

Focused Priority 1	Mental Health					
<p>What will be different for children (emphasise learning & achievement)?</p> <p>Ofsted category cross reference:</p> <p>Quality of teaching, learning and assessment</p> <p>Personal development, behaviour and welfare</p>	<p>A whole school approach to mental health is in place with all adults having a universal focus upon the mental health and well being of children. While academic progress is essential the mental health of children is the overwhelming priority. Good mental health and well being is being directly taught in every classroom and children are aware how to monitor their own mental health and how to ask if they need support. The well proven links between physical and mental health are utilised and daily physical activity takes place for every child. The school has an open attitude towards mental health and every member of the school community is able to articulate what mental health is and ways to improve it. Children are taught a range of strategies to improve their mental health, such as mindfulness, physical activity, expressing emotions and having routines. A bespoke approach is taken, acknowledging that mental health cannot be a one size fits all approach and children will need differing levels of support. Adults are responsive to and adapt lessons and planning to meet the ever changing world situation, for example developments around COVID19, in a calm and measured manner. Children are given appropriate additional support at times of greater need, for example school closure or family trauma. Regular information is communicated to parents about supporting children's mental health, at least termly. The Emotion Coaching approach is the cornerstone of interactions between adults and children and the effects of trauma and ACES are well understood by all adults. Where more targeted or specialist support is required this is accessed in a timely and consistent manner. A range of support is available for adults to support their mental health and well being.</p>					
Success Criteria						
<p>SC1- Termly survey of children's mental health shows improvement in children's knowledge of and approach to mental health and improvement in the quality of their own mental health</p> <p>SC2- Termly mental health newsletter/video to parents</p> <p>SC3- Daily physical activity for every child linked to improving mental health including direct teaching of mental health strategies that promote resilience</p> <p>SC4- Curriculum that contains direct teaching of mental health and well being</p> <p>SC5- Staff demonstrate a good understanding of ACES and trauma and the use of emotion coaching approach by every adult</p>						
Key People			Funding & Resources			
<p>Ian Pearson- Vice Principal</p> <p>Jack Tyson- Mental Health Lead</p> <p>Laura Giles- PSHE Lead</p>			<ul style="list-style-type: none"> • Release time for mental health lead and PSHE lead • Additional training for mental health lead • Resources, mainly books, to support mental health 			
Actions (and those responsible)			Who monitors?	Who evaluates?*	When	Check Date when completed
Termly (long term) mental health newsletter/video to parents (SC2) Jack Tyson + Ian Pearson			IP	HS	October February June	17/12/21 6/1/21

Carry out termly (6x per year) survey of children's mental health- action any key points highlighted by the survey as needed Jack Tyson SC1	IP	HS	Every short term	15-12-21
Whole school staff training on mental health- Ian Pearson SC4, SC5	IP	HS	September January	3/9/20 7/1/21
Follow up staff training on mental health, including next steps for teachers- 3x across year- Jack Tyson SC3, SC4, SC5	IP	HS	September February June	24/9/20 8/1/21 Training was not completed due to time pressures and lockdown
Instructions and expectations sent to staff around daily physical activity with explicit link to mental health Jack Tyson SC3	IP	HS	October	14/9/21
Training for staff on PSHE curriculum- Laura Giles SC4	LG	IP	December	17/12/21
Mental Health Learning walk x3 Ian Pearson and Jack Tyson SC3, SC4	IP	HS	November March June	4/12/21 March Not completed due to lockdown
Gather feedback from staff around what each year team has put in place for children's mental health Jack Tyson and Ian Pearson SC4	IP	HS	November March June	2/12/21 23/3/21 28/6/21
Planning scrutiny Ian Pearson SC4	IP	HS	January May	Not completed- time pressures caused by lockdown and monitoring of other subjects meant this would not have been appropriate

				monitoring event
Whole school staff training on ACES and Trauma External provider and Ian Pearson SC5	IP	HS	January June	4/1/21
Respond as appropriate to national and international issues where they have an impact on children's mental health, for example ongoing developments around COVID19	IP	HS	Ongoing throughout year	January 2021

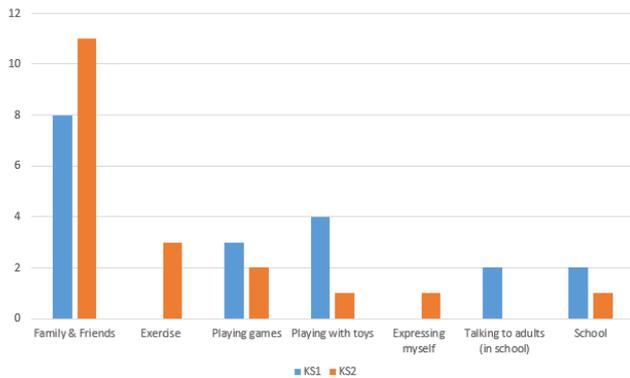
Evaluation:

Impact Review January 2021

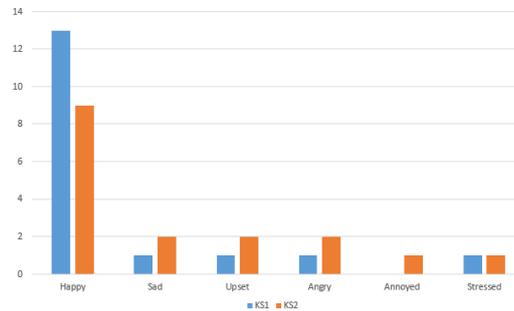
SC1- Termly survey of children's mental health shows improvement in children's knowledge of and approach to mental health and improvement in the quality of their own mental health

The children's survey of mental health showed a good developing knowledge of mental health. They were able to talk knowledgeably about mental health appropriate to their age. They could also identify their own emotions, good things about their lives and support they would like when they feel anxious:

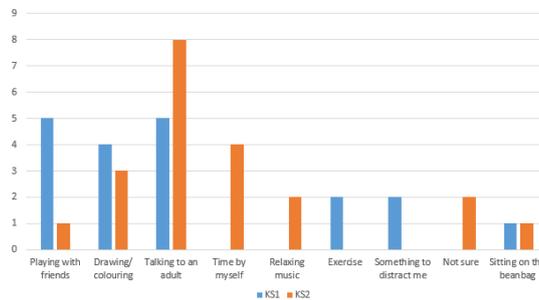
What makes you feel good about your life?



What emotion do you feel most of the time?

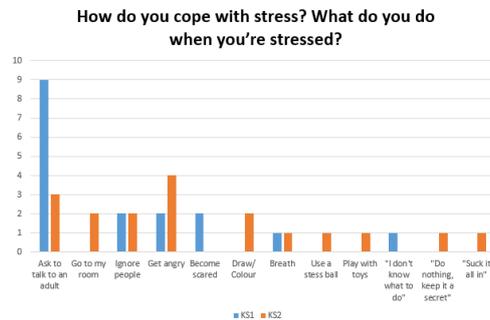


What support would you like to help you feel better when you are stressed or anxious?



For a question around how children cope with stress most children could suggest some positive strategies, e.g. talking to an adult. There were a minority of children however who could only suggest more negative ways, such as

getting angry. This will be a key priority for Spring term, with in school work and information sent home focusing on this issue:



Staff survey results in December also showed a broadly positive picture on mental health of children from a staff perspective and gave a clear baseline to work from:

The children have generally responded well to the changes and challenging circumstances caused by COVID 19 (1=not at all, 5=very much so)

[More Details](#)

23

Responses

3.91

Average Number

Most children I work with demonstrate a good level of resilience (1=not at all, 5=very much so)

[More Details](#)

23

Responses

3.35

Average Number

Most children I work with appear to be in good mental health currently (1=not at all, 5=very much so)

[More Details](#)

23

Responses

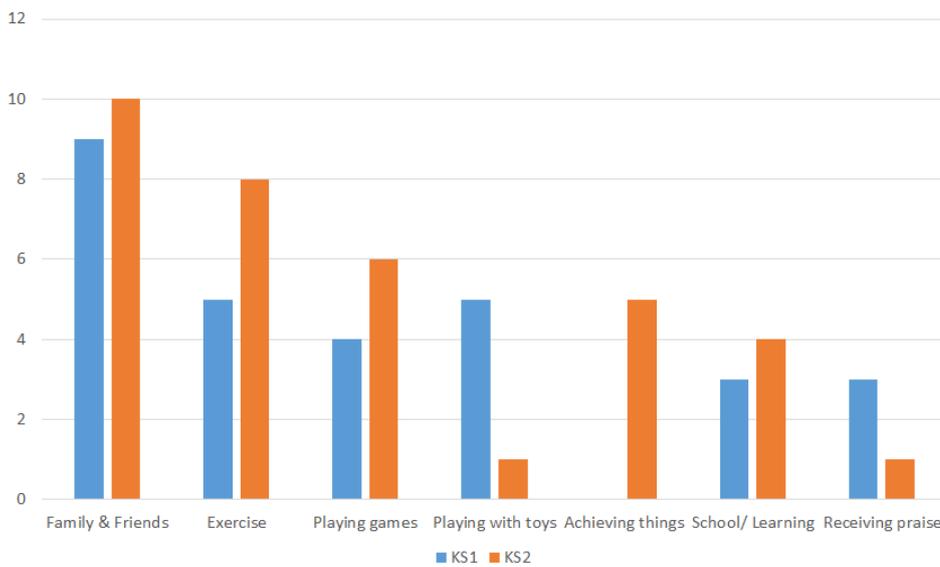
3.61

Average Number

Impact review 2- June 2021

Children's survey showed a good understanding of activities that would make you feel good:

What makes you feel good about your life?

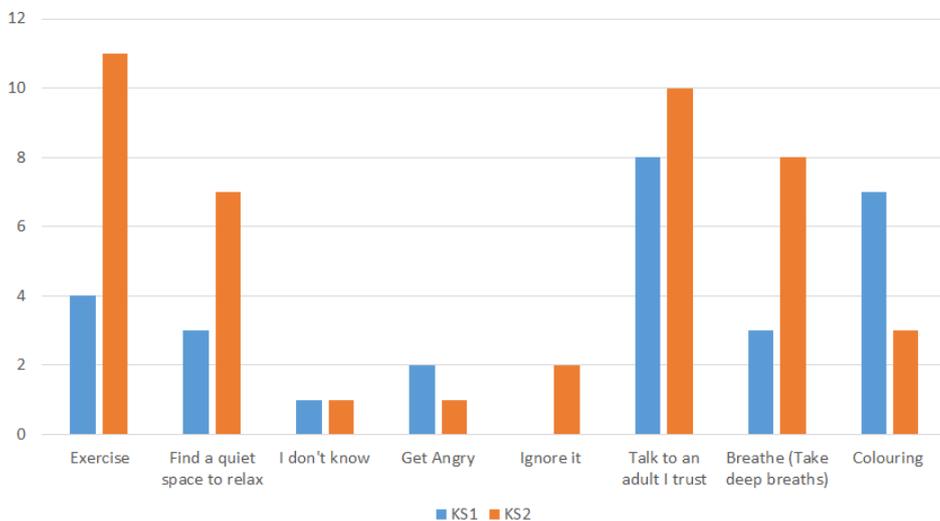


There remains work to do around KS2 and appreciating praise and KS1 on achieving things.

Identification of emotions remained strong and similar results to the above in January.

The question around stress showed good progress from January, following on from this being a focus:

How do you cope with stress? What do you do when you're stressed?



The results show the vast majority of children can name some positive ways to cope with stress and only a very small number naming more negative strategies or not knowing. This was a substantial improvement over the year.

Impact Review January 2021

SC2- Termly mental health newsletter/video to parents

Newsletters have been sent out for both long terms. Given the January lockdown it was decided to move the February Newsletter to the beginning of January in order to offer important support for families as we entered the new lockdown. These have covered a variety of mental health topics- '10 ways to stay calm over Christmas', links

to local and national initiatives, ways to stay physically active, mindfulness and others. All information in the newsletters linked directly to other actions taken in school.

Impact review 2- June 2021

Further newsletters and other updates have been sent to parents, both during the lockdown period and afterwards. These have again covered a wide variety of topics and have signposted parents and children to a wide range of different support. They include "Top Tips" of things to try together at home and again link directly to the ongoing work in school, including the work of the mentor from NTFC.

Impact Review January 2021

SC3- Daily physical activity for every child linked to improving mental health including direct teaching of mental health strategies that promote resilience

The Daily Mile was introduced in September. All classes have a timetabled daily session to complete this and adherence to this has been excellent. Barring poor weather days all sessions have been completed, both formal (see above) and informal pupil voice are extremely positive. Jack Tyson led the introduction of new gym equipment which has proven to be very popular during play and lunchtimes with both KS1 and KS2 pupils. PE Equipment was reorganised so all pupils can access COVID secure PE and a wider variety of play equipment for playtimes was provided. A new liaison with Northampton Town Football Club was introduced in January which will, COVID permitting, lead to a further wide expansion of daily physical activity offered. Additionally the school began a new project with NMPAT based around wellbeing in January 2021.

Staff survey:

We have participated in the Daily Mile on the majority of occasions

[More Details](#)

● Yes	23
● No	0



The children participate in mindfulness activities at least twice a week

[More Details](#)

● Yes	17
● No	6



Impact review 2- June 2021

Staff survey again shows highly positive impact, with very similar results to those above. The mentor from NTFC has had a good impact despite lockdown- initially he worked remotely but since school return he has worked across year groups. He has delivered MH sessions- feedback from the children has been positive on these, with comments such as "he helps us to think about mental health as well as being healthy to play sports, it's really good" and "he teaches us about how to be more relaxed and not worry".

Impact Review January 2021

SC4- Curriculum that contains direct teaching of mental health and well being

Staff survey carried out in December showed that mental health was being directly taught on a weekly basis in all classes with a variety of other initiatives in place to support well being and mental health also clearly embedded. The learning walk conducted by Jack Tyson confirmed that this was the case:

4. This term the children have received direct teaching on how to promote good mental health

[More Details](#)

Yes	22
No	1



Questions around the amount of provision offered showed staff to be very much in agreement with our prioritisation of mental health this year:

The level of support for children's mental health the school provides is

[More Details](#)

Too much	0
About right	21
Too little	2



The amount of mental health training staff have received is

[More Details](#)

Too much	0
About right	20
Too little	3



Impact review 2- June 2021

The repeated staff survey again returned very similar (positive) results to those above:

8. The level of support for children's mental health the school provides is

[More Details](#)

[Insights](#)

Too much	0
About right	15
Too little	2



9. The amount of mental health training staff have received is:

[More Details](#)

[Insights](#)

Too much	0
About right	16
Too little	1



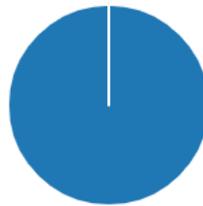
Again the data indicates all children are receiving direct teaching on mental health:

4. This term the children have received direct teaching on how to promote good mental health

[More Details](#)

[Insights](#)

Yes	17
No	0
Don't know	0



Impact Review January 2021

SC5- Staff demonstrate a good understanding of ACES and trauma and the use of emotion coaching approach by every adult

Whole school training on ACES was carried out by Hayley Scargill on the January 2021 Training Day. This was done using external specialist resources. Feedback from the training was gathered via Padlet and this feedback was then discussed at a DSL meeting with actions identified to further develop staff knowledge of ACES. This will be followed up with further training and discussion around ACES later this year.

Impact Review June 2021

Due to time pressures caused by lockdown and the need for other training to take place further ACEs training did not take place. However the Emotion Coaching approach has continued throughout school and staff are all clear on what ACEs are and the potential effect this has on children.

Did Laura do the PHSE training? Or was it only SEND she completed? Do we need to add this in as a priority? There is no deadline added on your actions above. Yes, Laura did PSHE training on 17th December, I've added above

What was your focus for the planning scrutiny? Was it mental health? Is this still a priority? Planning scrutiny was due to be mental health, I would say currently not the priority it was- it would be a "nice to do" monitoring activity at the moment but we have other, more pressing, monitoring needs