



Lawnswood Campus Mental Health and Wellbeing Strategy 2021 – 2024



Lawnside Campus MENTAL HEALTH AND WELLBEING STRATEGY – The Orchard Centre & Nightingale Home & Hospital Service

Lawnside Campus Mental Health & Wellbeing Strategy was initially developed in 2018, with ongoing reviews planned. However following the COVID-19 pandemic which commenced March 2020 and since returning to school September 2021, as a community we are aware of the impact of the pandemic and subsequent remote learning, isolation, illness and loss to name some of the factors which impacted the mental health & wellbeing of our young people, staff and our surrounding community. Many of our young people are vulnerable and have also experienced significant adverse childhood experiences and trauma and are at risk of developing a co-occurring mental health condition alongside current social, emotional and physical issues and/or SEN diagnosis. The pandemic has brought in to sharp focus the escalating mental health & wellbeing needs of our young people and staff who support our community. As a result, this strategy has been formulated as a response to where we are now with a focus on the mental health & wellbeing needs of our young people, staff and surrounding community over the next 3 years.

Named Mental Health Leads:

Senior Mental Health Lead

Joanne Adams, Lawnside Integrated Therapy Lead until July 2022, Craig Powers Assistant Head Orchard Centre, September 2022 onwards

Education Psychology, Reflexions Lead

Joanne Adams, Lawnside Integrated Therapy Lead until July 31st 2022, Craig Powers Assistant Head Orchard Centre, September 2023 onwards

Nightingale Home & Hospital Service, Mental Health & Wellbeing Champion, Lindsay Watson

Orchard Centre Mental Health & Wellbeing Champion, Craig Powers

Who contributed to this strategy?

- The Senior Leadership Team
- The 'Change Team'
- Young People & Parents/Carers – Stakeholder feedback
- Education Psychology Department
- Lawnside Campus staff team

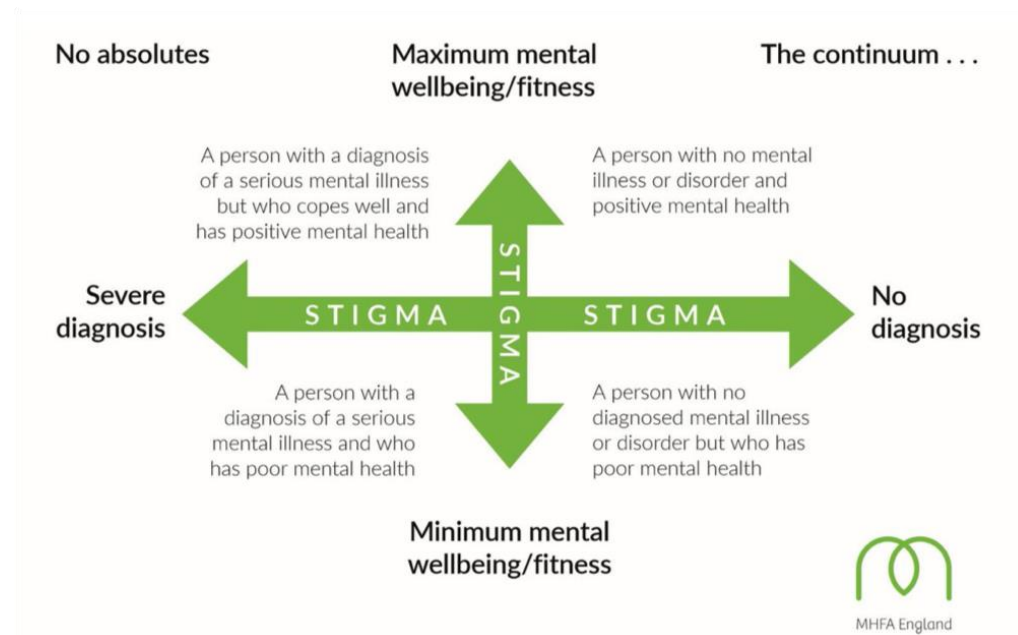
Mental Health and Emotional Wellbeing at Lawnside Campus



Definition of mental Health by 'The Mental Health Foundation'

'A positive sense of well-being which enables an individual to be able to function in society and meet the demands of everyday life. People in good mental health have the ability to recover effectively from illness, change or misfortune.'

Mental health & wellbeing is a continuum and we will all experience episodes of poor emotional health and wellbeing during our lives, whether we have a diagnosis of a mental health illness or whether we generally experience good mental health.





We believe that everyone at Lawnswood Campus has a responsibility to promote positive mental health, and to understand about protective and risk factors for mental health. Some children and young people will require additional help and all staff should have the skills to look out for any early warning signs of mental health problems and ensure that children with mental health needs get early intervention and the support they need.

All staff have an awareness that our young people are at risk of developing a co-occurring mental health condition alongside their social, emotional, physical, communication issues and SEN diagnosis. All members of the SLT and teaching team are aware of the possible risk factors that might make some of our children and young people even more likely to experience problems, such as physical long-term illness, having a parent who has a mental health problem, death and loss, including loss of friendships and family breakdown.

It is everybody in our school's responsibility to remain curious when they notice a change in a young person or adult's behaviour and interactions. Where this is a safeguarding concern, all members of staff, both in the classroom, and in the wider school, report this immediately to a member of the safeguarding team and after doing so, complete a 'CPOMS' entry. Any concerns about a young person's (or adults) mental health and wellbeing which are not safeguarding, report these to the class teacher, Head of Centre or SLT member. As appropriate there is also the option to complete a referral to; Lawnswood Integrated Therapy Service, The Education Psychology led Reflexions Service or escalated to CAMHS as appropriate.

Why do we need this strategy?

Our Young People

At Lawnswood Campus, we aim to promote positive mental health and wellbeing for our whole school community (young people, staff, parents and carers), and recognise that mental health and wellbeing has the same importance as physical health. We recognise that young people's mental health is a crucial factor in their overall wellbeing and can impact upon their learning and achievement.

At Lawnswood Campus, we recognise that our young people are at greater risk of developing mental health problems due to their Social, Emotional and Physical and or SEN needs. Our role in school is to provide a safe environment where we support our young people to become more resilient and manage times of stress, change and upset. Our role is to also support our young people in their understanding of what they can do to maintain positive mental health, what affects their mental health, and what they can do for themselves when they are experiencing a particular emotion.

Our aim is to help develop the protective factors which build resilience to mental health problems and to be a school for our pupils where:

- All young people are valued
- Young people have a sense of belonging and feel safe
- Young people are able to communicate and feel listened to, with trusted adults, about their emotions
- Positive mental health is promoted and valued.



Our Staff

In addition to young people's wellbeing, we recognise the importance of promoting our staff's mental health and wellbeing.

We recognise that our staff are our most important resource and are valued, supported and encouraged to develop personally and professionally within a caring, purposeful school community.

We recognise that there is a direct link between the wellbeing of our staff and the wellbeing of our young people, and that the culture and values of our School are determined by the extent to which staff work towards our vision.

At Lawnswood Campus, we believe that it is essential that all staff feel part of a supportive and valued team, have the opportunity to express their views and are supported to manage their workload within a culture that supports a healthy work-life balance.

Our aim is to be a school for our staff where:

- they are valued
- they are supported to build resilience to mental health problems
- they are supported to keep a healthy work-life balance
- they are supported to manage their family and work responsibilities
- positive mental health is promoted and valued
- we recognise and promote the importance of a happy team
- we ensure that there are effective methods of communication
- we take account of equality implications
- times of stress are addressed and staff are supported through it
- we learn from each other

**Staff are responsible for:**

- Treating one another with empathy, respect and kindness.
- Taking care of their own health and safety at work and communicating with key staff where they need support.
- Being committed to the ethos of staff wellbeing and keeping in mind the workload and wellbeing of colleagues.
- Valuing all members of staff in the school and acknowledging the important role that everyone takes.
- Contributing to the ethos and social aspects of school life where possible to build morale and effective team spirit.
- Developing and respecting shared areas where possible so that there is space to relax as well as appropriate work spaces.

Self-care

As a school we are equally committed to promoting and maintaining the mental health, wellbeing and resilience of young people, their families and staff.

Good self-care is sound prevention, guarding staff against severe or chronic distress and professional impairment. Lawnswood Campus actively promote a culture of self-care amongst its staff. We believe it is important that all staff are supported to look after their own mental health & wellbeing. This is not only important for them as individuals, but also for the quality of input and care they give the young people and their families/wider school community.

Our Parents and Carers

At Lawnswood Campus, we believe that it is essential that all parents and carers feel part of a supportive and valued community and have the opportunity to express their views and feel confident that they are being listened to.

Our aim is to be a school for our parents and carer's where:

- Parents and carers are key to understanding the young person and this is supported
- Parents and carers are encouraged to learn from each other and build support systems with other families
- Parents and carers are supported to build resilience, particularly during times of transition or additional stress
- They feel valued members of our school community
- They feel that they are actively involved within their child's education
- They feel able to come to us for support
- They feel listened to and that their voice is heard.

We support our parents and carers via our dedicated Parent Hub, involvement with their child's education journey, offer family support and communicate in various assessable ways to promote positive mental health & wellbeing.



How do we support the mental health and emotional wellbeing of our whole school community?

We take a whole school approach to promoting positive mental health that aims to help our children and young people to feel supported, heard, accepted, valued and empowered.

To enable us to achieve this, we:

Help our young people to develop their communication skills to be able to have their own voice and choice and request help when they need it.

Help our young people to be resilient learners.

Teach young people social and emotional skills and an awareness of mental health

Engage with our parents and carers from the moment they start their 'Lawnswood Campus journey'.

Support and train staff to develop their skills and their own resilience.

We also recognise the role that stigma can play in preventing understanding and awareness of mental health issues. We therefore aim to create an open and positive culture that encourages discussion and understanding of these issues.

How we support young people's mental health & wellbeing

At Lawnswood Campus, we believe that mental health & wellbeing information and education is a priority across the school. It is explicitly taught through several different areas on the curriculum; 'Emotional Regulation', 'Relationships Education', 'Relationships, Sex Education' areas of learning in the curriculum and 'Social, Emotional, Mental Health' and 'Communication' on a pupils EHC plan. However, it is modelled every day, in all that we do at Lawnswood Campus, evidenced in staff and young people and parental relationships.

At Lawnswood Campus, many of our young people have communication issues and therefore find it difficult to express their concerns and feelings. In order to try and assess the mental health and wellbeing of a young person at Lawnswood Campus, we need to take a comprehensive and multi-disciplinary approach that considers aspects such as observations, past history, and a reliance on information from third parties, including teachers, staff members, parents and social workers who know the young person well. We have Teams of professionals both internal and linked to Lawnswood Campus who undertake and assist in the ongoing assessment and interventions offered to support and promote positive mental health & wellbeing with young people, staff and parents/carer's.



Lawnswood Campus Mental Health & Wellbeing Support

Dedicated Staff Counsellor

Nurse - Sharon Plested

CAMHS Specialist Practitioner - Jane Thomas

Reflexions Team

Megan Infanti - **Trainee Mental Health Practitioner**

Stacey Reckord - **Mental Health Practitioner**

Cross Campus

Lawnswood Integrated Therapy Service

Lead - Joanne Adams

Practitioner - Luke Smith

Practitioner - Sharon Porter

Orchard Centre

Senior Mental Health Lead - Joanne Adams, Lawnswood Integrated Therapy Lead until July 2022, Craig Powers Assistant Head Orchard Centre, September 2022 onwards

Education Psychology, Reflexions Lead - Joanne Adams, Lawnswood Integrated Therapy Lead until July 31st 2022, Craig Powers Assistant Head Orchard Centre, September 2023 onwards

Orchard Centre Mental Health & Wellbeing Champion, Craig Powers

Nightingale Home & Hospital Service

Senior Mental Health Lead - Joanne Adams, Lawnswood Integrated Therapy Lead until July 2022, Craig Powers Assistant Head Orchard Centre, September 2022 onwards

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Nightingale Home & Hospital Service, Mental Health & Wellbeing Champion, Lindsay Watson.



Lawnswood Campus Whole-School Mental Health and Wellbeing Strategy & Planning Tool

As a Campus we have followed and closely aligned our planning and learning outcomes to the eight principles of Public Health England's strategy for promoting children and young people's emotional health and wellbeing via a whole-school approach, with each set of outcomes grouped under the heading of one of the principles. Lawnswood Campus have used the tool to audit the current provision in our school and to create an action plan to further develop each area.

1.0 Leadership and management

Objective: leadership and management champion efforts to promote and support mental health and wellbeing, and bring about strategic change to deliver an effective whole-school or college approach in settings.

Area of whole-school approach:	Current position/audit	R	A	G
1.1 School leaders have clear expectations regarding the whole-school approach and purpose of DMHL.	Refer Action Plan Completed Introduction 04.04.22 to Extended Leadership Team.	☐	☐	☒
1.2 School leaders have in place a whole-school or college approach to mental health and wellbeing, tailored to their setting's needs, which is referenced in development plans, mission statements and other key documents, such as policies.	<i>Is mental wellbeing considered in current policies on safeguarding, PSHE/RSE, anti-bullying, behaviour?</i> Refer Action Plan Completed Vision statement states commitment to MH&W*	☐	☒	☐
1.3 School leaders are clear about the factors needed to lead strategic change to implement a whole-school approach and have put in place	<i>Staff training? What stakeholders are involved?</i> Refer Action Plan	☐	☒	☐



strategies to identify, understand and overcome resistance, and bring key stakeholders with them.	Completed Statement of commitment to promoting & protecting positive Emotional Wellbeing and Mental Health signed by the Executive Head and Chair of the Governors* Vision statement states commitment to MH&W* Link Governor for Attachment & Trauma appointed* Identified Key Stake holders – all staff, pupils, parents/carers, wider community services to include; CAMHS, Educational Psychology, Social Care, Community Organisations Stakeholder Evaluation Form from staff/parent/carer/C/YP – over 50% took part * Senior Leadership Members undertaken training MH&W – Trauma Informed Schools			
1.4 School leaders understand the importance of working effectively with the senior leadership team, governors, parents/caregivers and pupils, and with staff in mandatory roles such as SENCOs, Designated Safeguarding Leads, teachers and virtual school heads to deliver a whole-school or college approach.	<i>What are your personal development needs in this area?</i> Refer Action Plan Completed Termly Management Committee Reports and meetings Service Development Plans – SEND Safeguarding - CPOMS System – Leadership responsibility and overview from Executive Head Parent/Carers Evaluation response All Staff Training Undertaken: MHFA -Youth Trauma Informed Schools Through the Eyes of Children in Care Comprehensive Induction Programme to identify C/YP MH&W needs Attachment & Trauma Training delivered as part of the induction programme for new & supply staff Trained Trauma Informed Schools Practitioner Trained Thrive Approach Practitioners	☐	☒	☐



1.5 School leaders are clear about how their role fits within the wider mental health system to be able to make best use of mental health support services across the NHS, their local authority and voluntary and community sector partners.	<i>How do you work with peers? How will you sustain and continually improve an effective support network as well as a whole-school approach?</i> Refer Action Plan Completed On site School Nurse Monthly meetings with CAMHS Regular Meetings with NHS Commissioners, Educational Psychology, Reflexions Service, Social Care	☐	☒	☐
1.6 School leaders are building stronger links with appropriate local services to build on existing best practice in schools and colleges, and they understand the benefits of sharing practice and experiences for sustaining an effective whole-school or college approach.	<i>What are your links with local services? How can you forge new links?</i> Refer Action Plan Completed Sharing Best Practice Wolverhampton Wellbeing Network Reflexions Wolverhampton – Steering Group & DSMHL membership PRU Network Meetings Trainee Teacher Programme Links CAMHS Base 25, Catch 22 Wolverhampton 360 Education Psychology Social Care NHS Commissioners	☐	☒	☐



1.7 Senior leaders understand the importance of collecting and assessing data to support implementation of a whole-school or college approach.	<i>How are you effectively monitoring impact?</i> Refer Action Plan Completed Data available from: CORE Net – collects/monitors MH&W data for C/YP accessing emotional support internally. Boxall Profile to assess development across emotional and social domains for vulnerable pupils Student Voice. Parent/Carer Voice	☐	☒	☐
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1.3	Review & Respond to Stakeholder Evaluation Forms received Identity MH&W Champions	Click or tap here to enter text.	Click or tap here to enter text.	Joanne Adams & Heads of Centre Leadership & Heads of Centre	01/11/2022	Click or tap here to enter text.
1.4	Identify cross collaboration pathways for Centres with Key staff to support/deliver a whole school approach.	Click or tap here to enter text.	Click or tap here to enter text.	Heads of Centre, SENCO's DSL Teachers, Leaders.	01/11/2022	Click or tap here to enter text.
1.5	Map local NHS services, local authority, voluntary and community sector partners and understand local mental health pathways for C/YP referral/escalation and link with staff in mandatory roles across centres	Click or tap here to enter text.	Click or tap here to enter text.	Joanne Adams Heads of Centre SENCO's, DSL/DDSL Teachers on/offsite.	31/01/2023	Ongoing
1.6	Sustained presence with local services to understand current & emerging best practice. Promote our own learning and best practice through existing internal & external Links/Networks & Forums. Communication Strategy.	Click or tap here to enter text.	Click or tap here to enter text.	All Staff	31/01/2023	Ongoing
1.7	Identify forums/meetings/pathways for data sharing to understand/monitor/evaluate/MH&W need	Click or tap here to enter text.	Click or tap here to enter text.	Joanne Adams & Heads of Centre	11/07/2022	Click or tap here to enter text.



2.0 Identifying needs and monitoring impact of interventions

Objective: to understand and plan appropriate responses to pupils' and students' mental health and wellbeing needs.

Area of whole-school approach:	Current position/audit	R	A	G
2.1 Senior leaders and staff understand the impact that poor mental health and wellbeing can have on children and young people's readiness to learn – and other indicators, such as attendance, attention, behaviour, and attainment.	<i>How is this fed back to staff and parents? How is this referred to in policies and practice?</i> Refer Action Plan Completed Staff/Teachers – Lesson Plans demonstrate differentiation that meets the needs of young people. Parent/carers communication, restorative meetings/conferences.	☐	☒	☐
2.2 Staff understand the impact that poor mental health and wellbeing can have on children and young people's readiness to learn – and other indicators, such as attendance, attention, behaviour and attainment.	<i>Do you have in place relevant tools to assess need and monitor interventions to support pupil and student progress?</i> Refer Action Plan Completed Comprehensive Staff Induction Programme to identify MH&W needs Attachment & Trauma Training delivered as part of the induction programme for new & supply staff Trained Trauma Informed Schools Practitioner Trained Thrive Approach Practitioners Trained Emotional & Wellbeing Practitioners Boxall Profile – Framework to understand and respond to behaviour	☐	☒	☐



	External Agencies used effectively across campus – Base 25, Catch 22 Wolverhampton 360, CAMHS			
2.3 Staff understand the range of mental health issues they are likely to encounter in schools and colleges, and the risk factors associated with specific groups, including those who have suffered trauma, vulnerable groups such as children who have or have had a social worker, looked-after and previously looked-after children, young carers and those identified as otherwise vulnerable, those with special educational needs and those from ethnic minority backgrounds.	<i>Do you have a process to identify those who may need additional support? Does this include working with other staff across the school to use pre-existing documents, such as Education Health Care Plans, where appropriate?</i> Refer Action Plan Completed SIMS in place with access to EHCP's Centre access Panel Process in place to identify and respond to C/YP aspects of need, risk and vulnerability. SEND Process in place Co ordinated SENCO's Pastoral Teams Working with EHC Plans and Education Psychology Assessment to identify additional support Directed staff time for reflective proactive to respond to anxiety/behaviour Ongoing reviews as part of: Centre Induction Plans Thrive Induction Plans Assessment Plans Lesson Plans demonstrate differentiation that meets the needs of young people SENCO Reports Transition Coaches Year 6-7 Year 11-12 Transitions Reports from one centre to another	☐	☐	☒
2.4 Senior leaders and staff understand how life experiences can lead to mental health fluctuations.	<i>Is training provided for staff on ACES/mental health and emotional learning/development?</i> Refer Action Plan Completed Trauma Informed Schools Introduction campus wide training Trauma Informed Schools Diploma level awards	☐	☐	☒



	Through the Eyes of Children in Care (Jenny Knock Training) ACE Training			
2.5 Key staff know and understand how to differentiate when the need of the child or young person would be better met by an education or health intervention, specifically in relation to SEND.	<i>Are key staff able to make decisions about whether a health or education intervention is more appropriate and access this support with reference to the Local Offer?</i> Refer Action Plan Completed Panel in place to agree on appropriate health or education intervention as appropriate with internal panels across campus to: Nightingale Centre Key Stage 1-4 Home & Hospital Service Offer of Hospital School Room tuition, home tuition, school based tuition for medically unwell children & young people Alternative Curriculum Offered ; ACE – Alternative Curriculum Enrichment Orchard Centre Key Stage 2-4 PRU Offer of specialist support for children & young people who have SEN due to adverse childhood experiences or have in place EHCP Rising Stars - nurturing environment to replace missing/distorted early nurturing experiences Alternative Curriculum Offered PBL – Project Based Learning Ongoing review as part of: SEND development Plan Centre Induction Plans Thrive Induction Plans Assessment Plans Lesson Plans demonstrate differentiation that meets the needs of young people EHC Plan SENCO Reports Education Psychology CAMHS Mainstream Schools Social Care	☐	☐	☒



2.6 Key leaders and staff understand the tools used by mental health professionals to baseline and measure outcomes of interventions.	<i>Do key staff recognise the tools? They do not need to know how to use the tools, but they should be familiar with them.</i> Refer Action Plan Completed Key Leaders & Staff Understand EP Reports & EHC Plans for implementation CAMHS referral and threshold process for allocation to services Use of Boxall Profile to assess development across emotional and social domains for vulnerable pupils	☐	☒	☐
2.7 Key staff monitor the impact of interventions provided to individuals or small groups and adapt the approach as needed.	<i>Are interventions evaluated for impact? Where is this fed back? Who does the monitoring?</i> Refer Action Plan Completed Systems in use cross centre SIMS Boxall Profile CORE Net Provision Mapping Impact of interventions is monitored by trained staff members (Student Development Leads, SENCo's, Practitioners etc) and fed back to Teams, Heads of Centre, Leadership, Management Committee	☐	☐	☒



Identifying needs and monitoring impact of interventions action plan

Objective	Action	Outcome	Resources	By whom	Date	Evaluation
2.1	Trauma Informed Approach reflected in Policies and Practice	Click or tap here to enter text.	Click or tap here to enter text.	HR Leadership Team Student Development Leads	31/01/2023	Click or tap here to enter text.
2.2	Review through the Appraisal System and CPD/Training Opportunities	Click or tap here to enter text.	Click or tap here to enter text.	HR Heads of Centre Managers Student Development Leads	31/01/2023	Click or tap here to enter text.
2.3	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.		Click or tap here to enter text.
2.4	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.
2.5	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.
2.6	Update all on CORE Net data system (clients) and outcome measures	Click or tap here to enter text.	Click or tap here to enter text.	Joanne Adams Student Development Leads	31/01/2023	Click or tap here to enter text.



2.7	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter a date.	Click or tap here to enter text.
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3.0 Targeted support and appropriate referrals

Objective: to ensure children and young people can get timely and appropriate support.

Area of whole-school approach:	Current position/audit	R	A	G
3.1 Key staff understand the types of statutory and independent mental health services that commonly exist in each local area, the needs they each meet, and when they are appropriate to access as part of a whole-school or college approach.	Refer Action Plan Completed Key staff understand and access statutory and independent mental health services locally and out of area.	☐	☒	☐
3.2 All staff are aware of processes and procedures for support and referral when there are concerns about a pupil's emotional or mental health.	<i>Do you, for example, have regular meetings to identify pupils, use wellbeing scales, self-referral routes? What do you have in place for support or referral?</i> Refer Action Plan Completed Weekly Complex Behaviour Meetings Use of SDQ, CYP monitoring for MH&W – evidence based CORE Net outcome/monitoring risk process CAMHS Referral Process Educational Psychology Assessment Process EHC Plans Process	☐	☐	☒
3.3 Staff understand the importance of forming strong partnerships with local services and the wider community.	<i>Are key staff able to identify and access the most appropriate statutory or independent mental health service provision available in your local area?</i>	☐	☐	☒



	<i>Refer Action Plan</i> <i>Completed</i> <i>Key Staff are able to identify through partnership and links the most appropriate or independent mental health service provision in the local area – this is achieved through partnerships/links with local voluntary, statutory agencies to include: CAMHS, Base 25, 360, Social Care, St Giles etc.</i>			
3.4 Key staff understand the threshold for making a referral to various services including NHS children and young people’s mental health services (CYPMHS, previously CAMHS), and the scope and limitations of what the NHS can offer.	Refer Action Plan Completed Key staff understand through partnership and meetings the threshold for making referrals to local services including CAMHS and the limitations, waiting times and role of Crisis services.	☐	☐	☒



Targeted support and appropriate referrals action plan

Objective	Action	Outcome	Resources	By whom	Date	Evaluation
3.1	Local mapping exercise and directory of local service provision as part of a Tiered Approach (in line with CAMHS)	Click or tap here to enter text.	Click or tap here to enter text.	Joanne Adams	31/01/2023	Click or tap here to enter text.
3.2	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.
3.3	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.
3.4	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.
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4.0 Staff development

Objective: for staff to support their own mental wellbeing, and that of pupils and students.

Area of whole-school approach:	Current position/audit	R	A	G
4.1 Senior leaders and staff understand the importance of staff looking after their own mental health.	<i>Are key staff able to access and utilise tools, strategies and resources to support their own mental health?</i> Refer Action Plan Completed Staff Work Survey – Termly, change and impact on staff monitored and action taken to address concerns. Self-Care Presentation to Senior Leaders- extended Leadership Team 08.02.2022	☐	☒	☐
4.2 Senior leaders understand the importance of working with staff to promote and support a positive culture of staff mental health and wellbeing.	<i>Are leaders able to identify and utilise tools, strategies and resources to confidently engage staff to help promote and support their mental health and wellbeing?</i> Refer Action Plan Completed Staff Counselling Service Staff Coaching Staff Mentoring Wellbeing Wednesdays Occupational Health Referral Me Time@3	☐	☒	☐



4.3 School or college has in place evidence-based approaches for supporting their own, staff and pupil or student mental health and resilience, such as trauma informed, counselling, mindfulness and other approaches, and understands the role these can play as part of a holistic approach.	<i>What approaches are used to facilitate the development of school staff? Do these include identifying critical training and ensuring that all staff can recognise and understand the process to respond to mental health concerns?</i> Refer Action Plan Completed Staff Staff Counselling Service Mental Health First Aid – Youth training campus wide training Trauma Informed Schools Introduction campus wide training Trauma Informed Schools Diploma level awards Through the Eyes of Children in Care (Jenny Knock Training) ACE Training Children/Young People Lawnswood – CORE Net assessment, clinical risk monitoring Rising Stars - Nurture Centre Sensory Room Library CAMHS Referral Process Educational Psychology Assessment Process EHC Plans Process	☐	☐	☒
4.4 School or college has in place a system for signposting and arranging appropriate support for staff dealing with mental health issues and incidents in the school/college.	<i>Is there a staff stress-management or similar policy in place? Do leaders signpost and increase and promote awareness of resources to support staff?</i> Refer Action Plan Completed Staff Counselling Service HR Process – Occupational Health Wolverhampton Council Work Place Wellbeing Charter	☐	☒	☐



4.5 Staff can recognise the signs and symptoms of pupils at risk of/with emotional and mental health needs and are confident in dealing with disclosures and incidents.	<i>Is adequate staff training provided?</i> <i>Refer Action Plan</i> <i>Completed</i> <i>Safeguarding – Policy, Yearly Safeguarding Training, Termly Safeguarding update</i> <i>CPOMS</i> <i>SIMS</i> <i>Boxall Profiles</i> <i>Training/ CPD</i> <i>Mental Health First Aid – Youth training campus wide training</i> <i>Trauma Informed Schools Introduction campus wide training</i> <i>Trauma Informed Schools Diploma level awards</i> <i>Through the Eyes of Children in Care (Jenny Knock Training)</i> <i>ACE Training</i>	☐	☐	☒
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Staff development action plan

Objective	Action	Outcome	Resources	By whom	Date	Evaluation
4.1	Selfcare document detailing: importance of work boundaries and work life balance. Reflective Supervision Adaptation of Appraisals to recognise and monitor emotional wellbeing and mental health	Click or tap here to enter text.	Click or tap here to enter text.	HR, Leadership Heads of Centre Joanne Adams	31/10/2022	Click or tap here to enter text.
4.2	Support/training on recognising work related stress, anxiety, low mood, work/life balance, burn out and available support	Click or tap here to enter text.	Click or tap here to enter text.	HR, Leadership Heads of Centre Joanne Adams	31/10/2022	Click or tap here to enter text.
4.3		Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.
4.4	Publicise HR MH&W Support Process Teams Mental Health & Support Channel	Click or tap here to enter text.	Click or tap here to enter text.	HR, Heads of Centre	31/10/2022	Click or tap here to enter text.
4.5	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.



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	Reward Systems Relational Approach Trauma Informed Approach Work of Student Development Leads			
5.3 Staff have a good understanding of the wider interventions that children and young people might be going through, such as contact with the justice system or social services, and how these may impact on mental health and wellbeing.	<i>Do leaders share with staff different interventions pupils may be accessing to support staff understanding?</i> Refer Action Plan Completed Information sharing across centres and collaboration across campus & externally by; D/DSL SENCO's Student Development Leads Links to Lawnswood Emotional Wellbeing Service, Education Psychology, Youth Offending Teams, Social Services, and Police	☐	☐	☒
5.4 Senior leaders and staff understand the importance of creating an ethos and conditions that support positive behaviours for learning and for successful relationships to provide an emotionally secure and safe environment that prevents any form of bullying or violence.	<i>Are there healthy options at lunch time? Is water available? Are there friendship benches, quiet areas, pleasant staff rooms? Are different policies and processes (equality and diversity, bullying and harassment, behaviour and safeguarding) working together to support wellbeing?</i> Refer Action Plan Completed Healthy Options at lunchtime/ water available Quiet areas in classrooms/centres Nurture Centre & Sensory Room Process for 'time out' Importance of emotionally secure and safe environment conveyed through ongoing training programmes & CPD Restorative Approach/Conferences	☐	☒	☐



Creating an ethos and an environment action plan

Objective	Action	Outcome	Resources	By whom	Date	Evaluation
5.1	Training; Unconscious Bias, Cross Cultural Context, Health Inequalities/Impact Directory of C/YP resource for MH&W Support	Click or tap here to enter text.	Click or tap here to enter text.	External Provider	31/01/2023	Click or tap here to enter text.
5.2	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.
5.3	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.
5.4	Clarify Mental Health is considered and linked in the following policies Dignity at Work Policy Review Date Autumn 2020 Safeguarding Policy 2021-22 Review Date Autumn 2022 Positive Behaviour & Relationships Policy, Bullying & Harassment Policy.	Click or tap here to enter text.	Click or tap here to enter text.	Joanne Adams	31/01/2023	Click or tap here to enter text.
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6.0 Enabling student voice

Objective: to ensure that the voice of every learner is heard and valued, and influences decisions.

Area of whole-school approach:	Current position/audit	R	A	G
6.1 Senior leaders and staff understand the role of pupils and students in developing an inclusive whole school or college approach.	<i>How do you empower students? How do you hear pupil voice? How are students involved in influencing school decisions?</i> Completed School Council Meetings with pupils represented from each centre Pupil Voice – Surveys Young people involvement in staff recruitment Process for co-production with young people	☐	☐	☒
6.2 Staff understand the importance of ensuring that a range of voices are heard, which reflect the diversity of the pupil and student community.	<i>Are those with additional needs and communication difficulties included in the co-production, and embedding, of their whole school or college approach?</i> Completed Process for co-production with young people which reflects the diversity of our community.	☐	☐	☒



6.3 Staff use a range of strategies for engaging with pupils and students with different communication preferences or needs.	<i>Can staff identify opportunities for appropriate use of pupil or student peer-led wellbeing support?</i> Completed Peer-led strategy & implementation of young people led wellbeing support*	☐	☐	☒
6.4 Senior leaders and staff understand how and why to feedback to students about the impact that their participation or consultation has had.	<i>Are pupils consulted regularly and do their views influence teaching and learning, including PSHE and Citizenship?</i> Refer Action Plan Completed Student Voice Student Council Through Co – production Through the PSHE Curriculum Process	☒	☐	☐



Enabling student voice action plan

Objective	Action	Outcome	Resources	By whom	Date	Evaluation
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.
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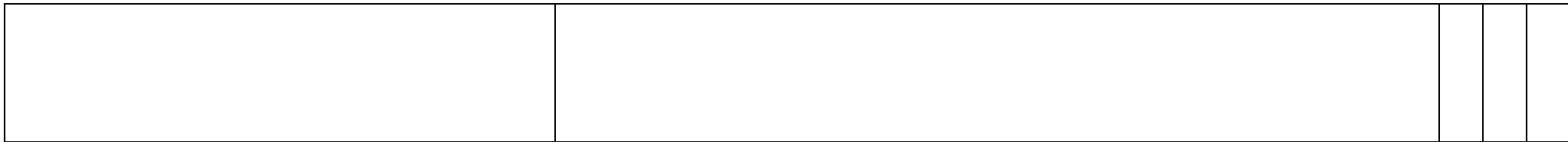
7.0 Working with parents, families and carers

Objective: to work with parents, families and carers so that everyone works as a genuine team around pupils and students, with a consistency of approach and shared aims and strategies.

Area of whole-school approach:	Current position/audit	R	A	G
7.1 Staff understand the importance of effective engagement with parents, families and carers in the local community, to implement an effective whole school or college approach, and to support the mental health of individual pupils and students.	<i>Can staff develop strategies to engage parents, families, carers, virtual school heads and the local community in promoting a culture of wellbeing within and outside school hours?</i> Completed Restorative Conferences to include C/YP, parents/carers Parent/Carer Coffee Mornings Breakfast Club Complimentary Provision ie climbing, fishing, biking Regular Trips i.e. walks, visits to farms, parks, animals	☐	☒	☐
7.2 Staff understand what prevents some parents, families and carers from engaging.	<i>What do you know about why some parents, families and carers don't engage? How do you know this?</i> <i>Refer Action Plan</i> Completed <i>Comprehensive Induction and information gathering process with parents/children & young people to include; information re family, background, previous schools, safeguarding, social care, physical and mental health & wellbeing</i> <i>Restorative Conferences</i>	☐	☐	☐



7.3 Staff understand how they can make their school or college feel more accessible.	<i>Do staff use different methods of communication: home-school liaison booklets, websites, apps, regular phone calls, home visits?</i> Completed Established methods of communication with children & young people and families Home visits Regular phone calls home – praise and updates Use of Social Media i.e. Twitter Parent/carer Coffee Mornings Parents evenings Restorative Conferences External and internal building decorated Parent/Carer Survey's	☐	☐	☒
7.4 Staff have developed a range of strategies for successfully engaging parents, families and carers in mental health, including when relationships are difficult or a parent, carer or child is distressed.	<i>Do staff signpost relevant evidence-based resources for parents, families and carers so they can develop skills and strategies to support both their child and themselves?</i> Completed Restorative Conferences with parents/carers & C/YP Family Meetings Partnership Working with Parents/Carers & C/YP Home Visits Links with Social Care/CAMHS. Educational Psychology	☐	☐	☒



Objective	Action	Outcome	Resources	By whom	Date	Evaluation
7.1	Develop Community Wellbeing Strategy	Click or tap here to enter text.	Click or tap here to enter text.	Heads of Centre Stakeholders	31/01/2023	Click or tap here to enter text.
7.2	Process in place for engagement with hard to reach families	Click or tap here to enter text.	Click or tap here to enter text.	Heads of Centre	31/01/2023	Click or tap here to enter text.
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8.0 Curriculum, teaching and learning

Objective: to promote resilience and support social and emotional learning.

Area of whole-school approach:	Current position/audit	R	A	G
8.1 Key staff understand the mental health and wellbeing content in the statutory health education curriculum in schools (PSHE and RSHE programmes), and associated guidance on the safe teaching of difficult mental health issues, including the importance of close collaboration with leads for child protection/pastoral/safeguarding and SENCOs, to ensure that teaching is age and developmentally appropriate and sensitive to the needs of all pupils.	<i>What has your audit of the PSHE and RSE curriculum for mental health and wellbeing content discovered with regard to staff understanding?</i> Refer Action Plan Completed Staff understanding of MH&W and safe practice is demonstrated through the following: Personal Development Programmes linking and learning throughout the wider curriculum in place for each Key Stage – Age appropriate and sensitive to the needs of C/YP. PSHE curriculum linked through Form Time and Lessons Safeguarding Training Yearly - Termly Updates re policy/procedure. Work with DSL/CPOMS Pastoral Team, SENCO's to ensure MH&W concerns are raised are addressed.	☐	☒	☐
8.2 Key staff understand how to integrate mental health and wellbeing into the wider curriculum to support outcomes for pupils and students.	<i>Have your audits discovered the use of cross-curricular or wider-school opportunities, such as guest speakers/assemblies and so on, to promote mental health and wellbeing?</i> Refer Action Plan	☐	☒	☐



	Completed Staff understanding of MH&W is demonstrated through Personal Development Programmes linking and learning throughout the wider curriculum for each Key Stage Process planning – collaborative approach between Form Teachers and PSHE lessons Curriculum planning/Implementation threading PSHE through the curriculum to enable C/YP to understand and monitor their own development as part of a developmental and progressive scheme across Key Stages. Curricular Activity Communication Daily Staff Briefing Multi Agency Meetings Roles of SENCO, DSL/DDSL, Pastoral Team, Multi Agency Meetings			
8.3 Lessons around emotional and mental health are monitored and evaluated for impact.	Refer Action Plan Completed Lesson around emotional and mental health are monitored and evaluated for impact by means of end of module assessment.	☐	☐	☒



Curriculum, teaching and learning action plan

Objective	Action	Outcome	Resources	By whom	Date	Evaluation
8.1	Ongoing understanding and reflection of progress for staff required.	Click or tap here to enter text.	Click or tap here to enter text.	Heads of Centre, Pastoral Leads, Student Development Leads	31/01/2023	Click or tap here to enter text.
8.2	Ongoing understanding and reflection of progress for staff required.	Click or tap here to enter text.	Click or tap here to enter text.	Heads of Centre, Pastoral Leads, Student Development Leads	31/01/2023	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.
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