

# Action plan

## Stannington Infant School



With our lead practitioner (A Clinical Psychologist from the Sheffield Child and Adolescent Mental Health Service [CAHMS]), we prepared an action plan of things we wanted to introduce in our school. Actions in green have been done, actions in orange are a work in progress!

### Priority 1: Emotional regulation across school

The parent and staff surveys indicated that anxiety and self-esteem were amongst the biggest issues facing children and it was identified that increasing opportunities for children to experience good emotional regulation would help build emotional resilience and self-worth, with the aim of also improving their mood and readiness to learn.

#### Action plan:

- Regulating games and activities to be introduced across school, including opportunity for touch, fun, turn-taking, getting excited and then calming and introducing challenge. Link clinician to provide emotional regulation guide, and the Healthy Minds Team will demonstrate a new game at start of each staff meeting. This to be especially used after lunch and before guided reading, e.g. using activities such as weather report, pizza making on backs. **NB// currently restricted to non-contact games, more mindfulness activities and calming yoga, due to Covid-19 virus.**
- Healthy Minds Team to share teaching from CAHMS Three Day 'SAFE' (Secure Attachment Focussed Environments) training in staff meetings, to ensure whole school are on board with plan and reasons behind the activities, with input from link clinician (e.g. Q & A, or more bespoke training session). Bespoke training from link clinician on Active Listening has been delivered.
- Keep parents informed more of what support is available in school and the Healthy Minds plan, along with more information around referral processes for other agencies e.g. MAST, CAMHS. This will include a Healthy Minds tab on the website, contact via newsletters etc, videos of children doing the activities, SEAL activity for parents to try with their children
- Roll out each child getting a personal welcome when they come in in the morning, from another child. This will be done either with children being 'morning greeters' or with your learning partner after registration. Greetings will be a smile, a hug, a fist bump or a high five. Staff to join in with this. **NB// currently suspended due to Covid-19 virus. Teachers to decide on their own way of greeting the children, in a safe way.**

#### How will this be sustained after the end of the project?

- Agreed better to ensure any changes are incremental but able to be sustained in the long-term.

Green = Action done/in progress. Orange = Action yet to be done/work in progress.

## Priority 2: Sleep

In the surveys, children rated how they felt about bed time lower than other areas (e.g. home, friends, school work) and the parent and staff surveys both identified sleep as a factor in the children's emotional wellbeing.

### Action plan:

- Support for parents in terms of knowing what is a good sleep routine and other sleep hygiene methods, building on the offer of **sleep workshops from MAST**. This will be in the form of a leaflet that can go out to parents in the welcome pack when they join school (information provided by link clinician). **NB// sleep workshop was offered to parents/carers, but not enough interest to run it.**
- Link clinician to provide sleep resources to be used in PSHE lessons and as stand-alone resources e.g. to be sent out to parents.
- A place on training with MAST and Children's Sleep Charity for one staff member to skill them in delivering sleep interventions etc with children and parents within school.
- Involve the Healthy Minds champions in spreading information about sleep, their views on the best way to improve student sleep and the best way to communicate with parents on the subject.
- Create videos with the students about good sleep hygiene, and link to the Stannington Stay Safe Group, which publishes videos and information to parents.

### How will this be sustained after the end of the project?

- Subject of sleep repeatedly returned to and continual support for parents in terms of sleep-trained staff member.

## Priority 3: Calm area within each classroom

### Action plan:

- In order to help the children gain mastery over their own emotional regulation, create a corner within each classroom where they can go to have time to regulate.
- Link clinician to provide a guide that has ideas, strategies and theory about use of such a corner.
- Possible things to include: sensory toys, cushions, calming music, and promote its use in an assembly **NB// This part of the project is complete and ready to be launched when it is safe to do so. In the meantime, staff will be using mindfulness activities, yoga and children's guided meditations to help children self-regulate. Also see below:**
- School will introduce a Feelings Chart (where children can easily identify how they are feeling today) and Calming Down Strategies to help children with self-regulation. These will be available in each classroom and throughout school.

### How will this be sustained after the end of the project?

- Ensure staff buy-in so that it will become a staple of each classroom.

Green = Action done/in progress. Orange = Action yet to be done/work in progress.

#### Priority 4: Staff wellbeing

##### Action plan:

- Introduce an activity such as 'random act of kindness' or 'secret friend', along with noticeboard in staffroom recognising positives.
- Link clinician to provide staff wellbeing handbook with theory and ideas/strategies for whole school and individual staff wellbeing, building on individual regulating activities from SAFE training.
- Continue existing workload reduction strategies across school, e.g. reduction in marking.
- Use of reflective practice to give staff space to offload and reflect (see below).

##### How will this be sustained after the end of the project?

- Reinforce that staff wellbeing is an ongoing topic within school and that it is taken seriously.

#### Reflective practice plan

(e.g. who, when, where, purpose)

- Aim: to offer reflective space for staff to restore their ability to think and reflect.
- Four sessions, one per half term, run by link clinician in school.
- 4 staff members including Healthy Minds Team and one teacher and TA from across school.
- First session: **Monday 24<sup>th</sup> June 2019, 3.30pm.**

#### Healthy Minds Champions plan

(e.g. which pupils, who to support, when, where, purpose)

- Aim: to access pupil voice and ensure that they have a say in steering the school action plan. Also to spread knowledge across other pupils.
- 4 children from Y2.
- Organised by Healthy Minds Team – ideas to have badges, promote their role in an assembly.
- Potential to focus on calm areas and sleep (e.g. producing videos).
- First session: **Monday 24<sup>th</sup> June, 2.30pm.**

#### Permission to share plan

- ✓ Educational Psychology
- ✓ MAST
- ✓ 0-19 service (school nursing and health visitors)