across the school?</li> </ul>				
<b>To update our mental health and wellbeing policy in the light of training.</b>	<ul style="list-style-type: none"> <li>FSs to use staff ideas and template from Root of It to update school policy. (The current policy was updated in July 2024.)</li> </ul>	FSs	Jan 26	N/A	An <i>updated</i> school policy is in place. All staff aware of content. Policy available on school website. Policy shared with Governing body.
<b>Ethos &amp; Environment</b>					
<b>To create a Listening Lounge</b>	<ul style="list-style-type: none"> <li>Create a room which can be used by our Mental Health First Aiders. The children can ask to speak to someone about any worries or feelings they can have in this room in particular.</li> </ul>	FS	Autumn 25	£300 from PTA	<ul style="list-style-type: none"> <li>A room is set up where children and adults can chat in a relaxed atmosphere.</li> <li></li> </ul>
<b>To provide regular opportunities for pupils to learn self-help strategies to reduce anxiety aggression and improve well-being for example breathing exercises, relaxation, yoga.</b>	<ul style="list-style-type: none"> <li>Anxiety Gremlin project – has been used in LKS2 but roll out in other phases.</li> <li>Mindfulness promoted during weekly PSHE lessons – teachers to be encouraged to extend this to other times throughout the day.</li> <li>Use of Zones of Regulation toolkit strategies/Calm Me techniques.</li> <li><b>Forest School type</b> activities led by Wild Minds practitioners for KS 1 LAC/PP pupils – we intend to extend this to KS2 pupils in the Summer term (PP pupils and pupils with SEMH needs).</li> <li>Staff meeting time to discuss ways of implementing regularly to ensure children develop self-help skills</li> </ul>	FS & Wellbeing Team SENDCO SLT	August 25 for nurture group sessions, assemblies, Zones work  Summer 26 for outdoor AP	£500 Wild Minds	<ul style="list-style-type: none"> <li>Reduced anxiety and aggression will support improved attainment</li> <li>&gt;80% of pupils making expected or exceeding expected attainment and progress.</li> <li>Increased attendance and engagement for pupils with SEMH</li> <li>Reduced number of incidents on SIMS.</li> <li>No suspensions.</li> <li>See - monitoring for 'Zones' also.</li> </ul>
<b>To implement strategies to further improve the mental health and wellbeing of all staff across the school.</b>	<ul style="list-style-type: none"> <li>Plan strategic days across academic year to ensure focus is on MHCB and ensure they are not squeezed out by other 'priorities'.</li> <li>Provide exercise experiences or opportunities for rest and relaxation and for staff to socialize. E.g. 'feel good' experiences</li> </ul>	Survey - check impact.  SLT to meet with working party to arrive	Autumn 25	Will need to see whether we can allocate a budget for wellbeing –	<ul style="list-style-type: none"> <li>Happy and healthy staff.</li> <li>Low turnover of staff.</li> <li>Release time - refreshments for working party- quality time to meet.</li> </ul>

	<p>such as 'random act of kindness' initiatives, bacon sandwich/coffee morning, staff quizzes, social events etc.</p> <ul style="list-style-type: none"> <li>• Staff to complete annual questionnaire on MHCB and workload in May.</li> </ul>	at workable approach.	<p>Spring 26</p> <p>Summer 26</p>	potentially use income gained from FS coaching role	
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**Curriculum, Teaching & Learning**

<p><b>Subject leaders to map and track mental health and wellbeing objectives within their subject – make explicit on long and medium-term planning grids.</b></p>	<ul style="list-style-type: none"> <li>• PSHE / RE / RSE / Computing and PE leads to work together to track mental health and wellbeing objectives within their subjects.</li> </ul>	FSS & Subject Leaders	Autumn 25	<p>Subject leadership time provided using HTLA cover.</p>	<ul style="list-style-type: none"> <li>• All staff will know when and where mental health and wellbeing is taught within the curriculum.</li> <li>• Additional opportunities to develop aspects of mental health and wellbeing can be identified for further development next year.</li> </ul>
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