

Assessment date: 02.07.24

Assessor: Helen Lord

Outcome: Based on the findings of the visit, I am pleased to confirm you have achieved MindMate Friendly status. This demonstrates your commitment to Social, Emotional & Mental Health (SEMH) provision in your Academy (primary and secondary phases).

Information about the assessment process:

- The Academy self-evaluated current SEMH practise using the School Health Check prior to the assessment. The school judged themselves using descriptors in line with OFSTED.
- The assessor interviewed groups of pupils, parents, staff, and senior leaders.
- Students conducted a tour of the school with the assessor.
- Relevant paperwork was presented as stated in the agreed list of documentation.

The Academy has the following strengths:

General:

- **Website:** The Academy website provides a wealth of information for both parents and children.
- **Welcoming Environment:** The children and staff are incredibly welcoming and emotionally articulate.
- **Strong Relationships:** Relationships in this Academy are strong. Staff and pupils feel cared for and know where to go for support.
- **Whole School Wellbeing:** The whole Academy approach to wellbeing is evident throughout the Academy.
- **Student Characteristics:** The pupils I met were happy, confident, articulate, polite, and friendly, demonstrating a good knowledge and understanding of health and wellbeing.
- **Personal Development:** Personal development is a golden thread throughout the Academy, highlighted on the website and in the prospectus.
- **Curriculum Enrichment:** There is a wide range of curriculum enrichment opportunities for pupils, starting from Reception.
- **Newsletter:** The Academy newsletters reflect the amazing additional opportunities all pupils gain here.
- **Wellbeing Links:** Good links are made between physical and mental wellbeing e.g. mile a day, scrap shed and playground monitors.

Social, Emotional & Mental Health:

- **Comprehensive Support:** This Academy excels in offering comprehensive Social, Emotional, and Mental Health (SEMH) support, addressing the needs of all pupils and providing targeted interventions when necessary.
- **MindMate Curriculum:** MindMate is taught in all year groups throughout primary and secondary, with a personalised, adapted MindMate curriculum for secondary pupils to meet

their needs.

- **Student-centred Conversations:** Pupils are at the heart of conversations, even when discussing sanctions.
- **Nurture Focus:** Nurture is central to everything at this school, with the prospectus emphasising nurture and support ahead of academics.
- **Inclusivity:** This is an inclusive school where every child has a voice, including SEND children via talking mats.
- **Outstanding Provision:** The provision for children with SEMH needs is outstanding, including the TLCs, the Nest, EAL provision, and in-house alternative provision.
- **SEMH Action Plan:** A detailed action plan for SEMH is in place.
- **Pastoral Advocates:** The Pastoral Advocates are real assets, praised by all stakeholders for their support of pupil and parent wellbeing.
- **Behaviour Policy:** All pupils understand the behaviour policy, which is adapted to meet the needs of children with additional SEMH needs.
- **Interventions:** A wide range of interventions address SEMH needs, providing both universal and targeted support.
- **Trauma-Informed Practice:** All staff have received trauma-informed practice CPD, reflected in the behaviour policy and conversations to understand individual needs and provide appropriate support.
- **SENCO Support:** The work of the SENCO (primary and secondary) supports the wellbeing needs of all pupils.
- **MindMate Partnership:** The academy has established a strong partnership with the MindMate Support Team to assist staff, pupils, and parents with mental health issues.
- **Parental Engagement:** Significant efforts have been made to increase parental engagement.
- **Emotional Registers:** Emotional registers are used in all primary classrooms, ensuring any child who needs support receives it the same day.
- **Accessible Support:** All pupils know they can access support whenever they need it, without stigma.

Areas for development:

- Relaunch the worry boxes in the primary phase to ensure all pupils are aware of them and can access them easily and discreetly.
- Ensure all parents are informed about how they can participate in the consultation on the behaviour and anti-bullying policies.

Quotes from the assessment visit

Pupils:

"We have MindMate lessons to show how we are feeling and understand we have emotions through life."

"We have a teacher called Miss Bascombe who talks to us about how we are feeling."

"We have a dog called Amber who helps us with our feelings."

"If we have worries on our chest, we will always have time to talk about how we feel."

"If we need a minute, we get a minute and we can sit on the sofa to calm down and then when we are ready to come back in, we can. If you're upset in lessons, we have a time out pass where we can go to the pastoral desk and we can have 2 or 5 minutes."

"We have pastoral advocates. They are like a teacher, but they help you with your mental health and wellbeing. If you're struggling in class, you can take a walk or talk to a pastoral advocate."

"We have got sports day coming up and school has been really helpful because they are getting me a taxi to get me there and there will be special chairs to get me out if there was a fire."
If you are ever upset or angry, you will never be told off. Everyone will care for you. If people don't have much money, school will help raise money so they can come on trips so no one is left out."
"All teachers are helpful, really kind and they help you whenever you need help. They will take you out of a lesson and all the pastoral leads are really nice. They talk to you about the incidents and do assemblies to make everyone safe."

Staff:

"In primary we have staff voice and pupil voice, and we can put ideas forward. One of the things that has been introduced as a result of this, is the TLC."
"The behaviour policy is meeting the needs of the young people. Staff use their professional judgement when dealing with incidents. It's a framework to allow staff to use it how they see fit. They look at the needs of the child and then make reasonable adjustments for the child."
"The kids and staff love the TLC."
"Our pastoral team is extremely accessible to our parents. There is a dedicated pastoral advocate for all year groups, so they are never waiting longer than a day for support. The pastoral advocates are a point of contact for the parents."
"On the year 5 trip to Whitby we had a child who had never been to the beach before and he was so appreciative for being there and it gave them that independence."
"Relationships are strong and really respectful on both sides. The children only react to us because they feel safe here."
"Staff wellbeing is great. I am part of the wellbeing committee and we have had a plant sale where we sold off the plants that the children had grown to staff and pupils. When it was mental health awareness month, it was about moving, and we had a dance class session for staff. It was a great dance class. And now currently we have a Spanish class taking place."
"I came from a really big school and this school is beautiful as everyone's door is open. I feel so warm and welcomed by the staff here and the pupils. There is a child who gives me a high five every day and it is just beautiful."
"I have a good morning welcome sign on the student shop and the students choose how they say good morning."
"Our staff work well with each other; there is very little resistance, if any.
What is really important is that so many people recognise if you are not on the bright side. I know I can walk past anyone, and they will help. There is no judgement, and I don't feel embarrassed. It is just nice and warm."
"The kids are the best thing about this school because they just make you smile every day. They remember you and they are warm with you. They just want to know about you."
"They are interested in you and it's because they get it back; we are always interested in them."

Parents:

"My child never not wants to come to school – I have never had school refusal. He still likes to come to school."
"Personally, they have done really well as my child has struggled with their mental health. I have had great support from the safeguarding and wellbeing teams. They are very supportive with putting provision in place, even though a diagnosis is not in place."
"It is a good school, and they are very supportive. They do listen to you and work with you to change things."
"I like the fact that Mrs Malcolm sees us as a family and how it affects us as a family and that's very important. She checks in with me and asks me how I am."
"Mrs Morrell and Mrs Malcolm always ask how I am."
"They seem to genuinely care."
"They have lots of empathy towards my child."
"As soon as we came here, we got listened to."

"My son has had one to one support, so he accesses the curriculum and is making progress academically."

Thank you for taking the time to be a part of the assessment process and for making me so welcome on the day. I look forward to continuing working with you and supporting your future Healthy Schools work.

Kind regards
Helen

Helen Lord
Healthy Schools & PSHE Consultant
The Health & Wellbeing Service