

# The Carnegie Centre of Excellence for Mental Health in Schools

## School Mental Health Award Final Assessment Validation

**School:** Bengeworth CE Academy

**School Lead:** Rachel Seneque and Ellie Muitt

**Coach/Verifier:** Lucinda Powell

**Date:** 23rd June 2021

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

Bengeworth CE Academy has presented a detailed profile of evidence that demonstrates they are Excelling 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. The school felt that the framework had encouraged them to reflect on how much they were already doing but also challenged them to reach their full potential.

The provision within the school is wide ranging but the leads identified the work they had done on increasing pupil voice as the highlight. In particular the capability within the school for pupils to drive positive change and that the school is not just led from the top, but everyone has their say in moving the school forward. Examples of this are through the wellbeing ambassadors, the development of the RSE curriculum and the positive relationships and behaviour policies.

The pupils have a wide range of support mechanisms available. The structures in place enable pupils to be identified quickly and for intervention to be proactive, the referral pathways are clear and easily accessible



for staff. The work with ImpactEd has been particularly helpful in aiding this early identification. The leads talked about the collaborative approach that the school takes to support working as a team within the school to draw on support for ELSAs, for example, but also working with external professionals such as the counsellor and educational psychologist. Within the school there is a wide range of available support which has been underpinned by a comprehensive CPD programme for staff, so all staff are highly skilled.

In terms of staff the school again has really clear structures in place to support wellbeing at all levels. There is a comprehensive package of support, but Mental Health is considered at all levels. Workload practices have been reviewed and adapted to reduce marking, offer flexibility working from home in PPA time, giving time to write reports and so on. The culture is very caring and open and the 'shout out' board, you've been mugged, and similar initiatives reflect this. The mental health ambassadors have been really proactive in identifying ways that the school can further support staff. Changes made are constantly monitored for impact.

The senior leaders are good role models for mental health and there is clearly an open-door policy and a sense of teamwork within the school. Staff are given opportunities for career development and the management process takes into consideration staff wellbeing, encouraging them to develop their strengths which leads to a real sense of feeling valued. The governors are also incredibly supportive and proactive in understanding the work the school is doing. They question and challenge the school leads on changes. Reports from senior leaders as well as pupil parliament mean that they have a really holistic understanding of the needs of the school. The lead did feel however, there is potential to build on this with more bespoke training for governors.

With the pandemic the school has made a variety of adaptations in the way that it works with parents to ensure that parents continue to get the support they need. This has included using digital technology and apps to maintain contact (e.g., SeeSaw and Tapestry), they have employed a Family Support Professional to go out and meet with parents and build really positive relationships with them. All the staff were amazing in supporting the families - putting together bespoke packs to go home, making calls, and videos for specific children. One parent has set up a parent inclusion network which has a Facebook group and has run workshops for parents on a variety of topics including mental health.

The school works with a wide range of external agencies and the leads mentioned that the award had made them more outward facing. In particular they highlighted their amazing educational psychologist and what he has brought to the school. He has really helped to develop the CPD in the school and will be working next year on adaptive teaching and a coaching model within the school. The other highlight is the work with the speech and language therapists who work with the children but also the school and families. The provision is so good that the school has become a hub school offering Wellcomm training.

The school is clearly sharing its good practice with many schools in the local area through a variety of networks and through the local authority, with two SLEs in the school. The school also runs training and mentoring for PGCE and NQTs in the local area. At a national level, the lead has contributed to a number of projects such as the Challenge Partners' Network of Excellence, The New Normal: A summary of The Centre for Education and Youth and STiR Education's Roundtable, Making Waves- a better future for assessment publication and as a flagship school for the Inclusion Quality Mark.



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

Lucinda Powell  
Coach/Verifier  
School Mental Health Award  
23rd June 2021



LEEDS BECKETT UNIVERSITY  
CARNEGIE SCHOOL OF EDUCATION

Minds  
Ahead

## 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	y
Governors understand, embrace and lead the ethos and business case for a comprehensive mental health and wellbeing approach within the school	5
Governors hold school leaders to account for the mental health of staff and pupils	5
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	4
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	5
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.	5
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	4
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	5
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	5



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.	4

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	5
Access to coaching and counselling is available and encouraged where deemed helpful	5
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	4



Professional Development & Learning	Excelling
The school has a proportion of staff trained in Mental Health First Aid for adults appropriate to the size of the staff cohort	4
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	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	5
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	5
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	4
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	4
Pupils are involved in the design of mental health and wellbeing initiatives and are encouraged to give feedback and provide new ideas	3
Achievements and successes of students are recognised and celebrated	5



<b>Working with Parents and Carers</b>	<b>Excelling</b>
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	5
Effective relationships with parents/carers are fostered and maintained	5
The school is committed to continuously improving parental communication	5
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	5
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	5
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	4

<b>Working with External Stakeholders</b>	<b>Excelling</b>
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	3
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	4
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	5

