

The Carnegie Centre of Excellence for Mental Health in Schools

School Mental Health Award Final Assessment Validation

Homefields Primary School

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Date: 8th January 2020

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

“As a result of the process, our ethos has strengthened and now has more clout behind it in terms of making it explicit what we need to do and why.”

“We are thinking about success in terms of heads, hearts and hands now - for example in PE, children know they don’t have to be physically skilful in order for PE to improve their health and wellbeing.”

“People who walk into the school say what an amazingly warm feel it has. They don’t want to leave!”

“A lot of this is so embedded in what we do that it often comes as a bit of a surprise when people acknowledge it as special... It’s allowed us to celebrate what we’re already doing really well and to ensure that the work we’re doing is sustainable and has real longevity and impact.”



Homefields is a larger than average Primary School with 361 pupils on roll including FS1 provision. The local community has a low deprivation factor (lowest quintile of free school meals) but nationally the school is in the top 20% of schools for EHCP children. They have a rich cultural context, with 22 different languages being spoken. They sit in a mainly private housing suburb of Derby.

It was a real pleasure to review the evidence presented by colleagues at Homefield Primary School. It was clear from our first conversation that there was already much to be proud of and to celebrate in terms of how the mental health and wellbeing of students, staff and families was supported and promoted, though there were also some clear areas for growth.

We acknowledged from early on the need to build on existing good practice rather than detract from it. During the time they have been working towards the award, the school have done exactly this, writing good practice into policy where appropriate and reflecting on, learning from and building on what is working well so that the benefits were sustainable and more wide-reaching. A great example of this is the approach to Forest School which has been found to have a very positive impact on KS1 learners and their families. As a consequence, the school has invested in training and resources so that more staff and children can benefit from the approach; Forest School will be available to learners in both KS1 and KS2 in future. This also highlighted the excellent approach to CPD taken by the school, with significant investment of time and resource being complemented by a clear plan of action and support to ensure that training has a tangible impact on staff practice and pupil outcomes.

Parents and carers really value the school and the support they provide to developing children as both learners and young citizens. Parents of recent leavers reported that children were thriving in year 7, well able to apply what they'd learnt both within and beyond the classroom to help them successfully transition into KS3. Parent questionnaires were responded to positively with parents quick to praise the school.

“What a journey! Words cannot describe our feelings of sincere thanks and deepest gratitude as XXX leaves primary school. He has been so lucky to be a part of the Homefields family. From the bottom of our hearts, thank you to each and every one of you who believed in XXX, picked him up when he fell and raised him when he was low and saw beyond his difficulties and challenges to help find the boy he has become.”

The school has 6 attitudes to learning which have been a real focus, and these are now fully embedded in practice and this is reflected in pupils' ability to cope and thrive at school, and beyond.

“Our 6 learning attitudes are taught throughout the school, from nursery to year 6 (resilience, resourceful, reciprocal, respectful, responsible and reflective). We use these in our daily teaching to help children understand how to be a good learner.”



It was great to hear that mental health formed a key part of the School's improvement plan and staff are now encouraged to include mental health more as part of classroom teaching.

"This year Mental Health is a large part of the SIP. We wanted mental health to be a core part of our classroom teaching. To enable staff to do this we are writing one of the strands of their performance management as a "mental health" objective."

This is working well, with staff receiving tailored input to develop and deliver on performance objectives linked to mental health rather than a one size fits all approach. Staff are receiving input and guidance through line management discussions, drip feed CPD and also through a full staff INSET held recently. This has resulted in updated classroom practice at all levels, with staff feeling they have the understanding, knowledge and confidence to work in slightly different ways. Most notably, the way in which people connect and converse with children and each other has begun to change leading to a calmer and more supportive approach.

"We've always really cared about the children and been a kind school, but now we think more about every interaction and we've made small changes to how we talk to the children and how we respond to challenges and it's having a noticeable impact."

Homefields Primary School has presented a detailed profile of evidence that demonstrates they are at embedding or better across all eight competencies of the School Mental Health Award. The 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.

I have no hesitation in concurring with the self-assessment made by the school and recommend that Homefields Primary School is awarded the Carnegie Centre of Excellence for Mental Health in Schools School Mental Health Award at Bronze level. Many elements of the school's practice were at the silver level. With longer timeframes to share their practice more widely and evidence the impact of their work, the school could aspire to the Silver award, and may want to consider working towards revalidating at the silver or gold level if mental health continues to be a priority for the school.

Pooky Knightsmith
Coach/Verifier
School Mental Health Award
8th January 2020



Competency profiles provided by the school

Leadership and Strategy	Embedding
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	Y
Governors understand, embrace and lead the ethos and business case for a comprehensive mental health and wellbeing approach within the school	3
Governors hold school leaders to account for the mental health of staff and pupils	3
Senior Leaders develop and implement the strategies and structures needed to improve mental health in the school	4
Staff have mental health as a core part of their job description and role requirements	3
Leaders' performance management includes a focus relating to mental health	3
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	3
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.	3
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	3

Organisational Structure & Culture - Staff	Embracing
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	4
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	3
Communication protocols are well established and adhered to e.g. restrictions on unnecessary emailing in evenings, overnight and weekends	4
Workload expectations are made explicit and are well managed, such as marking & assessment, hours in school, working at home	4
Staff self-care is encouraged	4
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	4
A culture of tolerance, trust and openness is developed	4
Stigma regarding mental health and support for individuals and groups is challenged	4
Job flexibility is supported where possible within a secure business case	4



Organisational Structure & Culture -Pupils	Embracing
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	4
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	4
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	4
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	3
The school ensures that pupils expressing concerns are listened to	4
The school has clear pathways and provisions available to discuss mental health concerns, managing student difficulties and create strategies with follow ups	4
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	4
The school promotes of positive and healthy relationships amongst pupils, staff and with parents	4
Pupils are engaged through encouraging pupil voice, authentic involvement in learning, decision making and peer-led approaches.	4

Support for Staff	Embracing
A comprehensive staff health and wellbeing offering supports staff mental health	?
The school consistently works towards reducing the stressors that affect staff mental health	4
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	3



Professional Development & Learning	Embedding
The school has a proportion of staff trained in Mental Health First Aid for adults appropriate to the size of the staff cohort	3
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	4
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	3
All Governors access professional development opportunities to develop their understanding skills in mental health linked to the role of the Governing Body	3
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	3
All staff access professional development opportunities to develop their skills in pupil mental health and wellbeing	3
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	4
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	3
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	3
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	4
All staff mental health CPD is underpinned by evidence and expertise, aligned to DfE CPD standards	3
Staff feel supported to take forward any new learning from training into their practice	3



Support for Pupils	Embracing
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	4
Pupil wellbeing is developed through implicit methods of teaching and learning such as: emotional literacy, character strengths, values, virtues, resilience and self awareness	4
Relationships within the school are positive providing a nurturing, safe and supportive environment which creates a sense of belonging for pupils	4
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	4
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	4
Staff respond wisely to 'difficult' behaviour, both responding actively with clear consequences and also understanding its deeper roots, taking opportunities to model and teach positive alternatives	4
Pupils know how to ask for support and this is followed up by staff	4
There are clear internal referral procedures, understood by all staff, to ensure timely and appropriate support is sourced and accessed for pupils in need	4
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	4
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	4
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	4
Effective early intervention support is provided and evaluated	4
Physical activity and relaxation activities are on offer that improve wellbeing	4
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	4



Working with Parents and Carers	Embracing
The school ensures a non-judgemental, warm and welcoming environment exists for parents/carers	4
Parents have access to school mental health and wellbeing policies	4
Effective relationships with parents/carers are fostered and maintained	4
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	4
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	4
Any stigma shown by parents about mental health is handled sensitively yet firmly	3
The school provides learning, guidance and support for parents to help them:	3
The school has effective strategies in working with all parents/carers	4
Systems are in place that ensures parents/carers are regularly updated on their child's progress as well as any concerns that may exist	4
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	4

Working with External Stakeholders	Embedding
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	4
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	4
The school is up to date with new legislation and DfE guidance	4
The school is aware of local agencies and organisations which offer mental health support services	4
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	3
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	3
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	3
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	3

