

## WRAY COMMON: Promoting Children's Mental Health

Curriculum, teaching & learning		Enabling student voice to influence	
What we do	Outcome	What we do	Outcome
<ul style="list-style-type: none"> <li>High quality, structured and progressive PSHE curriculum, which includes relationships, anti-bullying, healthy choices, emotions, conflict resolution, assertiveness, abuse, drugs, PANTS rule, SMART rule and mental health</li> <li>Weekly "Thinking Thursdays" promotes respect, empathy and expression</li> <li>PSHE is assessed – shared with parents bi-annually</li> <li>High priority, supported by The Wray Common Way, given to children: learning how to demonstrate shared school Values; take ownership and control over their learning through CAPTURE, and being influential Wray Common Citizens</li> <li>"Think Space" and Yoga club provides opportunities for self-reflection and mindfulness</li> <li>Opportunities to integrate learning re emotional health and well-being integrated into the curriculum, e.g. through "Boy in the Girl's Bathroom", Yr.4</li> </ul>	<ul style="list-style-type: none"> <li>Children know about and make safe choices, e.g. child entered shop on way home for support as felt unsafe</li> <li>97% of children say they demonstrate school Values, which supports their own and the emotional health and well-being of others</li> <li>98% of parents say the school helps their child have a healthy lifestyle</li> <li>"Wray Common is simply an amazing place that helps children learn and achieve but it also helps children grow into members of a community with strong values and ideas," parent voice</li> <li>"The children are not pressurised by exams, tests and scores," parent voice</li> </ul>	<ul style="list-style-type: none"> <li>KS2 children part of Parent Evenings</li> <li>Active, inclusive School Council</li> <li>Soapbox Assemblies to discuss and debate</li> <li>House Assemblies led by children</li> <li>Range of buddying/mentoring opportunities</li> <li>Pupil questionnaires are followed up by teachers to ensure children feel cared for and listened to</li> <li>Talk-focused pedagogy across the curriculum and assemblies develops respectful learning environment and supports expression</li> <li>Feedback re school dinners</li> <li>Children pitch for and select charity</li> <li>Children part of interview process</li> <li>Children go to book shop to select books for the school</li> <li>Children part of play equip choices</li> <li>Peer mediators support children in feeling listened to and supported</li> <li>Use of Worry boxes broadens access</li> <li>Worry-buster available at lunchtime</li> <li>Conflict resolution embedded in curriculum</li> <li>Restorative approaches embedded</li> </ul>	<ul style="list-style-type: none"> <li>Goal-setting projects – "Guardians of Our Planet" and "Aspiring to be the best we can be" – hugely impactful on children feeling sense of empowerment</li> <li>95% of children say they have someone to talk to if worried about something</li> <li>Children feel they have a voice, listened to and can influence their community; 90% of children believe School Council is impactful, supported by the fact that they have led a 39% reduction in accidents</li> <li>83% of children believe they can resolve conflict effectively</li> <li>Now have Eco-Council in place as suggested by children</li> </ul>
Ethos and environment		Targeted support	
What we do	Outcome	What we do	Outcome
<ul style="list-style-type: none"> <li>Values and relationships-focused evidenced through assemblies, curriculum, and actual relationships</li> <li>Focus on development of whole child articulated in Wray Common Way parent quote</li> <li>CAPTURE pedagogical approaches supports and challenges children to be active in and take ownership of their own learning</li> <li>School council reports weekly on accidents, behaviour and values</li> <li>Staff and children share personal stories re Values and mindset</li> <li>Systems in place to listen to children e.g. Pupil Voice Learning Walks, questionnaires, soapbox assemblies,</li> <li>Strong and relentless safeguarding systems</li> <li>Invest in hands-on Inclusion Team who have strong shared knowledge of children</li> <li>Thinking Thursday, talk focus, soapbox, school council, etc. allows children to express their views with a respectful audience</li> <li>Clear Anti-bullying policy, practice and culture</li> </ul>	<ul style="list-style-type: none"> <li>"Leaders have created a culture which is underpinned by mutual respect. This results in pupils who work hard, try their best and are committed to achieving personal goals." Greensand T&amp;L Audit</li> <li>96% of children feel safe at school and make safe choices</li> <li>"It is clear that children feel safe and secure at school, with good relationships and trust with staff, showing a deep understanding of relationships within the school." Governor Report</li> <li>95% of children feel cared for at school and have someone to talk to if they are worried</li> <li>"The inclusive use of gold stickers and medals aimed at personal improvement not just high flyers is a great approach," parent voice</li> <li>Prejudiced-based incidents and bullying are rare</li> <li>Inclusive/accepting/supportive culture amongst children as evidenced by reaction to individual children's challenges</li> </ul>	<ul style="list-style-type: none"> <li>Employ and allocate Team Around the Child Champion, Mr Durston to support emotional needs by working directly with children</li> <li>Access school nurse as appropriate</li> <li>Deliver "Happy to Be Me" and Cognitive Behaviour Therapy group interventions</li> <li>Specialist Speech &amp; Language Assistant employed to support development of communication skills</li> <li>Referrals made to outside agencies as appropriate, e.g. CAMHS for mental health, JIGSAW for bereavement, etc.</li> <li>Targeted events, such as Pentathlon and Bookshop, organised</li> <li>Targeted vulnerable children discussed at 1/2-termly Pupil Progress Review Meetings between individual class teachers and DH - all barriers to learning considered – actions implemented</li> <li>Invest in lunchtime Nurture provision</li> <li>Additional transition support for targeted children transitioning to secondary</li> </ul>	<ul style="list-style-type: none"> <li>96% of our "vulnerable" children say lessons are interesting and enjoyable; 100% say that the school works hard at keeping everyone safe;; 94% say they feel cared for at Wray Common</li> <li>Majority of children coping better with challenges and having a more positive disposition in response to targeted interventions</li> <li>Class teachers and Senior Leadership have strong knowledge of children</li> <li>Needs of children are addressed</li> </ul>

Identifying need & monitoring impact		Working with parents/carers	
What we do	Outcome	What we do	Outcome
<ul style="list-style-type: none"> <li>Specialist Speech &amp; Language TA employed to support assessment of communication needs and evaluation of progress</li> <li>A range of assessment tools, including Boxall Profile and Strengths &amp; Difficulties Questionnaire, utilised to support assessment of social and emotional difficulties</li> <li>Behaviour tracking analysed</li> <li>Children questionnaires utilised to respond to children's needs</li> <li>Fortnightly Pastoral Review Meetings held by Designated Safeguarding Leaders</li> </ul>	<ul style="list-style-type: none"> <li>Needs of children are assessed in timely manner</li> <li>Staff know the needs of children</li> <li>Interventions are planned to meet needs</li> <li>Interventions regularly evaluated and utilised to inform next steps</li> </ul>	<ul style="list-style-type: none"> <li>Open door policy</li> <li>Full-time Team Around the Child Champion visible and directly supports families</li> <li>Opportunities, such as Learn With Your Child, Workshops, Assemblies, Summer 2 event, for parents to be involved in school life and directly in their child's education</li> <li>Marvellous Me promotes talk linked to school</li> <li>Home Visits carried out for all Reception children</li> <li>Bi-annual reports to parents, which includes reference to values and attitudes</li> </ul>	<ul style="list-style-type: none"> <li>"School values in the children are amazing - my child talks about helping others rather than 'turning out their light' which is lovely and means she understands how to speak to other peers", parent voice</li> <li>99% of parents say classroom staff are welcoming and supportive</li> <li>96% of parents say there are opportunities to be involved in school</li> <li>97% of parents say they would recommend the school</li> </ul>
Staff development		Leadership and management	
What we do	Outcome	What we do	Outcome
<ul style="list-style-type: none"> <li>Mental health part of Training Plan for all staff</li> <li>Staff trained re importance of Relationship Education &amp; how to support children <i>building, maintaining &amp; restoring</i> relationships</li> <li>Staff trained to understand and support delivery of effective "Restorative Approach" in response to breakdown in relationship</li> <li>Leadership Team and Inclusion Team attend additional training as appropriate to maintain a level of expertise, which is shared with staff</li> <li>Staff trained in how to create supportive learning environment for all, eg. "Devil is in the Detail"</li> <li>At least termly safeguarding update training for all staff</li> </ul>	<ul style="list-style-type: none"> <li>Staff have the knowledge, understanding and skills to deliver a curriculum that integrates the development of social and emotional skills within all subject areas</li> <li>Staff are skilled at identifying signs of anxiety, emotional distress and behavioural problems, and responding appropriately, including referral to Inclusion Team as appropriate</li> <li>Strong, respectful &amp; caring relationships exist between children and between children &amp; adults</li> <li>Timely and appropriate referrals are made to outside agencies</li> </ul>	<ul style="list-style-type: none"> <li>Frequent Attendance Review Meetings held by Head and Inclusion Leader</li> <li>Utilise electronic system to collate and track needs of vulnerable to support holistic view and impactful actions</li> <li>Fund additional Educational Psychologist support to support identification of need and planned strategies</li> <li>Relentless focus on maintaining strong safeguarding culture</li> <li>Well-being of staff always a formal School Development priority</li> <li>Weekly Inclusion Team meetings supports the sharing of knowledge which informs identification of need</li> <li>Inclusion Leader and Headteacher evaluate and review interventions at least termly</li> <li>Hold Team Around the Child meetings to review individual needs &amp; plan for support</li> <li>Utilise advice from Surrey TAMHS worker</li> <li>Regular leadership monitoring of children's understanding re safety and PSHE curriculum to ensure teaching results in learning and to identify next steps</li> <li>Termly Safeguarding Team meetings including Safeguarding Governor and range of staff representatives</li> </ul>	<ul style="list-style-type: none"> <li>"WC supports children in believing in oneself and instils confidence in the children," parent voice</li> <li>"Wray Common gives safeguarding highest profile and here is a strong, long-established safeguarding culture throughout the school," Safeguarding Audit</li> <li>There is a culture of shared accountability re well-being</li> <li>Staff have a constant desire to improve provision and mental health outcomes for children</li> <li>"WC sees the child as a 'whole' and not just focused on league tables and data", parent voice</li> <li>Impactful actions from leaders, e.g. 33% reduction in serious behaviour incidents 18/19</li> <li>"Wonderfully nurturing environment," parent voice</li> <li>Hold Inclusion Quality Mark</li> <li>As a result of our "best practice", consulted upon as part of Surrey-wide Mental Health Award review</li> </ul>

## Mental Health Development Plan

Area	Success criteria	Actions
<b>Curriculum Profile</b>	<ul style="list-style-type: none"> <li>Teachers will have a sound understanding of 'mental health' issues and will use appropriate vocabulary to facilitate discussions</li> <li>Children will be able to respond confidently when discussing age appropriate issues</li> <li>Our school policy will evidence our approach to children's mental health</li> </ul>	<ul style="list-style-type: none"> <li>Planning to be looked at/updated to ensure enough opportunities to discuss, role play issues around mental health, particularly in upper KS2</li> <li>Policy on mental health or mental health referenced in PSHE policy</li> <li>Overview for "How We Teach PSHE" on our website/newsletter to include Mental Health</li> <li>Domestic Violence to be included as part of Yr 6 curriculum</li> <li>Embed "assertiveness" in the curriculum</li> <li>Review curriculum re feelings and resilience</li> <li>Language of mental health to be shared and used by teachers</li> </ul>
<b>Targeted Support</b>	<ul style="list-style-type: none"> <li>Staff feel more confident in supporting children re MH</li> <li>Children to have strategies to cope with anxiety</li> <li>Parents notice reduced anxiety in their child</li> </ul>	<ul style="list-style-type: none"> <li>Embed Cognitive Behaviour Therapy group intervention</li> <li>Training for all staff re identifying mental health needs</li> <li>Embed use of children, e.g. peer mediators to support others</li> <li>Engage children in projects to make a mark/influence on surroundings</li> <li>Target children's engagement in extra-curricular activities</li> <li>Identify all Young Carers and support as appropriate</li> <li>Improve information re safeguarding and mental health through website and Newsletter</li> <li>Relationships and Sex Education (RSE) parent workshop and Newsletter</li> <li>Signposting attendance at Parenting Puzzle as appropriate</li> <li>Training for parents re anxiety</li> </ul>
<b>Training</b>	<ul style="list-style-type: none"> <li>All teachers will feel confident in identifying children with mental health</li> </ul>	<ul style="list-style-type: none"> <li>Mindfulness training for staff</li> <li>TAMHS training</li> <li>Staff to engage in coaching training</li> <li>Utilise online collation to support tracking of needs</li> </ul>
<b>Pupil Voice</b>	<ul style="list-style-type: none"> <li>Child questionnaires show that they feel listened to</li> <li>There will be more opportunities for children to work across both key stages</li> </ul>	<ul style="list-style-type: none"> <li>Create greater opportunity for KS1 pupil voice</li> <li>Establish impactful Eco-Council</li> <li>Create more opportunities re autonomy</li> <li>All children sharing voice (while cautious about anxieties)</li> </ul>