

Whole School Mental Health Audit - July 2021

(using the Public Health 8-point model)

Leadership and Management	R	A	G	Comments
Mental health and well-being is on the school development plan, including statements on the school website			✓	<p>In relation to mental health and wellbeing ... our vision statement on the School Website reads ...</p> <p>‘We are convinced that pupils of all abilities will thrive in our challenging, supportive and friendly environment. The care we take over promoting wellbeing is at the heart of this academic success.’</p> <p>Excellent examination results are important, but not enough. Our aim is to encourage pupils to be balanced individuals, happy in their own success, and confident enough to give their full commitment to all that they do. The individual’s wellbeing, we believe, is rooted in a confident sense of who they are.</p> <p>In our Cathedral School, mental health and wellbeing is at the heart of all we do. We seek to nurture a sense of belonging to our extended family, in which every member is valued.</p> <p>... (we) show empathy and compassion, and develop an understanding of their own beliefs as well as the beliefs, and values, of others.</p> <p>These five strands comprise the mental and health and wellbeing strand of our Whole School Improvement Plan:</p> <ol style="list-style-type: none"> 1. Improved communication for mental health and wellbeing. 2. Improved quality and consistency of support for mental health and wellbeing in line with other provision e.g. pastoral/academic.

			<p>3. Clear lines of responsibility for mental health and wellbeing.</p> <p>4. Improve the extent of support for mental health and wellbeing.</p> <p>5. Create a culture where it is acceptable to ask for help regarding mental health and wellbeing.</p> <p>Mental Health and Wellbeing is a standing agenda item at SLT, Full Governors and Governors' Personnel meetings.</p>
Training for staff on mental health and MHFA is a priority for training and is a regular feature in whole school training		✓	<p>10% of the school's Inset budget is allocated to mental health and wellbeing enabling staff to attend relevant training.</p> <p>One of the School's Pupil Support Officer's (Kathryn Denman) is a trained Mental Health First Aid Trainer). Her qualification was financed through Inset. 36 staff have completed mental health and wellbeing training and 26 students.</p> <p>A wealth of resources has been created to aid staff who have received Inset on how to listen and respond to a young person in distress, many of these are on the Mental Health and Wellbeing section of the School Website and there is a signposted directory of resources for staff on the School Intranet.</p>
There is a mental health policy or it is referenced in key policies such as safeguarding, PSHE, inclusion and behaviour		✓	
There is a senior mental health lead who has had training, completed an audit and written a strategic plan		✓	<p>Helen Birch (HMB - Deputy Headteacher - Pastoral) is the school's SMHL and is in the process of completing the training.</p> <p>An audit has been completed and the strategic action plan is in the process of being re-written.</p>

School Ethos and Environment	R	A	G	Comments
Mental health is talked about positively within all areas of school life			✓	Mental health and wellbeing are part of our Learning for Life (LfL) curriculum. Mental health and wellbeing are sequenced across all Key Stages with different themes building upon prior learning. Regular assemblies with whole school, key stages and year groups.
Pupils' achievements for effort, resilience, personal development and academic achievement are celebrated			✓	Resilience is one of our five hands of learning. Resilience, personal development and academic achievement are categories on SIMS. Work of Student Commission Re. Mentoring and Learning to Learn programmes 2*.
Displays, noticeboards and website reflect the school's mental health approach and offer of how the school promotes and supports mental health			✓	Information exists in the form of flyers, posters, displays, the school's Electronic Noticeboard and the School's Website.
Information is displayed for staff and pupils on where to access help and guidance both in school and out of school			✓	The School subscribes to Health Assured (which allows access to a variety of services including access to mental health and wellbeing support).
There is an open-door policy for pupils to raise concerns and/or the system for getting support is easy for all pupils to access			✓	Posters displayed on all Form Room Noticeboards, Electronic Bulletin Board and Website as to where members of our community can go to for help. Numerous resources and links on the School's Mental Health and Wellbeing section of our Website.

Curriculum, Teaching and Learning	R	A	G	Comments
The PSHE (Learning for Life) curriculum is reflective of the current cohort's concerns and tailored to meet the needs of all pupils			✓	This was reviewed and improved during the process of achieving the Wellbeing Award for Schools ... LfL schemes of learning now include language of mental health and wellbeing.

				The Year 13 LfL lessons now incorporate much more mental health and wellbeing content in the programme including a booklet from Student Minds which signposts student support both at school and university.
Lessons are aligned to current guidance and taught within a safe environment (e.g. 3 rd person, ground rules, referring to external organisations)			✓	
The curriculum includes knowing how to maintain good mental health, understanding emotions, problem solving and developing resilience		✓		<p>Cross-curricular links exist in a variety of subjects e.g. LfL, Science, Physical Education and Psychology (the importance of healthy lifestyle and the adverse impacts of an unhealthy lifestyle on physical and mental health).</p> <p>As a School we develop pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities.</p>
Personal development is thread throughout the schools' curriculum offer and all pupils can access a rich and broad offer		✓		<p>Our LfL curriculum teaches pupils how to build their confidence and resilience. As a School we develop and deepen pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance. We promote equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique. We promote an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation.</p> <p>We enable pupils to recognise online and offline risks to their well-being and for pupils to recognise the dangers of inappropriate use of mobile technology and social media - for example: risks from criminal and sexual exploitation, domestic abuse, pornography, gambling, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism - and making them aware of the support available to them.</p>

We develop pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities
developing pupils' age-appropriate understanding of healthy relationships through appropriate relationships and sex education and supporting readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully

2* Our Learning to Learn programme operates in Form Time and is run by Sixth Form Mentors and overseen by our charismatic Lead Teacher for Teaching and Learning, Alison Amps. The programme is delivered to Key Stage 3 and is designed to develop both resilience and resourcefulness within our youngsters in order that they can meet the demands placed upon them. This is largely driven through small group work and problem-solving activities.

At Key Stage 4 a programme called Good Study Habits is run by Form Tutors. It is primarily concerned with developing good study strategies as well as developing mental resilience and equipping pupils with effective coping strategies: the importance of sleeping well, good diet and hydration are two of the major themes. This work ties into two days of work with Elevate Education where Year 11 came off timetable to work with Elevate staff to identify what revision strategies work best for each individual, how to plan a revision timetable and who to go to for reassurance and advice.

Shenaz Pribhai (Mental Health Coach) worked with Year 13 to deliver a day concentrating on developing resilience.

Time to Change Day (Whole School), Empathy Day (run by the library - used literature to encourage students to develop empathetical understanding, Future Tool Box (study skills and mental resilience - Year 10), The Breck Foundation (on-line safety) Terence Higgins Trust (Sexual Health - Year 10).

			<p>A professional and well known and respected counsellor (Vanessa Brown) has been regularly brought into school to deliver an 'Adolescent Mental Health and Wellbeing' talk to parents and carers. Vanessa has also been commissioned to speak to Year 11 regarding their mental health and wellbeing in the build up to Mock examinations.</p> <p>In very challenging times of financial constraint, we maintain a staff and student advocate in our School Chaplain, Reverend Jenny Pattison, who offers another pastoral route for all members of our King's School family.</p>
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Enabling Pupil Voice	R	A	G	Comments
Pupils are asked about and involved in the development of curriculum and school systems relating to mental health		✓		<p>*1 Student voice was an integral part of our work towards to achieving the Mental Health and Wellbeing Award: collated student surveys informed the School's Action Plan. Helen Birch (Deputy Headteacher - Pastoral) kept the student voice aware of developments through assemblies and presence at the School Council.</p> <p>Appointment of student Wellbeing Champions through the School Council. The Wellbeing Champions were responsible for the input to the Bulletin Board regarding: signposting, mindfulness activities, and clubs. They have established an anti-bullying club where members of our School can go to report bullying and unkindness. It is also a meeting place in which to make new friends.</p> <p>The Wellbeing Champions also organised Art Therapy sessions in which those attending made pieces of positivity. The aim was to make a jigsaw of positivity - there were no edges to this jigsaw and it grew and grew until such time they thought it complete. Their wellbeing tree had a branch for every aspect of mental health with the opportunities for all of us to add our own mental tips and messages; their hope was that the tree will continue to grow and grow.</p>

				<p>In the 2022 Pupil Survey 57% either agreed or strongly agreed that there is an adult at school that they could talk to if something is worrying them with 23% neither agreeing or disagreeing. 56% either agreed or strongly agreed that school encourages them to look after their emotional and mental health with 27% neither agreeing or disagreeing.</p> <p>In the Year 7 2022 Parent/Carer/Survey 96% strongly agreed (60.87%) or agreed (34.78%) that their child is happy at The King's School. 100% said their child felt safe and 93% that the school supports their child's wider personal development.</p> <p>In the Year 8-13 2022 Parent/Carer/Survey 92% strongly agreed (48.20%) or agreed (43.71%) that their child is happy at The King's School. 96% said their child felt safe and 83% that the school supports their child's wider personal development,</p> <p>Establishment of Mental Health and Wellbeing group as part of the Equality, Diversity and Inclusion (EDI) groups from March 2022.</p>
Regular school council/school leadership meetings are held, which actively drive change related to the strategic plan		✓		Yes - see above* 1
All pupil's receive feedback on the actions taken as a result of questionnaires and pupil voice activities.		✓		Yes - see above* 1

Staff Development	R	A	G	Comments
School has signed the School Staff Well-being Charter and has a separate strategic plan based around the principles.	✓			
OR				

Staff have had training on recognising the signs of mental health difficulties, including ACES and are confident dealing with issues		✓		
There is a staff well-being and workload policy which is co-produced with staff and based on staff questionnaires and feedback		✓		There is a Mental Health and Wellbeing Policy. We have an ongoing staff group discussing workload issues – not aware of a policy?
Frontline DSLs receive regular supervision	✓			
Staff are rewarded and recognised for their contribution to school		✓		Headteacher thanks staff during the weekly Staff Briefing and sends thank you notes. Performance Review documents offer a chance for staff to record their achievements and for these to be acknowledged by their Line Manager in the associated dialogue boxes.
There are opportunities for staff to develop themselves and performance management reflects continuing CPD			✓	

Identifying Need and Monitoring Impact	R	A	G	Comments
There is a whole school approach, using a Pyramid of Need type approach which aligns resources and assets to support escalating difficulties	✓			<p>The Year Group Team, comprising of the Assistant Headteacher [AHT] responsible for the Key Stage, the Academic Head of Year (who is responsible for monitoring academic progress), The Pupils Support Officer [PSO] and representatives from both the Pupil Premium and Learning Support Departments meet on a fortnightly basis to discuss both academic and pastoral concerns and associated interventions to support those pupils who need it. This may involve the use of outside agencies.</p> <p>The Key Stage 5 team meet on a weekly basis with the AHT, PSO and two Sixth Form Deputies and the Careers and UCAS advisor present. The minutes of these meetings are circulated to the year group Form Tutors, the Year Group Team and SLT. The two Deputies, both Pastoral and Academic, oversee the Pastoral and Academic life of the School and become involved with individual students if the concerns escalate.</p>

A screening process has taken place and a vulnerability map has been developed to monitor and support pupils		✓		<p>Our commitment to helping Looked After Children, Previously Looked After Children and Pupil Premium students remains at a whole school level with an update briefing to staff delivered at September and January Professional Training Days and an annual review of this provision taking place at both SLT and governor level.</p> <p>All vulnerable children are identified. There is a clear procedure for the actions that should be taken if any member of this group is unaccounted for in lessons (see Attendance Policy).</p> <p>As a School we know that our most vulnerable pupils are more prone to suffering mental health and wellbeing issues given their disadvantaged start.</p>
An ongoing review process is in place, which evaluates the support provided by school and external orgs	✓			
Where there may be a longer-term mental health difficulty, SEND resources are aligned to support educational progress		✓		

Working with Parents/Carers	R	A	G	Comments
Parents and carers know who to go in school to discuss mental health challenges		✓		<p>A mental health and wellbeing 'Change Group' established (six staff members, four parents and a governor). The group developed resources for positive wellbeing in the workplace: Form Tutor assembly resources promoting positive wellbeing activities and raising awareness to identify and understand mental health issues as well as social media guidance. It has given advice to staff regarding their own mental health and wellbeing via promotional materials in pigeon holes and posters displayed in staff areas.</p> <p>The Change Group via Mrs Denman (Key Stage 4 Pupil Support Officer) and the Wellbeing Champions worked together to identify Wellbeing Apps which are signposted through display and bulletin boards and through the School Website.</p>

Through meetings, newsletters and the website, the school signposts parents to appropriate support		✓	HMB regularly writes to parents/carers and staff regarding mental health and wellbeing issues, webinars and resources.
Parents and carers are seen as part of a joined-up approach to supporting pupils who may have a mental health difficulty		✓	Parent and staff groups established as part of the Wellbeing Award for Schools process. Active liaison between the school, parents and carers through the Pupil Support Officers, outside agencies working with the school and through AO1 and AO2 Attendance Meetings (see Attendance Policy and meeting notes).

Target Support and Referral	R	A	G	Comments
The senior mental health lead has a good understanding of local organisations who can provide preventative and targeted work			✓	<p>Helen Birch has completed the on-line training to enable her to become the School's Mental Health and Wellbeing Lead.</p> <p>Helen Birch has met with the Mental Health and Wellbeing Support Team to agree referral protocols. System operative from May 2022.</p> <p>Helen Birch has appraised the governors, SLT and all relevant personnel.</p>
The school uses well qualified, evidence-based providers and programmes matched to school need			✓	<p>We engage with a number of providers to support the work of our Pupil Support Officers e.g. YMCA, Crops, YPCS, CAMHS, YoUnited.</p> <p>We commission CrewTrident to work with students with specific mental health and wellbeing needs.</p> <p>We commission the Mental Health and Wellbeing Support Team to work with students experiencing low level/moderate mental health issues through their referral system.</p>
All staff are aware of the processes and procedures for referral and accessing targeted support		✓		