

Action Plan for Wellbeing leaders

Leaders: Alisha Mckee & Amanda Bowe					
Performance criteria (What do we want to see?)	ACTION / TASK - what will you do?	When will it be done ? By who?	Impact of action – what difference have we made? Data cycle 1 / Data cycle 2 / Data cycle 3	Evidence -How will you know ? Data cycle 1 / Data cycle 2 / Data cycle 3	Next steps – how do we make further impact? Data cycle 1 / Data cycle 2 / Data cycle 3
6.2 All pupils feel that their voice is heard and the pupil leadership team have demonstratable impact on school improvement	To ensure learnful is being consistently used across Year 2 and Year 3 to support wellbeing. -Regular bulletin updates and reminders -Champion to ensure new staff have a good knowledge of Learnful.	Termly AB/AM		The profile of Learnful is consistently used and children have a bank of calming strategies they can use to promote their wellbeing.	
	To gain ideas from the wellbeing leaders on how to identify strengths within PSHE and gain an understanding of next steps. -Champion meet with wellbeing leaders – to gain an understanding of what they enjoy and how PSHE lessons could be improved. -Wellbeing leaders to discuss with classmates to get a whole school understanding	1x meeting in Autumn term 1x meeting in Spring term before AB/AM		Wellbeing leaders have used their voice to understand the views of their peers and fed this back to champions to implement.	
	To ensure consistent use of wellbeing bands across the school to promote wellbeing. -Champion to give leaders responsibilities linked to the National initiatives	Half Termly. AB/AM		Pupils know who their wellbeing leaders are, what their responsibilities are. Wellbeing leaders are confident in their role and can talk about the initiatives that they have been involved in.	

				Wellbeing leaders will give out compassion bands appropriately and consistently.	
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