

Carnegie Centre of Excellence for Mental Health in Schools

School Mental Health Award Final Assessment Validation

Wilds Lodge School

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Date: 18 December 2019

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

Wilds Lodge School has presented a detailed profile of evidence that demonstrates they are Excelling across all eight competencies of the School Mental Health Award. This therapeutic residential school has used the framework and content of the Award to very good effect to develop their mental health and wellbeing strategies, structures and practices from a strong starting point.

The School Mental Health Award lead talks of Wilds Lodge “feeling like a home rather than the school where everything is thought about”. It is a warm environment with a beautifully finished building and grounds team that create an external environment in which the pupils can thrive. Parents feel welcome and heard. It is “very much the talking school”.

Relationships with the pupils are key. The staff comprises a care team, therapy team, teachers grounds staff and domestic staff who are thought of as “nurture nannas”. There is a cohesive approach across the school from all staff and they model consistency and self-regulation. This approach helps the pupils become self-aware. The curriculum focuses on emotions coaching, celebrating LGBT, black history, developing relationships and being safe online. This results in open conversations between the pupils and all members of staff. The therapy team is visible around the school throughout the day. There is no stigma attached for the pupils to go to therapy, “it’s a cool thing to do”. There is a strong focus on emotional literacy with the pupils self-learning to regulate. Staff model early development that some of the pupils may have missed out on. The school has recently taken in girls and also has pupils who identify as a different gender from their sex at birth. Changing cultures from what has been an all boys’ environment has been planned for and sensitively developed.

The award and its framework, has enabled leaders to think about the school’s culture and how the school is managed. It has helped make connections between what leaders do for staff mental health in order to impact positively on the mental health of pupils. The school is flexible in supporting the needs of its staff to help establish balance between work and home. As a result of the award, the school has set up a

School Development Forum. Staff have always been able to feedback to leaders but did not necessarily see the changes and the impact of the feedback. This new forum has made staff feel valued and they are able to take ownership of change and lines of progression have become open to them that may not have been previously.

There is a programme of supervision for all staff. Therapists have weekly external supervision governed by organisations such as HCPC. Other members of the staff have group supervision weekly. The majority of staff in the school have had supervision training themselves.

Although the school does not have a governing body, governance of the school is taken on by leaders and parents have the opportunity to feedback through structured parental walks. These involve a parent spending a day in a class other than that of the child to experience what the school day looks like. The parents then feedback to leaders who readily take comments on board. The school is subject to regular care and education OfSTED inspections.

The School Mental Health Award has been a catalyst for leaders to reflect on what they are doing and why. This has led to more outreach work influence in practice beyond Wilds Lodge. 2 members of staff presented at the British Association of Drama Therapists annual conference with around 60 people attending the workshop. At Hertfordshire University they have presented on working in a therapeutic environment and shared the structures that they have in place as well as therapies that can be implemented. This has been delivered to other school-based therapists. Therapists will be lecturing at Derby University in the New Year. The head of Key Stage 2 presented at the Values Led Education conference. There has also been publications on the use of creative tools for wellbeing.

To support local thinking, the teaching staff have delivered a programme of evening training for local schools with around 30 people attending 6 two-hour sessions. The foci included autism, ADHD, and nurture. The interest and need for this kind of support and training has led leaders to reflect on how they can help the mainstream schools to support pupils in their own settings rather than referring. They have developed a programme of direct outreach work so that other pupils at risk of disengaging with the education can access the facilities and staff at Wilds Lodge to have time to work with the child, then the members of staff from their child's school and to support them fully reintegrating back into the school. This has been trialled with a small number of pupils and will be formalised into an offer across the region.

In the spring of 2020, the school is hosting its own conference to enable mainstream schools to better resource themselves in managing mental health.

I have no hesitation in concurring with the self-assessment made by the school and recommend that Wilds Lodge School is awarded the Carnegie Centre of Excellence for Mental Health in Schools School Mental Health Award at Gold level.

Liz Dawson
Lead Coach/Verifier
School Mental Health Award
18 December 2019

Competency profiles provided by the school

Leadership and Strategy	Excelling
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	N
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	5
Staff have mental health as a core part of their job description and role requirements	5
Leaders' performance management includes a focus relating to mental health	5
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	5

Organisational Structure & Culture - Staff	Excelling
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	5
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	5
Staff self-care is encouraged	5
Senior leaders model the expectations they have of all staff to promote good mental health	4
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	5
A culture of tolerance, trust and openness is developed	5
Stigma regarding mental health and support for individuals and groups is challenged	5
Job flexibility is supported where possible within a secure business case	4

Organisational Structure & Culture -Pupils	Excelling
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	5
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	5
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	5
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	5
The school ensures that pupils expressing concerns are listened to	5
The school has clear pathways and provisions available to discuss mental health concerns, managing student difficulties and create strategies with follow ups	5
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	5
The school promotes of positive and healthy relationships amongst pupils, staff and with parents	5
Pupils are engaged through encouraging pupil voice, authentic involvement in learning, decision making and peer-led approaches.	5

Support for Staff	Excelling
A comprehensive staff health and wellbeing offering supports staff mental health	5
The school consistently works towards reducing the stressors that affect staff mental health	5
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	3
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	5

Professional Development & Learning	
The school has a proportion of staff trained in Mental Health First Aid for adults appropriate to the size of the staff cohort	5
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	5
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	-
All Governors access professional development opportunities to develop their understanding skills in mental health linked to the role of the Governing Body	-
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	5
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	3

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	5
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	5
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	5
All staff mental health CPD is underpinned by evidence and expertise, aligned to DfE CPD standards	5
Staff feel supported to take forward any new learning from training into their practice	5

Support for Pupils	Excelling
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	5
Pupil wellbeing is developed through implicit methods of teaching and learning such as: emotional literacy, character strengths, values, virtues, resilience and self awareness	5
Relationships within the school are positive providing a nurturing, safe and supportive environment which creates a sense of belonging for pupils	5
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	5
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	5
Staff respond wisely to 'challenging' behaviour, both responding actively with clear consequences and also understanding its deeper roots, taking opportunities to model and teach positive alternatives	5
Pupils know how to ask for support and this is followed up by staff	5
There are clear internal referral procedures, understood by all staff, to ensure timely and appropriate support is sourced and accessed for pupils in need	5
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	5
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	5
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	5
Effective early intervention support is provided and evaluated	5
Physical activity and relaxation activities are on offer that improve wellbeing	5
If peer mentoring is used, those who serve as peer mentors have training and a support structure which they can use if needed	3
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	5

Working with Parents and Carers	Excelling
The school ensures a non-judgemental, warm and welcoming environment exists for parents/carers	5
Parents have access to school mental health and wellbeing policies	4
Effective relationships with parents/carers are fostered and maintained	5
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	5
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	5
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:	5
The school has effective strategies in working with all parents/carers	5
Systems are in place that ensures parents/carers are regularly updated on their child's progress as well as any concerns that may exist	5
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	5

Working with External Stakeholders	Excelling
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	5
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	5
The school is up to date with new legislation and DfE guidance	5
The school is aware of local agencies and organisations which offer mental health support services	5
Specialist organisations work with the school to develop the mental health and wellbeing of staff, children and parents	3
The school is aware of and builds relationships with local community projects, voluntary organisations and networks	5
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	5
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	5
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