

## Core Priority Physical and Mental Health



**Overall Strategic Aim:** To promote the importance of good physical and mental health and recognise the part it plays in overcoming challenges.

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### Rationale and Evidence:

- We recognise that our context has a high level of deprivation and our families' experiences can impact significantly on their physical and mental health.
- Having good physical and mental health will ensure children are ready to engage in the recovery curriculum and close the gap caused due to school closures and Lockdowns.
- Many children have had limited access to regular exercise, socialising and competitive sports during periods of lockdown and have had increased screen time which has impacted on physical and mental health.

Strategic Aim	Key Tasks Autumn	Impact so far?	Key Tasks Spring	Impact so far?	Key Tasks Summer	Overall Desired Impact
Further develop children's ability to self-regulate when presented with challenging situations.	<ul style="list-style-type: none"> <li>• Complete Compass RHE Curriculum to be presented to whole school through PDM, making explicit how it teaches children to understand and regulate emotions. JR/RW/BT</li> <li>• All staff to revisit the Restorative Justice training through PDM for all staff BT/MW</li> <li>• SLT/Learning Mentors to embed the approach in the school SLT/MW/AA</li> <li>• Restorative Justice assembly - JR/BT/DH</li> <li>• BT/DH to research additional programmes/ resources to support children's understanding of emotions and ability to self-regulate and share for</li> </ul>		<ul style="list-style-type: none"> <li>• Children/Learning Mentors to present an assembly on Restorative Justice JR/MW</li> <li>• To collate all transition procedures into one document BT/DH</li> <li>• BT/DH to lead PDM on supporting regulation to All Staff</li> <li>• Emotional regulation assemblies to be planned for whole school JR/BT/DH</li> <li>• Learning dispositions to be included in assembly rotas JR</li> <li>• Restorative Justice survey for children BT/DH</li> </ul>		<ul style="list-style-type: none"> <li>• Transition booklet to support planning of transitions from Reception to Year 1, Year 2 to Year 3 and Year 6 to secondary school completed and shared</li> <li>• Learning disposition to be included in assembly rotas JR</li> </ul>	<p>Compass Curriculum RHE offer has been embedded and evidence secured to show impact.</p> <p>Children can use a wide vocabulary to describe their emotions and reflect on their actions.</p> <p>Staff understand Restorative Justice and are implementing this approach consistently and effectively.</p> <p>Data on the tracker identifies positive trends in de-escalation and reduction of more serious incidents</p> <p>SRLC has had a positive impact on children's academic performance which is evidenced through progress and attainment data.</p>

	<p>implementation with SLT/wider staff team.</p> <ul style="list-style-type: none"> <li>• Restart SRLC - BT/EA/MW/SL</li> <li>• Learning dispositions included in assembly rotas JR</li> </ul>					
<p>Promote the school as a key resource in developing the health and wellbeing of the school community.</p>	<ul style="list-style-type: none"> <li>• SM/BT/DH to create a Healthy Schools team with the aim of achieving the bronze level of the Healthy Schools Award (JR/RW/RS to be included)</li> <li>• Healthy Schools Team to complete audit of current provision.</li> <li>• Use this audit to create an action plan and share with whole school community (Assembly, PDM, Video for parents)</li> <li>• Work with MB and Compass Planning Team to review RHE/PHSE curriculum to ensure that it effectively supports physical and mental wellbeing &amp; healthy eating etc.</li> <li>• Consider options for screening children for mental/emotional difficulties.</li> <li>• Identify research-based programmes of support and/or resources to support children experiencing emotional difficulties (including support available through the local offer).</li> </ul>		<ul style="list-style-type: none"> <li>• Work with MB to review relevant policies and procedures for compliance (Anti bullying/ RHE etc).</li> <li>• Promotion of healthy eating/ packed lunch focus</li> <li>• Series of PDMs to ensure that staff can identify signs of common mental health difficulties including depression and anxiety and know how to respond.</li> <li>• Parent workshops to be offered: KW playing with your children, CAMHS, SALT and explore City Lit courses</li> <li>• Add in additional key tasks from audit/action plan</li> </ul>		<ul style="list-style-type: none"> <li>• Add in any additional key tasks from Healthy Schools Action Plan</li> </ul>	<p>Healthy schools award has been achieved</p> <p>Staff can identify possible signs that children are experiencing emotional difficulty and they know how to respond.</p> <p>There will be good uptake for workshops and parent groups and evaluations will demonstrate impact.</p> <p>The majority of the children are travelling to school actively.</p> <p>Packed lunches are healthy and nutritionally balanced.</p> <p>Extracurricular activities for children, parents and staff are up and running promoting healthy lifestyles.</p> <p>Improved attendance of key children with case studies to demonstrate impact.</p>

	<ul style="list-style-type: none"> <li>• Key parents to attend weekly parent and child groups designed to develop family relationships and support parents with play MW/AA</li> <li>• Parent workshops to be offered: KW playing with your children, CAMHS, SALT and explore City Lit courses</li> <li>• Focused SRLC groups with identified texts that children and parents explore through Art</li> <li>• SMc and AA to reintroduce After School Family clubs inviting parents and siblings to join in with children</li> <li>• SMc to reintroduce the School Travel Plan initiative across the school</li> </ul>					
<p>Further develop the PE curriculum and provide opportunities for children to excel in a range of sports.</p>	<ul style="list-style-type: none"> <li>• SMc to reintroduce the Compass PE curriculum across the school</li> <li>• SMc to set up a survey to evaluate the confidence of teaching staff in all aspects of the PE curriculum</li> <li>• PDM to reflect outcome of survey on PE teaching SMc</li> <li>• SMc to research interschool competitions in various sports across Greenwich</li> <li>• Sports Coach to run /develop sports teams that compete with other local teams EJ/SMc</li> </ul>		<ul style="list-style-type: none"> <li>• Revisit survey and then plan a further PDM around results SMc</li> <li>• Peer observations to support high quality PE teaching SMc/DH</li> <li>• Sports teams to compete in local competitions</li> <li>• Year groups to plan in a trip that is linked to their PE curriculum</li> </ul>		<p>Year groups to plan in a trip that is linked to their PE curriculum</p> <p>Compass Sports Day to be held across the Trust</p>	<p>Areas for development in PE teaching will have been addressed and teaching staff/s confidence will be higher – shown in survey</p> <p>Children will receive two high quality PE lessons per week</p> <p>Sports coach will lead competitive teams nurturing talented pupils</p> <p>Sports teams will be competing in local leagues and tournaments</p> <p>Children have experienced a sports-based trip</p>

	<ul style="list-style-type: none"><li>Yearly Compass Sports Calendar to be developed SMC alongside other Compass PE leads</li></ul>					
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