

Wellbeing Award for Schools (WAS)

Verification Report

School name:	Carre's Grammar School
School address and postcode:	Northgate, Sleaford, Lincolnshire NG34 7DD
School telephone:	01529 302181
School website:	http://www.carres.uk/site/default.asp
Head teacher:	Mr N Law
Head teacher's email:	Nick.Law@carres.uk
WAS coordinator:	Rosemary Brooks
WAS coordinator's email:	Rosemary.Brooks@carres.uk
Award verifier:	Jackie Lamb
Award adviser (if applicable):	
Date of verification:	1 st April 2019

Commentary on the evidence provided:

The school clearly sees Emotional Wellbeing and Mental Health (EWMH) as central to its work and has done for many years. The award has allowed them to identify which areas are going well, which require more attention and plan appropriate responses.

The evidence provided was exceptionally clear and over and above the minimum requirements essential for the award.

It was clear that staff, students, and parents/carers all value the school's focus on EWMH, and felt listened to and supported. The governors are extremely supportive of the work the school is doing with regard to EWMH and the lead governor for EWMH is passionate about the school. Parents, pupils and staff were enthusiastic and clear about how well the school supports all members of the school community with regard to EWMH.

The staff leadership team demonstrated an impressive understanding of the needs of staff, parents and students and the importance of everyone feeling safe and cared for.

When I arrived at the school, I was greeted and made to feel welcome and handed a safeguarding leaflet. There was information and leaflets for students and parents/carers regarding EWMH displayed in the entrance hall.

The change team consisted of a wide range of key stakeholders; senior staff; student support staff; the PHSE coordinator Mental Health Champion; teaching staff; heads of year; support staff; parents; governors and student council members

The WAS co-ordinator presented a very clear and informative presentation about the schools journey of providing EWMH for all stakeholders and the WAS process.

Strengths identified during verification:

The vision statement of Carre's Grammar School clearly states the core values of the school community, and these values are evident in all they do, both strategically and in practice. EWMH is considered in all aspects of school life and is embedded throughout the school and in its policies.

A key strength identified during verification, is the belief and commitment from the Head Teacher and senior staff regarding the importance of EWMH. Also, that the whole school constantly reviews its practices and responds accordingly in a co-ordinated and measured way.

There is a wide range of training, assemblies and support for all students in relation to EWMH, for example: The school took part in World Mental Health Day and Mental Health week; individual and group work for vulnerable pupils, is carried out by the student support mentors; the school is aware of the 'Time to Change, Ask Twice' campaign; a member of the student support team is always 'on call' and available if a student has a problem; there is an 'in house' counsellor; EWMH support staff are present at all parent events (transition meetings and parent/teacher evenings); there are transition review meetings for Y7; there are posters and information about EWMH all around the school, and particularly on the back of toilet doors; pastoral staff have attended a wide range training courses and their professional development is constantly being reviewed and updated.

Exam stress is taken seriously, and clearly discusses and supported through targeted sessions on, for example, anxiety, stress and strategies to try. The PHSE curriculum also has a strong focus on EWMH.

The student support department uses evidence based assessments and information when referring to overstretched external agencies and because of this, their referrals are always accepted.

The school are exceptionally proactive in identifying EWMH needs and liaison between members of staff is excellent. For example the member of staff who runs the study support area, will pass on any concerns she may notice about a particular pupil to one of the student support mentors, to explore. The school are very aware of how students can 'slip through the net'. There is a EWMH email address if pupils have any concerns or feel unable to ask for help face to face (help@carres.uk)

The school are working hard to reduce stigma around EWMH and one year 13 student led an assembly to talk about his own difficulties with mental health. This student felt he was so well supported by the school that he wanted to share his experience and help others understand that it's OK to not be OK, and that you can manage your mental ill health and recover with the right support.

Staff EWMH is supported through a number of measures, e.g. absence being monitored by in house human resources staff, as an indicator of EWMH problems; free gym membership for staff; an EWMH booklet for all staff which includes ways to look after your wellbeing; questionnaires; INSET training; private counselling; online support (e.g. through education support partnership), flexible working can be negotiated; free lunch when running a lunch club; free tea and coffee in the staff room and free Zumba and spinning classes.

Areas for development:

In addition to continuing with the excellent work this school carries out in regard to EWMH, the school have already identified the following areas for development:

- Raise the awareness of some of the services offered and access points, including sign posting;
- Upskill middle managers to support their staff with regard to EWMH;
- Make staff more aware of phased and adapted return to work approaches;
- Reduce teacher workload (including considering staggering report writing);
- Investigate the term 'bullying' and the pupils' perception and understanding;
- Train student mental health first aiders;
- Consider different approaches to parent programmes.

Other Ideas:

As the school already uses some 'restorative approaches' you may be interested in looking at this book: 'Just Schools' by Belinda Hopkins. It may also be food for thought regarding any future work on bullying. I will also send you some information.

https://www.amazon.co.uk/Just-Schools-Approach-Restorative-Justice/dp/1843101327/ref=sr_1_1?keywords=just+schools&qid=1554212827&s=books&sr=1-1

The school council might be interested in this short video (5 mins) in relation to any anti-bullying work they may undertake. <https://www.youtube.com/watch?v=USpkit4Lr-w>

The student support mentors might want to consider some other early intervention/prevention ideas, such as a relaxation programme (I will send you a resource), and the FRIENDS resilience programme: <https://www.friendsresilience.org/my-friends-youth-ages-12-15/>

The Wellbeing Champions to plan a programme of EWMH events for the future (year ahead?) and encourage the parents who have worked with and received support from the EWMH team to participate in the planning and/or organising of some/all of the events.

If there is the capacity, consider running training courses for local schools. I often hear schools say that there isn't enough training that's affordable and good quality. There is a wealth of expertise in the school regarding EWMH, which could be shared with other schools (possibly at an affordable cost)

Verifier recommendation:

I am delighted to recommend that the school be awarded the Wellbeing Award for Schools for a period of three years.

Head teacher comments:

This is an excellent report and I, and others, can easily recognise the school. The whole process has enabled us to co-ordinate and celebrate all the things that we do to support emotional well-being and mental health and bring this to the fore.

May we use your comment for website/marketing purposes? **Yes**