**Mental Health and Wellbeing Policy – Action Plan Template**

This Action Plan Template provides a structure for the key actions that each school will commit to in order implement, support, evaluate and effectively manage their new mental health and wellbeing policy. It is designed to work effectively alongside the Mental Health and Wellbeing Policy Self Evaluation Tool. The Self Evaluation Tool should highlight action areas identified by each school.

Whilst it is important to recognise the key differences between individual schools, it is equally important to bear in mind that effective mental health and wellbeing policy development and implementation is generally supported by a handful of key policy elements:

1. **Whole-school staff training/involvement**
2. **Culture & Practice**
3. **Parental/Family Engagement**
4. **Recording, monitoring, continuous improvement & learning**
5. **Response, support & pupil voice**

Simply highlight your key actions and commitments under each area below. Specify each action that you will take and use the remaining headings to highlight timescales, responsibility, resources, milestones, target and additional comments.

**General Policy Development**

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| **Action. What will you do?** | **Time. When will you do it?** | **Responsibility. Who will lead delivery?** | **Resources. What do you need?** | **Milestones. What steps will you take?** | **Target. What does success look like?** | **Comments** |
| **Example:** Design and put in place new signage that highlights and explains the school’s new mental health and wellbeing policy.  |  | Mental Health and Wellbeing policy lead.Estates and building management | New mental health and wellbeing policy and signsProminent and clear display positions | Work with Art and Design dept. to deliver new signage designed by pupils.Award house points for winning designs. | Effective and eye catching signage, designed by school pupils on prominent display throughout the school building. |  |
| Adopt whole school approach during development of policy |  | Senior management team, Mental Health and Wellbeing policy lead, Health Improvement locality rep | Key policy documents, staff time, survey tools | Consultation with whole school population. Raise awareness of policy via school newsletter, in service sessions, school social media, parent/ pupil council inputs | Whole school population has the opportunity to engage and contribute to the policy development. |  |

**Whole-school staff training/involvement**

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| **Action. What will you do?** | **Time. When will you do it?** | **Responsibility. Who will lead delivery?** | **Resources. What do you need?** | **Milestones. What steps will you take?** | **Target. What does success look like?** | **Comments** |
| **Example:** Undertake training needs assessment to establish current levels of knowledge and confidence around mental health. |  | Senior management team, Mental Health and Wellbeing policy lead, Health Improvement locality rep | TNA document, survey tools, NHS GGC MH training pathway. | Undertake the TNA and reflect findings in the action plan. | Staff are skilled and confident around mental health. |  |
| **Example:** Encourage staff participation with the HWB App for Education |  | Senior management team, Mental Health and Wellbeing policy lead, Health Improvement locality rep | HWB App for Education. | Promote download and regular use of app to keep abreast of training opportunities and latest information around MH and Wellbeing.  | Staff are more skilled and confident in relation to MH and Wellbeing. Staff are regularly using the app to support their CLPL. |  |

**Culture & Practice**

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| **Example:**Develop and deliver mental health and wellbeing messages in other subjects, beyond PSE |  | PSE lead and subject principle teachers | Mental Health and Wellbeing Resource Guide.Staff time | Existing delivery templates will be updated with contemporary and relevant activities and sessions. | New resources and activities are embedded into subjects beyond PSE |  |
| **Example:** Base the school improvement plan around the 6 key elements of the NHS GGC framework. |  | Senior management, Health Improvement locality rep | NHS GGC framework, staff time | Use the framework as a planning tool. | Improvement plan adopts the 6 key elements of the NHS GGC framework. |  |
| **Example:** Support and empower pupils to devise workshops focusing on MH and wellbeing |  | MH and wellbeing policy lead, Lead teacher, Health Improvement locality rep. | HI support, online resources e.g Aye Mind/ Healthy Minds/ Heids Together | Develop workshops for pupils/ staff/ parents. | Workshops delivered regularly and well attended and evaluated. |  |

**Parental/Family Engagement**

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| **Action. What will you do?** | **Time. When will you do it?** | **Responsibility. Who will lead delivery?** | **Resources. What do you need?** | **Milestones. What steps will you take?** | **Target. What does success look like?** | **Comments** |
| **Example:** Use social media platforms to regularly communicate the whole school approach to MH and Wellbeing |  | MH and Wellbeing Policy Lead, Schools comms link. | Social media platform, e.g Twitter, Facebook. Easily accessible bitesize information. | Create a schedule for sharing engaging posts.Analyse engagement on social media platforms. | Posts are interactive and engaging. Positive engagement with posts.  |  |
| **Example:** Establish an informal ‘Blether’ group for parents |  | MH and Wellbeing Policy Lead, Senior Management, Lead teacher, Health Improvement locality rep | Member of staff to facilitate, friendly environment/ space to meet, parents. | Identify facilitator and space. Advertise group. Establish safe group working practice. | Parents are attending regularly and have ownership of the group. Parents feel involved in the whole school approach. |  |

**Recording, monitoring, continuous improvement & learning**

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| **Action. What will you do?** | **Time. When will you do it?** | **Responsibility. Who will lead delivery?** | **Resources. What do you need?** | **Milestones. What steps will you take?** | **Target. What does success look like?** | **Comments** |
| **Example:** Complete Self evaluation tool annually  |  | Senior Management, MH and Wellbeing Policy Lead, Health Improvement locality rep | Self evaluation tool, staff time | Undertake self evaluation tool. | Self evaluation tool completed and action plan updated. |  |
| **Example**: Undertake a MH training needs analysis for staff  |  | Senior Management, MH and Wellbeing Policy Lead, Health Improvement locality rep | MH training needs analysis tool, staff time, HI support, NHS GGC MH training pathway | Carry out TNA via various platforms | Staff participation, TNA completed and analysed, action plan updated. |  |

**Response, support & pupil voice**

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| **Action. What will you do?** | **Time. When will you do it?** | **Responsibility. Who will lead delivery?** | **Resources. What do you need?** | **Milestones. What steps will you take?** | **Target. What does success look like?** | **Comments** |
| **Example:** Establish a pupil led MH working group |  | Lead Teacher,  | Lead teacher, allocated time within school hours, HI support. Training resources | Organise an info session. Recruit pupils. Devise and deliver training programme. | Well established group with clear goals and objectives that meet regularly. |  |
| **Example:** Support pupils to become mental health ambassadors |  | Lead Teacher,  | Lead teacher, pupil led MH working group, HI support, training for pupils.  | Recruit MH ambassadors. Establish clear roles and responsibilities e.g job description.  | MH ambassadors within the school undertaking various roles. |  |
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