

Continuous Planning Cycle

for a whole school approach to mental health and wellbeing



1 Beliefs and perceptions

What do we think?

- How do we operate as a core team?
- What are our beliefs about our chosen action area?
- What might be the perceptions of the wider school community? How could we check these out?
- What outcomes could we be looking for?
- How do we believe data relates to students experiencing high support needs in mental health and wellbeing?
- Do we need to review our core team membership?
- What might be some of the issues for schools?

2 Check current capacity

Where are we now?

- What relevant audit and survey data do we have within the school?
- Does the data include students experiencing high support needs in mental health and wellbeing?
- What have been the school's experiences?
- Who else's voice do we need to hear in our data?
- How can we find out what we don't know?
- How can we involve others in our data collection process?
- What other initiatives are related to this action area?
- Do we need to review our core team membership?
- What relevant strengths, processes and structures do we have within the school?
- What is already working well? How could we celebrate this?

Continuous Planning Cycle

for a whole school approach to mental health and wellbeing

3 Analyse data/Select action area(s)

Where do we want to be?

- How will we involve staff, students and community in the data analysis?
- How do we find out what we don't know?
- What does the data show as our strengths?
- What data surprised you?
- What top three action areas emerge from the data?
- Are there connections between those action areas?
- What are the specific issues for students experiencing high support needs in mental health and wellbeing?
- What data confirmed what you know?
- In the light of our data, what outcome do we now want?

5 Implement/Mid-process check

How do we keep going?

- What information does our progress so far provide?
- How are staff, all students and parents and the community included and consulted?
- How will we communicate progress?
- How will we handle change of personnel and leadership?
- What system and sector requirements have changed?
- How do we build the skills we require?
- How do we sustain interest and involvement?
- How effective is our core group? Should we review membership?

7 Review, communicate and celebrate

What difference did we make? What next? (Where to now?)

- What did we learn?
- With whom can we share our learnings?
- How can we share our successes?
- What are our next actions?
- What is the best group to undertake this?
- What will we do to celebrate?

4 Plan intervention

How do we get there?

- What is our current situation based on our data? (start point)
- What is our final agreed outcome(s)?
- How does our outcome include students experiencing high support needs in mental health and wellbeing?
- What is/are our final action area(s)?
- What could be our intermediate outcomes?
- What are our actions for intervention? Who will be responsible?
- How will our strategies lead to our outcomes?
- What skills will we need as a school and as a core team?
- What resources will we need to support this strategy?
- What is our timeline?
- When and how will we collect our final data?
- How will we include and inform the school community in and of our plan?
- How can we link our school initiatives?
- What might be our barriers?

6 Collect and analyse final data

Are we there yet?

- Are our planned collection and analysis processes still relevant and useful?
- Have we reached our outcomes within the timeframe?
- What else did we find out?
- What difference have we made for students experiencing high support needs in mental health and wellbeing?
- How will we use the data to inform future directions?