The Carnegie Centre of Excellence for Mental Health in Schools

School Mental Health Award Final Assessment Validation

School: Mosspits Lane Primary School

School Lead: Kirsty Ainsworth

Coach/Verifier: Lucinda Powell Date: 8th November 2020

Competency	Statements as Assessed by the School
Leadership and Strategy	Embracing
Organisational structure and culture - staff	Embracing
Organisational structure and culture - pupils	Embracing
Support for staff	Embracing
Professional development and learning	Embracing
Support for pupils	Embracing
Working with parents and carers	Embracing
Working with external services	Embracing

Mosspits Lane Primary School has presented a detailed profile of evidence that demonstrates they are Embracing across all eight competencies of the School Mental Health Award. The school has used the framework and content of the Award to good effect to develop their mental health and wellbeing strategies, structures and practices.

It was lovely to speak to the Lead at Mosspits Lane Primary and it is clear that during the process of completing the award the school has made many improvements to their mental health and wellbeing provision. The framework has enabled them to think about the whole school community. The lead spoke with pride about the work around breaking down the stigma surrounding mental health and how the culture of talking about feelings has changed. She feels that the whole community is much more open to talking about mental health and seeking support and help when they need it.

The impact of this change in culture was felt during Covid-19 where staff were able to support each other, staff were much more able to support parents and able to keep channels of communication open. The school was much more prepared as they had ensured that staff had had appropriate training and were equipped with the right skills. The school has been working with the Educational Mental Health Practitioner who has helped with training for staff and parents around spotting the early signs which has

led to a much more consistent approach across school and home and has led to much more home-school liaison.

The senior leadership team have been proactive in looking at ways that they can support staff. They work hard to show appreciation for all the hard work the staff do, strive to reduce workload and advocate a good work-life balance and where possible the head tries to accommodate staff requests for personal time. Again, the staff have become much more open and willing to talk. The Governors have supported the school and challenge the SLT to ensure that everything that could be done is being done. An employee assistance programme has also been introduced which enables staff to anonymously self-refer for counselling. The lead was keen to stress how supportive the head and governors have been in helping her to drive this forward. They have given the staff opportunities to be heard and are constantly reviewing and adjusting what the school can provide to support its community.

The school has a lot of support in place for pupils. As the children have been more willing to open up about how they are feeling, the school has created a pastoral role. Known as the 'Starlight Lady' she has her own space the 'Starlight Room', where children can go either to talk to her and get the support they need or just to take time out if they feel they need it. It is clear that Mental health is embedded throughout the curriculum especially in English and through the ROAR Scheme. The school has now developed a good selection of resources that have been recommended by trusted sources such as the school's educational psychologist. The lead was clearly extremely proud of the pupils, they have fed into the whole process and do not see why there is any stigma around mental health, they are passionate about this and in turn they have led the staff into making mental health an important part of the school day.

It was notable just how much the culture of the school has changed over the last couple of years (just prior to and during the award process). The lead noted how role modelling has played an important part in this - Senior Leaders being open with staff and parents, and this in turn giving staff and parents permission to be open. The children are incredibly mature in their understanding and do go home and talk about their feelings with parents, again this strengthens the message that it is 'ok to not be ok' and during lockdown talking and wellbeing tasks were given each week to encourage families to discuss emotions and feelings.

The school is working in a number of networks locally sharing best practice including a network of local schools doing the award. The school was part of the initial trailblazer project in the area and have feedback to help inform how the project can best support schools. The head teacher is chair of a SEND Consortia of schools and has shared best practice here, helping them to develop links with external agencies and embed good practice. The local authority has also used some of the school's best practice to develop wider training for schools in the local area.

The school has clearly worked hard to embed sustainable practice despite the challenging circumstances. They will continue their work with parents and exploring ways of continuing to develop the understanding of the pupils. There are more opportunities for the school to take a more significant lead in the networks they share their practice with.

I recommend that Mosspits Lane Primary School should be awarded the Carnegie Centre of Excellence for Mental Health in Schools School Mental Health Award at Silver level.

Coach/Verifier: Lucinda Powell
School Mental Health Award
8th November 2020

Competency profiles provided by the school

Leadership and Strategy	4
The school has a named senior lead for mental health of pupils and staff	Y
The school has a named Governor for mental health of pupils and staff	Y
Governors understand, embrace and lead the ethos and business case for a comprehensive mental health and wellbeing approach within the school	4
Governors hold school leaders to account for the mental health of staff and pupils	4
Senior Leaders develop and implement the strategies and structures needed to improve mental health in the school	3
Staff have mental health as a core part of their job description and role requirements	3
Leaders' performance management includes a focus relating to mental health	4
The school has a range of robust staff-focussed policies that support mental health which were developed in consultation with all staff groups and leaders and approved by Governors	4
The school has pupil-focussed policies that support good mental health that were developed in consultation with staff, pupils and parents and approved by governors.	4
Senior leaders use regular reports and updates including data about the mental health of staff and pupils to implement future actions, channel resources and commissioning external agencies	4

Organisational Structure & Culture - Staff	4
The school is a positive working environment where staff feel safe and supported to be and do their best and to share concerns which affect their mental health	4
Leaders regularly consult with a range of employees from across the school to gain informal and formal feedback on stress-related issues and how to improve and support mental health and wellbeing	4
Communication protocols are well established and adhered to e.g. restrictions on unnecessary emailing in evenings, overnight and weekends	3
Workload expectations are made explicit and are well managed, such as marking & assessment, hours in school, working at home	4
Staff self-care is encouraged	3
Senior leaders model the expectations they have of all staff to promote good mental health	3
All staff in school are responsible for the health and wellbeing of themselves and promoting that of others	4
The norms of professional dialogue are developed, and positive language is modelled and used by all staff	4
A culture of tolerance, trust and openness is developed	4
Stigma regarding mental health and support for individuals and groups is challenged	4
Job flexibility is supported where possible within a secure business case	3

Organisational Structure & Culture -Pupils	4
The school values, acknowledges and utilises knowledge and expertise of staff, parents and professionals working with the school with regards to mental health and wellbeing	4
Strategies that promote and develop mental health and wellbeing are embedded in the curriculum and is designed to meet the needs of the pupils specific to their social and emotional needs and developmental age	4
The school has clear strategies which are understood by pupils, school staff and parents to support pupils whose mental health is a cause for concern	4
The school has clear strategies on how to support the mental health and wellbeing of pupils with special educational needs, disabilities, disadvantaged and vulnerable children	4
The school ensures that pupils expressing concerns are listened to	4
The school has clear pathways and provisions available to discuss mental health concerns, managing student difficulties and create strategies with follow ups	4
Talk about mental health is normalised, any stigma is challenged by creating a culture of empathy and openness through an ongoing forum of discussion and exploration	3
The school promotes of positive and healthy relationships amongst pupils, staff and with parents	4
Pupils are engaged through encouraging pupil voice, authentic involvement in learning, decision making and peer-led approaches.	4

Support for Staff	4
A comprehensive staff health and wellbeing offering supports staff mental health	3
The school consistently works towards reducing the stressors that affect staff mental health	4
School has clear pathways to staff support which are understood by all colleagues	4
Access to coaching and counselling is available and encouraged where deemed helpful	4
Staff are encouraged and supported to establish and participate in activities that foster good mental health and wellbeing, based on sound evidence of their impact	4
Successes are regularly acknowledged and celebrated	3

Professional Development & Learning	4
The school has a proportion of staff trained in Mental Health First Aid for adults appropriate to the size of the staff cohort	3
The school lead for mental health and other key staff are trained in evidence-based, and preferably professionally accredited mental health and wellbeing training, appropriate to the age group of the pupils in their school	3
The school's named Governor for mental health has training which develops understanding of mental health and wellbeing in schools for pupils and staff and the role of the Governing Body in supporting good mental health	4
All Governors access professional development opportunities to develop their understanding skills in mental health linked to the role of the Governing Body	3
Staff CPD relating to pupil and staff mental health is aligned to clearly defined, expected outcomes which set out the mental health requirements for their role	4
All staff access professional development opportunities to develop their skills in pupil mental health and wellbeing	4
Staff are able to develop their understanding and practice in adult mental health, wellbeing and self-care through effective CPD opportunities and act as role models for pupils	4
Staff have access to information and have the opportunities to develop their practice in relation to new challenges posed by information technology and social media such as cyber bullying	4
All teaching and associate staff have been trained and have a broad understanding of mental health issues and promoting wellbeing in pupils appropriate to the age of the children in the school	4
NQTs and all new staff complete an induction programme which ensures they have the understanding and skills expected of all staff in the school with regards to mental health	3
All staff mental health CPD is underpinned by evidence and expertise, aligned to DfE CPD standards	4
Staff feel supported to take forward any new learning from training into their practice	4

Support for Pupils	4
Mental health and wellbeing are embedded in the curriculum with supporting activities including assemblies, focus days, lessons and other events where mental health, wellbeing, social and emotional skills, attitudes and values are explicitly taught by well trained and enthusiastic teachers using positive, experiential and interactive methods and resources. This learning is integrated into the mainstream processes of school life	4
Pupil wellbeing is developed through implicit methods of teaching and learning such as: emotional literacy, character strengths, values, virtues, resilience and self-awareness	4
Relationships within the school are positive providing a nurturing, safe and supportive environment which creates a sense of belonging for pupils	4
Pupils understand and can express a range of emotions and are able to share their emotions and ask for help to support their emotional awareness	3
Pupils feel able to disclose incidence of bullying and any form of discriminatory behaviours, they feel their worries and concerns are heard, respected and taken seriously by staff	4
Staff respond wisely to 'challenging' behaviour, both responding actively with clear consequences and understanding its deeper roots, taking opportunities to model and teach positive alternatives	4
Pupils know how to ask for support and this is followed up by staff	4
There are clear internal referral procedures, understood by all staff, to ensure timely and appropriate support is sourced and accessed for pupils in need	4
Evidence based mental health support services are provided and accessed which draw on a sound understanding of child and adolescent development, such as: drop ins, mentoring, coaching, counselling, pastoral support, mindfulness, self-awareness, empathy and resilience building interventions and wellbeing skills workshops group, peer support, mindfulness, self-awareness, empathy and resilience building interventions and wellbeing skills workshops	4
Where pupils experience mental health difficulties, clear plans and pathways to specialist support exist, using a coherent teamwork approach, including in the involvement of outside agencies such as CAMHS, school nurse or GP. Help is rooted within the school environment	3
Displays and posters provide various information on evidence based mental health support and how to improve wellbeing such as self-help booklets, library books and other media resources	3
Effective early intervention support is provided and evaluated	4
Physical activity and relaxation activities are on offer that improve wellbeing	4
If peer mentoring is used, those who serve as peer mentors have training and a support structure which they can use if needed	2
Pupils are involved in the design of mental health and wellbeing initiatives and are encouraged to give feedback and provide new ideas	4
Achievements and successes of students are recognised and celebrated	4

Working with Parents and Carers	4
The school ensures a non-judgemental, warm and welcoming environment exists for parents/carers	4
Parents have access to school mental health and wellbeing policies	3
Effective relationships with parents/carers are fostered and maintained	4
The school is committed to continuously improving parental communication	4
Parents have access to staff or mental health professional/s if they have concerns about their child's mental health	4
Parents are encouraged to be actively involved in the life of the school	4
Parents are involved in interventions that supports their children's mental health and wellbeing	3
Any stigma shown by parents about mental health is handled sensitively yet firmly	4
The school provides learning, guidance and support for parents to help them:	3
The school has effective strategies in working with all parents/carers	4
Systems are in place that ensures parents/carers are regularly updated on their child's progress as well as any concerns that may exist	4
Parents share their views on how to develop the wellbeing of the school	4
Support, signposting and referrals are made for parents who require support with their own mental health or support in their relationships with their children	4

Working with External Stakeholders	4
Staff understand the clear referral procedures to access timely external services appropriate to the needs of pupils with escalating or long term mental health difficulties	3
The school has developed strong links with CAMHS and other agencies ensuring regular two-way communication, support and guidance	4
School leaders are shaping local children's mental health policy and services	4
The school is up to date with new legislation and DfE guidance	4
The school is aware of local agencies and organisations which offer mental health support services	4
Specialist organisations work with the school to develop the mental health and wellbeing of staff, children and parents	4
The school is aware of and builds relationships with local community projects, voluntary organisations and networks	3
Due diligence is carried out prior to engaging any external agency / professional providing mental health services to pupils. This involves understanding the evidence base for their proposed work, their qualifications, recent training/CPD, obtaining references, knowledge of their professional body, their supervision structure (including the name and qualifications of their supervisor), who you should complain to regarding any concerns. In addition, the school will carry out their usual safeguarding checks	4
Comprehensive Service Level Agreements are in place which clarify roles and responsibilities and reduce risks. Amongst other things, this will make clear the services being provided, the tools and methods used, issues around confidentiality, how outcome data will be recorded and evaluated and how feedback will take place	4
The school ensures robust quality assurance for all external mental health and wellbeing provision taking place, which is reported and evaluated at senior and governor level	4