

DERBY SSG  
PLAN  
2022-25



## Version control

- Summer 2022 edition
- 19 May 2023 – Updated following secondary Headteacher residential, SSG and secondary Headteacher meeting on 19 May 2023

This version of this SSG Plan has been developed with schools to provide the guiding framework for the work that the SSG committee will lead and support over the coming years.

Its priority themes, objectives and areas of activity provide a clear indication of the nature and direction of travel.

Please send any comments or suggestions to [iain.peel@sdsa.net](mailto:iain.peel@sdsa.net)

Theme A: **Inclusion**

SSG Theme Link Lead: Phil Smith

<b>Objectives for change</b>	<p>a. A programme of citywide development and support available for schools to create a strong graduated response/‘cycle of support’ which maximises inclusion.</p> <p>b. Effective alternative provision arrangements (internal and external) that provide early help, high quality, ‘turn-around’ support.</p> <p>c. Increased understanding and partnership between schools and LA SEND so we can all ‘support need at the point of need’. In addition, reduce expenditure from high-cost external placements onto local provision</p>
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Areas of activity that SSG will support and/or lead	Desired impact of these actions	Measurement that will indicate progress	Partners who can help with this activity	Updated actions as of 19 May 2023
<p>1. Develop a culture of inclusion. This will include schools supporting the</p> <p>a. Inclusion Charter including assigning an inclusion leader</p> <p>b. Brochure of intervention</p> <p>c. Development and training opportunities</p>	All schools widen their IGR	<p>FTS</p> <p>FTPS</p> <p>Reduced FS/FS+</p> <p>Consistent language used including across special schools</p>	DCCT, Schools/HTs UoD, VH	<ul style="list-style-type: none"> <li>• Inclusion conference June / July 2023</li> <li>• Inclusion updates in Derby newsletter</li> <li>• Subs continue to support Derby Direction website</li> </ul>
<p>2. Develop effective internal alternative provisions through peer review and sharing good practice. Legal support with commissioning so internal AP placements can be shared.</p>	Support for a ‘safeguarded offer’	<p>FTS</p> <p>FTPS</p> <p>Reduced FS</p>	Schools/HTs Kingsmead, DPA DCC LA investment	<ul style="list-style-type: none"> <li>• Submit to PEIA board once SEMH worker taken up post. Iain Peel to write bid following planning meeting at Chellaston in June ‘23</li> </ul>
<p>3. Develop SEMH strategy across the city and led by Kingsmead</p>	Schools can readily access	Mental health and behaviour strategy	DCCT, Schools/HTs UoN, VH	<ul style="list-style-type: none"> <li>• Kingsmead recruit SEMH worker – summer term 2023</li> </ul>

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	support they need			<ul style="list-style-type: none"> <li>• Mike Pride and Iain Peel and SEMH worker identify city wide priorities and action plan</li> <li>• Share action plan with secondary headteachers and primary headteacher approx. Oct half term 2023.</li> </ul>
4. Active HT role in the development and implementation of SEND city policies/system, e.g. RAP panels and other decision-making groups	Reduced class/area divide. Reduced spend on external SEND		DCC SEND HTs	
5. Extended transitional support for vulnerable and anxious students.	Better progression	Attendance and progress	Primary and P16	<ul style="list-style-type: none"> <li>• Continue with KS2 – KS3 transition and subs pay for transition portal</li> <li>• Continue with post 16 transition and subs pay for transition portal</li> </ul>

Theme B: **Post 16 aspirations**

SSG Theme Link Lead: Kate Martin

**Objectives for change**

- a. Strong careers curriculum provision and activities to promote aspiration for all students
- b. Effective links with local employers to enhance students' experience and the curriculum offer
- c. Improvements to the employment prospects of vulnerable students

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<p>1. Improving the quality and consistency of careers curriculum and its leadership in all schools. Adopt the CDI Employability and Careers Framework</p>	<p>Careers work is strong in Qual of Ed and consistent careers curriculum delivery</p>	<p>Gatsby benchmarks, Ofsted outcomes</p>	<p>Careers Hub CDI</p>	<p>Find the right forum for promotion of CDI framework as below. To discuss at secondary heads.</p> <p><a href="https://www.thecdi.net/Careers-Framework">https://www.thecdi.net/Careers-Framework</a></p> <p>D2N2 - Through continued engagement with the Careers Hub, and striving to achieve the Gatsby Benchmarks, remembering that the Benchmarks are a baseline for a good careers programme.</p> <p>The Careers Hub has allocated funding to allow up to 20 institutions across D2N2 to go through the Career Mark accreditation</p>
<p>2. Training and development for staff to improve:</p> <ul style="list-style-type: none"> <li>• understanding of contemporary workplace/ workforce needs</li> <li>• understanding of industry sectors</li> <li>• different qualification options/pathways</li> </ul>	<p>Students receive current and relevant advice and an understanding of current industry opportunities and contemporary workforce</p>	<p>Destination data and Sustained employment Increased % of level 6 CIAG school practitioners</p>	<p>LEP Enterprise advisors UoD Widening Access team and Institute of Education</p>	<p>UCAS Teachers conference <a href="#">UoD Teachers and Advisors conference</a> – 6 July UoD/RR - Nuclear Skills Teacher event – date tbc UoD iCeGS (International Centre for Guidance Studies) <a href="#">Associates</a> network UoD <a href="#">Educational Research Clusters</a></p> <ul style="list-style-type: none"> <li>• Funded Careers Leader training up to Level 7 <a href="https://www.careersandenterprise.co.uk/careers-leaders/careers-leader-training/">https://www.careersandenterprise.co.uk/careers-leaders/careers-leader-training/</a></li> </ul>

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				<p>From September 2023 – Teacher Encounters programme – A teacher encounter provides an opportunity for teachers to engage directly with employers to see and learn about the different career pathways relevant to their subjects, and to observe how their subject is applied practically in business</p> <p>D2N2 - To secondary heads re a co-ordinated experiences/encounters across the city which groups from each school can attend – take turns to organise and host. Need to identify a lead school for this and also names of each careers leaders from schools within the city. Could this be funded from subs?</p>
3. Raising student, family and community aspirations	<p>Guidance on non-stereotypical progression into employment. Invite parents and teachers to employer events.</p>	<p>NEET reduction Improved gender data for post 16 and apprenticeship sector areas</p>	<p>Families Team around the family Virtual School Community groups and leaders Role models</p>	<p>Take through to DANCOP as an action to continue</p> <p>UoD/Oxbridge – Derby Scholars for disadvantaged high attainers UoD: Care experienced activities and support; HE Can boys programme re-engaging disengaged boys in learning; Service Children events as part of the SCiP Midlands Hub; bespoke activities and visits for SEND pupils. Visits to campus this year for learners from Derby Pride; Derby College Lexus programme; RSDD</p> <p>D2N2 - Alumni task &amp; finish group – looking at how employers can map which schools their employees went</p>

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				<p>to, so that they can go in school events and be role models for current students. This will create resources which can be used by institutions across the Hub</p> <p>One of our priorities for next academic year is to focus on interventions for economically disadvantaged young people, and those who face most barriers, including FSM.</p>

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<p>4. Develop citywide arrangements for students' Work Inspiration experiences, more creative and flexible than traditional models</p>	<p>Joined up/shared activities Joint planning. Maximise capacity and reduce burden on employers</p>	<p>City wide calendar of events Broader range of employers actively working with careers activities. More use of accessible venues.</p>	<p>UoD Widening Access team Careers Hub Enterprise advisors School Careers Leaders</p>	<p>Take through to DANCOP as an action to continue</p> <p>14 subject and career focussed large scale events at UoD throughout the year open to all Derby city secondary schools and the college including:</p> <ul style="list-style-type: none"> <li>• <a href="#">Let's Get Down To Business!</a> – 29 March</li> <li>• <a href="#">Schools and Colleges open day</a> – 26 June</li> </ul> <p>D2N2 - Currently piloting a programme with Cornerstone Employers Business Insights programme – workplace experiences for 6 schools identified as low achievers of BM6. Also trying to encourage a curriculum teacher to accompany. Each school matched with one Cornerstone. WEX mapping task &amp; finish group – small group of Cornerstones and Enterprise Coordinators are working on mapping a process diagram to support employers to bring in students on WEX. Will create a similar map for schools on how to prepare/ find/ follow-up placements. Another one of our priorities for next academic year is to drive more high quality experiences with employers for students and teachers, with a focus on current “cold spots” so there will be more initiatives to share once our strategic plan is finalised for next year.</p>
<p>5. Addressing the poor employment outcomes of vulnerable young people (incl SEND)</p>	<p>Job Coaches approach to individualise approach for VP/SEND</p>	<p>Employment destination outcomes</p>	<p>NDTi MAT teams</p>	<p><a href="https://www.ndti.org.uk/change-and-development/internships-work">https://www.ndti.org.uk/change-and-development/internships-work</a></p>

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				<p>Iain has asked for a meeting with NDTi since they deliver the government's programme in this area.</p> <p>D2N2 - Careers Hub is supporting the Connected Futures research programme, looking into what systematic changes need to happen to allow these outcomes to increase, and become sustainable.</p>



## Theme C: Curriculum

SSG Theme Link Lead: Gemma Penny

### Objectives for change

- a. Schools have well delivered plans for the delivery of a broad curriculum that meets the needs of all pupils and supports student wellbeing
- b. Understanding of principles and models of curriculum design to raise standards and increase opportunity for all pupils
- c. Increased knowledge of curricula for reading improvement to enable delivery of highly effective programmes of study targeted appropriately

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1. Develop programmes/ training/ network for whole curriculum leaders to support strong curriculum development and explore models	Good Quality of Education in schools	Ofsted outcomes and schools' self-evaluation		Continue and as led by Research School. Priorities continue to be shared with the Research School to ensure that they can be bhuily into their programme.
2. A programme of training/networks for subject development (strengthening subject leadership, sharing curriculum models, links to primary, audits/checklists/QA, structure of subject content, potential thematic per support)	Good Quality of Education in schools	Ofsted outcomes and schools' self-evaluation		Continue and as led by Research School. Priorities continue to be shared with the Research School to ensure that they can be bhuily into their programme.
3. Developing inclusive curricula with better understanding of the trends for different student groups (e.g. HPA/LPA) and developing curriculum to meet identified needs (e.g. Bucket 3)	Improved pupil outcomes, esp for disadvantaged			Continue and as led by Research School. Priorities continue to be shared with the Research School to ensure that they can be bhuily into their programme.
4. Support for schools to develop the teaching of reading				PEIA theme which is likely to go to commission very soon. Schools to engage with this and share best practice via the PEIA strategy.

Theme D: **Workforce**

SSG Theme Link Leads: Mike Pride and Jon Wilding

<b>Objectives for change</b>	<ul style="list-style-type: none"> <li>a. Increase the supply pipeline of people interested to work in Derby schools – promoting Derby as a great place to work</li> <li>b. Ensure a strong city-wide programme of training and development is available for school staff across the city</li> <li>c. Explore flexible working patterns, especially for non-teaching roles</li> </ul>
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1. Shared citywide CPD offer, including the sharing of staff meeting schedules/ invitations for staff to visit other schools. Specific leadership programmes e.g. DSMHL, 'Derby pre-NPQ' for middle leaders?	Develop citywide experts. Ensure the city is an attractive city to work in	City-wide training opportunities and evaluations	DCCT- Inclusion group Derby University	Points 1 and 2 are getting there, informally, between a number of schools in the city. There needs to be some more formal planning and organisation, however, and it is not yet at the stage where we can look at shared CPD and/or formal school visits.
2. Develop opportunities for staff cohorts to experience different settings creating opportunities for staff exchange, rotations for ECTs, programme of themed school visiting. Discussion to be had a secondary heads re the appetite for this. It is doable and depends on willingness esp of MATs to move outside of a MAT, last minute	Create and develop well rounded practitioners who can deliver in a variety of settings	Evaluations of opportunities established Staff questionnaires (whole city?) Measurable progress in areas of school identified themes	Schools and university (network groups)	

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availability etc. It is doable and would need some co-ordination costs or time?				
3. Developing the role of schools as progressive employers, e.g. flexibilities, internships, apprenticeships, diverse workforce (See also B6)	Schools develop more flexible working patterns to increase retention of staff, particularly in non-teaching roles	Schools report loss of fewer staff to jobs outside sector. Fewer posts advertised and not appointed.	Industry partners, to share current practice.	Track government pilots
4. Development of wellbeing charter for staff to promote positive environment and culture in schools and a commitment to hear staff/student views.	Increase retention of staffing cohorts	Schools signed up to national charter Staff absence rates reduce Staff evaluations and survey results are positive	Inclusion groups-sharing of good and best practice	<p>Work with public health who are leading a lot of work in this area.</p> <p>On-going programme for mental health leaders published on Derby Schools website. Group is active</p> <p><a href="https://www.derbywellbeing365.com/">https://www.derbywellbeing365.com/</a></p> <p><a href="https://derbyschools.org.uk/ssg-psg-plans-and-calendar/">https://derbyschools.org.uk/ssg-psg-plans-and-calendar/</a></p> <p>Half termly network meetings are well attended (between 40-60 schools attending)</p> <p>Training grants and courses for DSMHL's are regularly promoted through the network meetings and information for this is available via the EHS website.</p>

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				An exercise to review the number of trained DSMHL's to inform current need in the City will be completed by the end of the Spring Term. (Where schools require training but cannot access current grants, they are signposted to the Place2Be foundation Course as a useful starting point for DSMHL's).
5. Specific training and support for staff to identify mental health/wellbeing needs of students and respond appropriately to them. Training to include themes such as trauma-informed practice, relational behaviour approach.	Increase in students receiving appropriate support, seen through student attendance rates Continued reduction in student Suspensions from school, as a result of improved staff de-escalation training and understanding of trauma	Take up for training from schools Staff evaluations School attendance rates for vulnerable cohorts Reduction in 'waiting lists' for students in associated agencies Continued downturn in city-wide school suspensions	Inclusion groups-sharing of good and best practice	Keep as a priority and link with the inclusion group and also with Michelle Robinson who is leading a lot of work in this area.  7-day trauma informed practiced course (52 attended F2F). In addition there have been 8 webinars and over 400 colleagues have started the course and over 30 have already completed it. In addition, relational behavioural approach - 103 delegates completing an 8-day course On-going programme for mental health leaders published on Derby Schools website. Group is active  <a href="https://www.derbywellbeing365.com/">https://www.derbywellbeing365.com/</a>  <a href="https://derbyschools.org.uk/ssg-psg-plans-and-calendar/">https://derbyschools.org.uk/ssg-psg-plans-and-calendar/</a>

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				<p>There is a DSMHL training offer 2022-2023. This includes:</p> <ul style="list-style-type: none"> <li>- Supervision in schools: protecting students and staff wellbeing (21 schools) Whole School Staff (MUST include senior leaders)</li> <li>- Health Education Training (27 schools). PSHE leads</li> <li>- Supporting pupil wellbeing in the classroom and beyond. (22 schools) Teaching Assistants</li> <li>- Positive playtimes. (18 schools) Midday Supervisors</li> </ul> <p>(NB 37 schools have signed up to training with some choosing more than one option).</p> <p>Other national and local training is promoted via the network meetings and the Emotionally Healthy Schools website as well as links with other relevant work taking place in the City such as the Inclusion Charter and the relational/behaviour and trauma informed training.</p> <p>The Inclusion Charter and toolkit will be a key 'shared example' of what schools need to</p>

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				<p>implement as part of the WSA school culture/ethos principle to promoting mental health and wellbeing. Alongside this will sit relevant hyperlinks for schools to access e-learning/online/face to face training courses to support them with relational behaviour/trauma informed practice.</p> <p>Schools working party (Summer Term) to create a Derby City staff Wellbeing Charter (using the DfE Charter guidance to direct this work). Launch expected with schools at the beginning of the new academic year 2023-24.</p> <p>The Wellbeing Charter will be promoted as a key 'shared example' for schools to consider as part of the WSA digital mapping tool to promote CYP mental health and wellbeing (due to be launched Sept 23) and Inclusion toolkit</p>
6. Routes into teaching				<p>Promote the link below and routes into teaching through the Derby newsletter</p> <p><a href="https://getintoteaching.education.gov.uk/train-to-be-a-teacher">https://getintoteaching.education.gov.uk/train-to-be-a-teacher</a></p>

## Theme E - Family support and wellbeing

<b>Objectives for change</b>	<ul style="list-style-type: none"> <li>Supporting the development of a Derby Family Hubs and schools' partnership with social care to ensure that arrangements work consistently for schools to meet families' needs, and includes access to specialist workers</li> <li>Support for schools to create positive school environments and deliver policy/practice that enable children and staff feel safe and flourish</li> <li>Support for schools to help families at times of high emotional need</li> </ul>
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Provide a training programme for school staff to develop their liaison/support role as family champions				
Play an active role in the development of Derby's Family Hub approach	Early Help - Hub to provide families with a place to go for support /community.	Reducing stigma around Early Help. Improved engagement and reduced escalation.	New Communities Team Early help teams	Continue with secondary phase representation whilst acknowledging that it is an under 5s approach being driven by DfE

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<p>Continue training and support for school MH Leaders through the development of the network and website, including support for the internal school leadership role.</p>	<p>Ensuring that the MH network remains vibrant</p> <p>Review of how many MH Leaders have done the training?</p> <p>Review of the presenting need that they are facing now post Covid.</p>	<p>Young people's mental health needs being addressed to prevent breakdown of places</p>	<p>Schools</p> <p>Health</p> <p>DCCT</p>	<p>On-going programme for mental health leaders published on Derby Schools website. Group is active</p> <p><a href="https://www.derbywellbeing365.com/">https://www.derbywellbeing365.com/</a></p> <p><a href="https://derbyschools.org.uk/ssg-psg-plans-and-calendar/">https://derbyschools.org.uk/ssg-psg-plans-and-calendar/</a></p> <p>Half termly network meetings are well attended (between 40-60 schools attending)</p> <p>Training grants and courses for DSMHL's are regularly promoted through the network meetings and information for this is available via the EHS website</p> <p>An exercise to review the number of trained DSMHL's to inform current need in the City will be completed by the end of the Spring Term. (Where schools require training but cannot access current grants, they are signposted to the Place2Be foundation Course as a useful starting point for DSMHL's).</p>



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<p>Provide a wide programme of training and information (newsletters) for the whole workforce, including on-going training for MH leaders to account for staff changes.</p>	<p>Review the network and priorities in light of (1) above</p>			<p>On-going programme for mental health leaders published on Derby Schools website. Group is active</p> <p><a href="https://www.derbywellbeing365.com/">https://www.derbywellbeing365.com/</a></p> <p><a href="https://derbyschools.org.uk/ssg-psg-plans-and-calendar/">https://derbyschools.org.uk/ssg-psg-plans-and-calendar/</a></p> <p>There is a DSMHL training offer 2022-2023. This includes:</p> <ul style="list-style-type: none"> <li>- Supervision in schools: protecting students and staff wellbeing (21 schools) Whole School Staff (MUST include senior leaders)</li> <li>- Health Education Training (27 schools). PSHE leads</li> <li>- Supporting pupil wellbeing in the classroom and beyond. (22 schools) Teaching Assistants</li> <li>- Positive playtimes. (18 schools) Midday Supervisors</li> </ul> <p>(NB 37 schools have signed up to training with some choosing more than one option).</p>

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				Other national and local training is promoted via the network meetings and the Emotionally Healthy Schools website as well as links with other relevant work taking place in the City such as the Inclusion Charter and the relational/behaviour and trauma informed training.
Support schools in the development of relational approaches to behaviour, trauma informed practice and their work to promote positive life choices	<p>Toolkit for those on the ground dealing with the issues directly – practical approaches, signposting, a menu of support.</p> <p>Wider training for health professionals around this, EPs Early Help Leads</p> <p>Better knowledge of</p>	Young people’s needs being met and a reduction in exclusions	Health professionals Schools LA DCCT	<p>Michelle Robinson/Jo Wilkinson/Ellen Wilkinson work closely to ensure this work is joined up and effective in school settings and schools understand the connection between them, for example accessing the relational/behaviour and trauma informed training provides valuable tools that can support schools to further improve their whole school approach to promoting CYP mental health.</p> <p>The Inclusion Charter and toolkit will be a key ‘shared example’ of what schools need to implement as part of the WSA school culture/ethos principle to promoting mental health and wellbeing. Alongside this will sit relevant hyperlinks for schools to</p>

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	the Inclusion Charter and training offer			access e-learning/online/face to face training courses to support them with relational behaviour/trauma informed practice.
Improve levels of screening and needs identification, especially for children who missed milestone checks, e.g. new arrivals	Better knowledge of children's development needs so that their needs can be met	Schools have milestone checks in place for young people who are new to the city	New Communities Team  Public health	Children of asylum seekers or refugee families are supported by our Public Health and Social Care Asylum and Refugee Support model.
Introduce and support a well-organised (city-wide?) approach to hear the voice of children in relation to their personal development and wellbeing	Child-friendly survey – city-wide potential	Young people's voices being heard across the city	SSG to consider	<p>Anti-stigma 'Be A Mate' resources available for schools to implement MH champions in their schools via EHS website.</p> <p>The PHN provide an annual survey – The Lancaster Model – for all reception, year 6 and year 9 pupils. The survey provides an opportunity for pupils to have their say about all aspects of health including diet, physical activity, mental health, safety and bullying, risk taking behaviours etc. Each participating school will receive a report providing rich information about their CYP's views and picture of health highlighting 3 key headlines for concern. Schools can use the WSA digital mapping tool to map</p>

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				<p>current provision/practice for the identified areas and plan and action accordingly to address the findings. report available to all participating schools (2022-23 76% completed participation for Yr 6 survey. So far in this academic year 49% completed participation for Yr 9's. Yr 6 survey work to begin late Spring/early Summer Term).</p> <p>The WSA digital mapping tool includes the principle 'Pupil voice'. The criteria and quality standards within this principle will support schools to ensure practice/strategies that hear the voice of all children are implemented and regularly reviewed as part of their WSA to promote mental health and wellbeing.</p> <p>The digital tool will also provide opportunity to monitor/capture practice currently happening on an individual school level and City-wide school level (through the evidence that they electronically provide to meet each of the pupil voice criteria).</p>

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				<p>The Emotionally Healthy Schools website will host examples and case studies of pupil voice (as well as the other principles).</p> <p>PH funded commissioning with the Mental Health Foundation to develop MH champions programme for all school phases (including SEND schools). This work will be in conjunction with the MHST's to enable them to deliver future training with schools.</p> <p>MH champions work to be linked to Family Hubs via MHSTs.</p>