



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

School name: St Andrew's CE Primary School

School address and postcode: Vicarshall Lane Boothstown

School telephone: 0161 921 1640

School website:

Head teacher: Mr Platt

Head teacher's email: mike.platt@salford.gov.uk

Award coordinator: Kerry Kirkpatrick and Gemma Whitaker

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Date of initial audit:

Completed Action Plan returned by:

Provisional month for verification visit:

Description of the school and its strengths: You may wish to use information from Ofsted, RAISEonline or similar. Also include any changes since completing the Wellbeing Award for Schools (WAS) that are significant to the WAS, e.g. management changes, new buildings, community context.

Larger than average two form entry Church of England (controlled) primary school serving an area of relatively high social advantage. A welcoming Christian ethos based on mutual respect between children, parents and staff with strong links with Parish. Vicar has regular involvement in the life of the school. School is now accommodated in one building erected c1971-81 rather than the 'Old building' c1874.

The proportion of disadvantaged pupils is below national and the majority of pupils are white British. The proportions of pupils from minority ethnic groups and those who speak English as an additional language are also below national average as are the proportion of pupils who have special needs and/or disabilities. Overall attendance for all pupils is above the national average and PA is below. Competition for places at the school is high and the school is oversubscribed for Nursery and Rec applications.

We believe St. Andrew's remains an outstanding school. The school remains on an upward trajectory with a clear understanding of our next steps. Pupils at St. Andrew's achieve outcomes well above national expectations and make excellent progress from their starting points. Their behaviour and attitudes to work is exemplary and personal development is outstanding. The quality of education pupils receive is excellent. Our curriculum is relevant, ambitious and has a clear rationale. We have ensured that continuity and progression of knowledge and skills is embedded and supports staff in planning learning. Leadership and governance is highly effective in securing improvements and in setting a clear strategic direction for the school.

Strengths

- Unique Vision work of the GB
- Distributed Leadership Model
- Curriculum arrangements
- Consistency of Attainment and Progress

Headlines

- Pupils enter St. Andrew's above typical for their age but leave well above. Those that enter below typical catch up quickly
- In 2022 attainment at end of EYFS (GLD) was well above national and attainment at KS1 and KS2 in Re, Wr and maths combined was well above national at the expected and the higher standard
- Progress was above in reading and well above in Maths and Wr
- Ave scaled scores are above national in Reading and well above in SPAG and Maths
- Top 10% of schools for R, Wr and maths at expected standard. Top 23% of schools for progress at expected standard in R, Wr and Maths-FFT



Promoting wellbeing
& mental health



Objective 1

The school is committed to promoting and protecting positive emotional wellbeing and mental health by achieving the Wellbeing Award for Schools.

Key performance indicator	Current status	What action will be taken?	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.	<p>Status October 2021 - Red This has not yet been shared.</p> <p>Status September 2022 - Green Headteacher and governors now aware of award process.</p>	Award process reviewed in SLT meeting and explained to governors.	Headteacher	Spring 22
1.2 A statement of commitment is signed and stored in the portfolio of evidence.	<p>Status October 2021 - Red Statement needs to be signed.</p> <p>Status September 2022 - Green Award statement now signed and stored.</p>	Commitment statement signed by headteacher and chair of governors.	Headteacher and pastoral leads	Spring 22
1.3 A Change Team is nominated and appointed.	<p>Status September 2021 - Amber Staff members and headteacher chosen.</p> <p>Status September 2022 - Amber</p> <p>Status May 2023 - Green All member in place and have met</p>	<p>Governor, pupil and parents selected</p> <p>Further Action needed 22-23 Governor needs to be added due to change in governors.</p>	Headteacher and pastoral leads	<p>Summer 22</p> <p>Spring 23</p>

1.4 The School Self-Evaluation Form is completed.	<p>Status October 2021 - Red To be filled in online.</p> <p>Status September 2022 - Green self-evaluation filled in and saved.</p>	Pastoral leads to complete the form	Pastoral leads	Spring 22
1.5 The Stakeholder Evaluation Forms are sent out and the results analysed.	<p>Status October 2021 - Red Not started</p> <p>Status September 2022 - Amber First set of stakeholder evaluation sent out and analysed.</p> <p>Status May 2023 - Green All forms sent out and analysed for second time</p>	Pastoral leads and school office staff to work together to distribute emails. Further Action needed 22-23 Second set of questionnaires to be sent out to look for changes.	Pastoral leads and office staff.	Spr 22 Spr 23
1.6 The Action Plan is prepared and approved by the SLT.	<p>Status October 2021 - Red This has been started but not approved yet.</p> <p>Status September 2022 - Green Action plan for 22-23 written.</p>	Pastoral leads and headteacher to work together as part of SDP.	Pastoral leads and headteacher	Autumn 21
1.7 The whole-school community and other partners are informed about the award.	<p>Status September 2021 - Amber School staff are aware.</p> <p>Status September 2022 - Green</p>	Inform pupils and parents via assemblies and email.	Pastoral leads and class teachers	Autumn 22

	All stakeholders are aware of the award.			
1.8 EVALUATION: The Action Plan is regularly monitored, progress is evaluated and the findings shared and acted upon.	<p>Status October 2021 - Red</p> <p>Not started.</p> <p>Status September 2022 – Amber</p> <p>Status May 2023 - Green</p> <p>Has been monitored and progress shared.</p>	<p>Meetings with headteacher. Information shared in staff meetings, newsletters and governor's meeting.</p> <p>Further Action needed 22-23</p> <p>Updates need to be given in staff meetings.</p>	Pastoral lead Headteacher	<p>Termly meetings</p> <p>Spring 2023</p>

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.

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.	<p>Status October 2021 - Red Not checked yet.</p> <p>Status September 2022 – Red</p> <p>Status May 2023 - Green Vision statement is in place</p>	<p>Check vision statement and amend as necessary.</p> <p>Further action 2022-23 Check vision statement and amend as necessary.</p>	Pastoral leads	Summer 22
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.	<p>Status October 2021 - Amber</p> <p>Initial discussion with headteacher about current gaps and weaknesses.</p> <p>Status September 2022 – Green Swot analysis completed</p>	Stakeholder evaluations analysed	Pastoral leads and headteacher	Spr 22
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.	<p>Status October 2021 - Red Not started yet.</p> <p>Status September 2022 – Amber Discussed in meeting with headteacher but not yet followed up.</p>	Policy audit carried out	Pastoral leads and headteacher	Spr 23

	<p>Status May 2023 - Green Policies have been audited. Behaviour policy has been updated with changes following wellbeing and mental health training.</p>			
2.4 The school has reviewed and understands all the relevant risk factors that can impact on emotional wellbeing and mental health in pupils.	<p>Status October 2021 - Amber Some work done as part of Safeguarding training</p> <p>Status September 2021 – Amber</p> <p>Status May 2023 - Green Risk factors shared in staff meeting and placed in folder for all staff to access.</p>	<p>Stakeholder evaluations analysed Training offered to all staff</p> <p>Further Action needed 22-23</p>	Pastoral leads	Summer 22
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.	<p>Status October 2021 - Red Not written yet</p> <p>Status May 2023 – Green Strategy approved and in place</p>	Strategy written after policy audit	Pastoral leads	Spring 23
2.6 The strategy and vision statement is communicated to the whole-school community.	<p>Status October 2021 - Red Not written yet.</p> <p>Status September 2022 Red</p>	<p>Strategy shared in staff meeting, assembly, governors and via email to parents</p> <p>Further Action needed 22-23</p> <p>Strategy needs to be shared with whole school community.</p>	Pastoral leads Headteacher	<p>Spring 22</p> <p>Spring 23</p>

	<p>Status May 2023 – Green Shared with governors, change team in staff meeting and on website</p>			
<p>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.</p>	<p>Status October 2021 - Red Not written yet. Status September 2022 – Red Status May 2023 – Green Outcomes written</p>	<p>SLT to write outcomes for measuring the impact of the strategy Further Action needed 22-23 SLT to write outcomes for measuring the impact of the strategy</p>	<p>SLT</p>	<p>Spr 23</p>

Objective 3

The school has a positive culture which regards emotional wellbeing and mental health as the responsibility of all.

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.	<p>Status September 2021 - Amber</p> <p>Some work has taken place around the PSHE curriculum and Mental Health Week.</p> <p>Status September 2022 - Green</p>	PSHE lessons to be taught on Mental Health Awareness raising weeks will be planned such as Hello Yellow and Children's Mental Health Week.	Class teachers Pastoral leads	Autumn 2021
3.2 The whole-school community has contributed to the vision and strategy for emotional wellbeing and mental health.	<p>Status September 2021 - Amber</p> <p>Status September 2022 – Amber</p> <p>Status May 2023 Meeting after school in playground with parents during mental health week. Comments from questionnaire.</p>	<p>Mental health and wellbeing suggestions will be taken to add to the future vision planning for the school.</p> <p>Further Action 22-23</p> <p>Parents suggestions to be taken.</p>	Governors Parents Class teachers all pupils	Spri 22
3.3 The whole-school community understands their role in promoting and protecting	<p>Status October 2021 - Red</p> <p>Information regarding this has not yet been collected.</p>	Document to be written outlining responsibilities of school staff. Stakeholder evaluations analysed.	Pastoral leads Headteacher	Spring 23

emotional wellbeing and mental health.	<p>Status September 2022 – Amber</p> <p>Status May 2023- Green Evidence collected and analysed from questionnaires.</p>	Further Action 22-23 Further analysis of stakeholder questionnaires from 22-23		
3.4 An accountability framework clearly sets out who is responsible for emotional wellbeing and mental health within the school leadership.	<p>Status September 2021 - Amber</p> <p>Discussions have taken place with the headteacher but this needs to be formalised.</p> <p>Status September 2022 – Amber</p> <p>Status May 2023 - Green Framework now in place</p>	Accountability framework to be written. Further Action 22-23 Accountability framework to be checked with SLT	Headteacher and pastoral leads.	Autumn 22 Spring 23
3.5 The school works to implement positive ways of talking about, and removing the stigma around, mental health.	<p>Status September 2021 - Amber</p> <p>Work has taken place in PSHE.</p> <p>Status September 2022 - Green</p>	Positive awareness raising activities. Added to appraisals.	SLT Pastoral leads Class teachers	Autumn 21
3.6 EVALUATION: The school evaluates the extent to which the whole-school community feels comfortable talking about, and taking responsibility for, emotional	<p>Status September 2021 - Amber</p> <p>The whole school community needs to be included in this.</p>	Analysis of stakeholder evaluations and feedback of follow-up action	Pastoral leads	Spring 22

<p>wellbeing mental health within the school, and appropriate follow-up action is taken.</p>	<p>Status September 2022 – Amber</p> <p>Status May 2023- Green Evidence collected and analysed from questionnaires.</p>	<p>Further Action 22-23 Include kitchen and welfare staff in questionnaires</p>		
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Objective 4

The school actively promotes staff emotional wellbeing and mental health.

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.	<p>Status September 2022 - Red</p> <p>Strategy has not been written yet.</p> <p>Status September 2022 - Green</p>	Mental health and wellbeing strategy to be written	Pastoral leads	Spring 23
4.2 A budget is in place and resources allocated for staff emotional wellbeing and mental health.	<p>Status September 2021 - Green</p> <p>Meeting has taken place with the headteacher who has made resources available for this.</p> <p>Status September 2022 - Green</p>	Check CPD planning and budget	Headteacher and office staff	Spring 22
4.3 Stress management, positive wellbeing interventions and reward systems are in place for staff.	<p>Status September 2022 - Red</p> <p>Various informal rewards and interventions take place.</p> <p>Status September 2022 - Green</p>	Collation of current practice	Headteacher , SLT	Summer 22
4.4 The staff appraisal system, alongside ongoing supervision, ensures emotional wellbeing and mental health is recognised and monitored.	<p>Status September 2021 - Amber</p> <p>Wellbeing is to be added to appraisals this year.</p> <p>Status September 2022 - Green</p>	Wellbeing section added to appraisal forms.	Headteacher SLT	Spring 22

<p>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.</p>	<p>Status September 2021 - Amber</p> <p>This has previously been done through stress surveys.</p> <p>Status September 2022 – Amber</p> <p>Status May 2023 - Green Questionnaire distributed analysed and discussed in staff meeting. Score 4.6/5</p>	<p>Analysis of stakeholder evaluations.</p> <p>Further Action 22-23 Distribute second questionnaire and follow up on results.</p>	<p>Pastoral leads</p>	<p>Summer 22</p> <p>Spr 23</p>
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Objective 5

The school prioritises professional learning and staff development on emotional wellbeing and mental health.

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.	<p>Status September 2021 - Amber</p> <p>INSET days for wellbeing are held and learning opportunities planned for staff.</p> <p>Status September 2022 - Amber</p>	<p>Wellbeing strategy to be written</p> <p>Further Action 22-23 CPD needs to be added to wellbeing strategy.</p>	<p>Pastoral leads Headteacher SLT</p>	<p>Spring 23</p> <p>Spring 23</p>
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.	<p>Status September 2021 - Amber</p> <p>Some training has already been provided.</p> <p>Status September 2022 – Amber</p> <p>Status May 2023 – Green</p> <p>Confidence in responding to signs of mental health distress 4.1/5</p>	<p>Analysis of stakeholder evaluations to be carried out.</p> <p>Further Action 22-23 Training needs questionnaire to be written and distributed.</p>	<p>Pastoral leads</p>	<p>Spring 23</p>
5.3 The school has a targeted short-term and long-term Continuous Professional Development (CPD) programme in place that includes emotional	<p>Status October 2021 - Red</p> <p>Formal training plan has not been written but training has taken place.</p> <p>Status September 2022 - Red</p>	<p>CPD programme to be discussed and emotional wellbeing and mental health training collated.</p> <p>Further Action 22-23</p>	<p>Headteacher Pastoral leads. Office staff</p>	<p>Autumn 22</p>

wellbeing and mental health, with training opportunities offered.		Discussion needed with headteacher		
5.4 A programme of mental health awareness training is available to all staff.	<p>Status October 2021 - Green Mental health training has been offered to all staff.</p> <p>Status September 2022 - Green Training has been offered to new members of staff.</p>	Mental health champions training offered to all staff.	All staff	Spring 22
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.	<p>Status September 2021 - Amber</p> <p>Status September 2022 – Amber</p> <p>Status May 2023 - Green Second questionnaire distributed and evaluated.</p>	<p>Analysis of stakeholder evaluations and plan of follow up action to be written.</p> <p>Further Action 22-23</p> <p>Second questionnaire distributed and evaluated.</p>	Pastoral leads	<p>Summer 22</p> <p>Spring 23</p>

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.

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.	<p>Status October 2021 Red Pupils are not currently questioned on this.</p> <p>Status September 2022 - Amber</p> <p>Status May 2023 - Green All questionnaires are complete and shared with stakeholders.</p>	<p>Analysis of pupil and staff questionnaires Stress surveys carried out for staff.</p> <p>Further Action 22-23 Surveys for all pupils are not currently carried out.</p>	Pastoral leads Headteacher	Spring 22
6.2 All staff can identify and respond appropriately to signs of emotional or mental distress in pupils and each other.	<p>Status September 2021 - Amber</p> <p>This has been covered in safeguarding training for pupils.</p> <p>Status September 2022 - Amber</p> <p>Status May 2023 - Green</p>	<p>Information to be distributed for all staff and signposting around school for further information. Ongoing training for staff.</p> <p>Further Action 22-23 Information provided on signs of mental health in adults for all staff.</p>	Pastoral leads Headteacher	<p>Summer 22</p> <p>Spring 23</p>

	Information provided on signs of mental health in adults for all staff during staff meeting. Respond appropriately to signs of mental distress 4.1/5			
6.3 There is a clear identification and information sharing system for pupils.	Status October 2021 Green We use CPOMS for this. Status September 2022 - Green	Mental health category added to CPOMS	Headteacher	Autumn 21
6.4 The school uses its best endeavours to provide for pupils a range of interventions appropriate to the needs identified.	Status September 2021 - Amber Pastoral leads are beginning to develop these. Wellbeing Warriors is used. Status September 2022 - Green Place2be counsellor starting work in school September 2022. Pastoral leads running interventions weekly.	Pastoral leads to develop interventions for pupils. Wellbeing warriors to continue to deliver interventions.	Class teachers Pastoral leads Headteachers.	Spring 22
6.5 Arrangements with external specialist services are in place with clear referral pathways and outcomes agreed for pupils.	Status October 2021 - Red We do not routinely use external services but do have arrangements with CAHMS. Status September 2022 - Green Place2be counsellor starting work in school September 2022. Clear referral pathways for CAHMS Wellbeing warriors, one-to one	Source a counsellor for school and seek out funding.	Headteacher Pastoral leads	Autumn 22

	counselling and Journey of Hope interventions.			
6.6 The school provides signposts to appropriate online information, services and support.	<p>Status October 2021 - Red We do not currently have signposting on the website or around school.</p> <p>Status September 2022 - Green Signposting around school and on website.</p>	Create a wellbeing section on the school website. Display information around school for staff and pupils.	Pastoral leads Office staff	Summer 22
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.	<p>Status October 2021 - Red Evidence has not yet been collected</p> <p>Status September 2022 - Green Pupil evaluations of interventions with pastoral leads have been collected. Information from wellbeing warriors. Place2Be counsellor will collect data.</p> <p>Status May 2023 - Green Data and information from Place2be has led to further referrals to external agencies, planning further interventions for pupils and which areas are becoming patterns to look at across the school eg. Friendship problems.</p>		Pastoral leads	Summer 22

Objective 7

The school actively seeks the ongoing participation of the whole-school community in its approach to emotional wellbeing and mental health.

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.	<p>Status October 2021 - Red</p> <p>School council is in place but not used to monitor wellbeing. More formal methods to be developed. Wellbeing buddies to be chosen.</p> <p>Status September 2022 - Green</p> <p>Wellbeing buddies in place and meetings held.</p>	<p>Stakeholder evaluations to be carried out.</p> <p>School council's role to be developed.</p> <p>Wellbeing buddies to be chosen and trained.</p>	<p>Pastoral leads</p> <p>Class teachers.</p>	<p>Autumn 21</p>
7.2 The school works in partnership with parents/carers to respond to their views and needs.	<p>Status October 2021 - Red</p> <p>We have not specifically asked parents views/needs regarding mental health.</p> <p>Status September 2022 - Green</p> <p>Parents have been questioned on their views.</p>	<p>Carry out stakeholder evaluations and analyse the results.</p> <p>Provide further information for parents on the website and develop interventions within school.</p>	<p>Pastoral leads</p>	<p>Spr 22</p>
7.3 The school has identified 'Wellbeing Champions' from across the whole-school community.	<p>Status October 2021 - Red</p> <p>Wellbeing Champions have not yet been identified.</p> <p>Status September 2022 - Amber</p>	<p>Choose pupils, staff, governors and parent representatives.</p> <p>Further Action 22-23</p> <p>Parent champions to be chosen.</p>	<p>Headteacher</p> <p>Governors</p> <p>Pastoral Leads</p>	<p>Summer 22</p>

	<p>Status May 2023 - Green Parent champion chosen – Rebecca Woolf</p>			
7.4 The school proactively and regularly communicates with the whole-school community regarding emotional wellbeing and mental health issues.	<p>Status September 2021 - Amber We do not specifically communicate regarding mental health and wellbeing currently, but have highlighted Mental Health Day and teach around mental health as part of PSHE.</p> <p>Status September 2022 - Green Website has been updated, Twitter and emails also used.</p>	<p>Provide reports to governors around mental health work in school. Communicate our ideas in assemblies, through Twitter, school newsletters and school website.</p>	<p>Headteacher Governors Pastoral Leads Office staff</p>	<p>Summer 22</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>Status October 2021 - Red We do not currently have any information around this.</p> <p>Status September 2022 - Amber</p>	<p>Analyse stakeholder evaluations.</p> <p>Further action needed Follow up to questionnaires written and shared.</p>	<p>Pastoral leads</p>	<p>Spring 22</p> <p>Spring 23</p>

Objective 8

The school works in partnerships with other schools, agencies and available specialist services to support emotional wellbeing and mental health.

Key performance indicator	Current status	What action will be taken?	Who will deliver and monitor the action?	When will the action be taken?
	<p>Status May 2023 - Green Questionnaires analysed and further opportunity for feedback given in staff meeting. Staff 3.8/5</p>			
8.1 The school has identified and maintained links with appropriate local health, social care and voluntary and community sector services.	<p>Status September 2021 - Amber We have established links with CAHMS and our school nurse.</p> <p>Status September 2022 – Amber</p> <p>Status May 2023 - Green Work done in EYFS with parents from these sectors.</p>	<p>Contact local community, health and voluntary groups to strengthen links.</p> <p>Further Action 22-23 Contact parents who work in these sectors.</p>	<p>Pastoral leads Class teachers</p>	<p>Summer 22</p>
8.2 The school has identified representatives who attend local mental health forums to share information and new learning.	<p>Status October 2021 - Red We have not attended these forums.</p> <p>Status September 2022 – Amber</p> <p>Status May 2023 - Green</p>	<p>Find out when and where the forums are held.</p> <p>Further Action 22-23 Emails have been sent but no response received.</p>	<p>Pastoral leads</p>	<p>Summer 22</p>

	SMHLs have been using the Place2be mental health forum to access new ideas and information			
8.3 The school works with other schools to share best practice and new learning, establishing new networks where appropriate.	<p>Status October 2021 - Red We are part of the WEB cluster, but do not attend meetings specifically around mental health.</p> <p>Status September 2022 - Green Cluster has been established and we held a meeting.</p>	Establish a wellbeing cluster in the local area.	Pastoral leads	Autumn 22
8.4 The school informs and participates in local commissioning arrangements undertaken by the local authority and/or Clinical Commissioning Group.	<p>Status October 2021 - Red We do not currently take part in this</p> <p>Status September 2022 - Green Successful bid for Place2be project in partnership with Salford Council and the Law family research project.</p>	Find out more information about what this entails.	Pastoral leads	Autumn 22
8.5 EVALUATION: The school evaluates feedback received from its partners regarding joint working, and appropriate follow-up action is taken	<p>Status September 2021 - Amber Feedback is given from wellbeing warriors</p> <p>Status September 2022 - Green</p>	<p>Establish what follow up action currently takes place.</p> <p>Further Action 22-23 Work on appropriate follow up action plan.</p>	Headteacher SLT Pastoral leads	<p>Spring 22</p> <p>Spring 23</p>



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