

## **A Whole School Approach to Well-Being in Enfield**

The Educational Psychology Service and Public Health Enfield  
delivering the Sandwell Well-Being Chartermark

*with Enfield schools and our partners*

### **St Michael At Bowes Church of England School Final Feedback Report, 17<sup>th</sup> March 2021**



The Sandwell Whole School Well-being Chartermark was developed by Sandwell Council's Educational Psychology Service and Public Health Department. The Chartermark work was delivered in Enfield by Enfield Council's Educational Psychology Service and Public Health Enfield. This report was written by Assistant Psychologists Rebecca Stoica and Cassie Laver of Enfield EPS.



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## Introduction

The Sandwell Whole School Well-being Chartermark project was developed by Sandwell Council in Birmingham. It is a valuable tool that captures and develops whole school approaches towards positive mental health and well-being. This project addresses the views and needs of all those in Enfield's school communities (pupils, parents, staff) and works on the premise that everyone, at some point in their life, will have some difficulties around well-being or mental health and will need support from others.

The Chartermark criteria are underpinned by the eight principles that have been identified by Public Health England in response to recent NICE guidelines (2015):



### Promoting children and young people's emotional health and well-being:

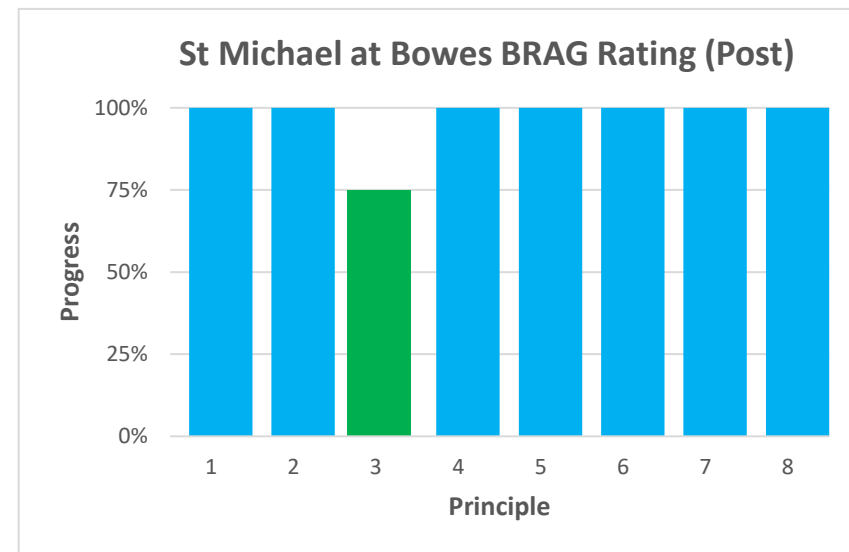
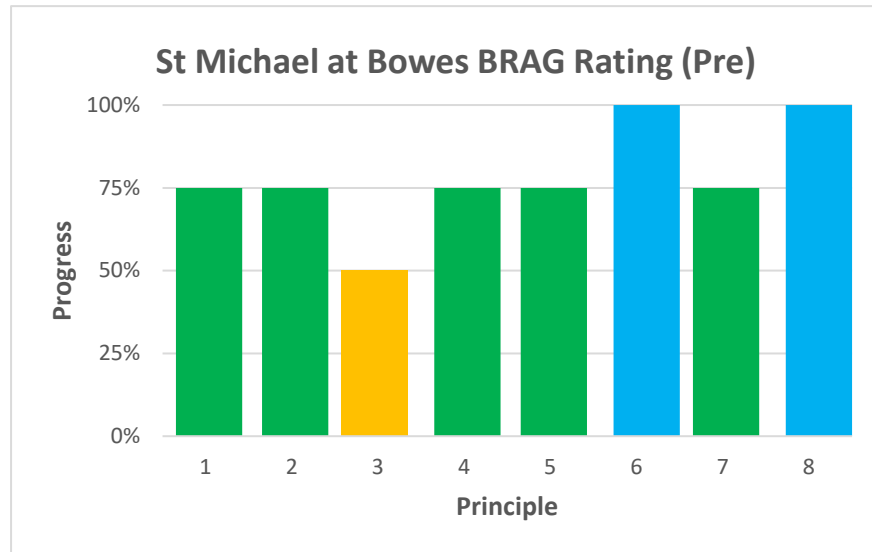
A whole school and college approach. Public Health England, 2015.

## Overview

By engaging in this project, St Michael at Bowes is showing a dedication to addressing mental health needs and whole-school well-being in an exciting and creative way. This was done in the following way:

- The School identified a lead professional and a working group who were responsible for coordinating the project in the school.
- At the start of the project, an emotional health and well-being audit was used to gather the views of pupils, parents, staff.
- The results of this audit were used as the basis for an action plan based on the eight principles of whole-school well-being.
- The school implemented this action plan over the course of three terms.
- Following the three terms, an end of project audit was replicated with parents, staff and pupils to gauge the impact of the action plan.
- This information was then used to inform the collaborative decision in a final action plan review meeting to award the school the Sandwell Whole-School Well-Being Chartermark.

### Comparison of Performance at the Start and End of the Project



#### Principles:

- 1 Leadership
- 2 Ethos & Environment
- 3 Curriculum, Teaching & Learning
- 4 Pupil Voice
- 5 Staff Development
- 6 Identifying Needs & Monitoring Impact
- 7 Working with Parents/Carers
- 8 Working with Targeted Support

Colour	Definition
B	The school has made <b>exemplary efforts</b> in this criterion, there has been a <b>clear impact</b> on well-being either prior to the audit process or in response to the action plan.
G	The school has made <b>good effort</b> in this criterion, there has been <b>some</b> observable impact on well-being either prior to the audit process or in response to the action plan. <b>Consistent</b> whole school implementation is still <b>ongoing</b> .
A	The school has <b>begun to make efforts</b> in this criterion, there is an <b>emerging or potential impact</b> on well-being either prior to the audit process or in response to the action plan.
R	The level of effort requires attention and improvement, there is <b>little or no evidence of an observable positive impact</b> on well-being either prior to the audit process or in response to the action plan.

## Principle One: Leadership and Management

*“A Chartermark school will provide evidence of leadership and management that supports and champions efforts to promote emotional health and well-being”*

	Criteria (What this looks like)	Start of project audit (2019)	Action Plan point	End of project audit (2021)
1a	<b>A Lead Professional has been identified for SEMH in school</b>	✓ Bridget Lennon, Designated Safeguarding Lead (DSL)		✓ Bridget Lennon is the Assistant Headteacher with responsibilities for: Designated Safeguarding Lead (DSL) and Inclusion Manager
1b	<b>There is a clear mechanism for communication between Lead Professional and SLT</b>	✓ Bridget, as part of the Core SLT. A member of the daily morning meetings and two after school SLT meetings which gives the opportunity for fast and effective feedback.  ✓ CP fortnightly meeting which consist of HT/DHT/DSL		✓ Unchanged
1c	<b>The Lead Professional has CPD opportunities/time and a CPD log</b>	✓ Opportunities are available (Adult MHFA training, Mental Health & Wellbeing in Schools training, Networking ELC SENCo, LA network meetings)  * More opportunities to attend senior level training would be helpful		✓ Unchanged ✓ Lead professional is satisfied that opportunities and time are available.
1d	<b>Action plan has been implemented for at least one cycle</b>	✓ The action plan cycle is about to begin		✓ The action plan has been implemented for one cycle.

## Principle Two: Ethos and Environment

*"A Chartermark school will be underpinned by an ethos and environment that promotes respect and values diversity."*

	Criteria (What this looks like)	Start of project audit (2019)	Action Plan point	End of project audit (2021)
2a	The SEMH audit has been undertaken and all staff were given the opportunity to participate	✓ 23 staff took part in the staff survey.		✓ 23 staff took part in the staff survey.
2b	The school have completed at least one action plan activity that relates to <i>environmental quality</i> (refer to audit)	<ul style="list-style-type: none"> <li>- Staff, parents and pupils love the displays at St Michael at Bowes and agree that classrooms feel spacious and 'fit for purpose'</li> <li>- Parents love the welcome from staff in the morning and feel there is a good teacher presence in and around the building</li> <li>- Staff, pupils and parents agree that the small playground size can be restrictive and limiting for pupils</li> <li>- Staff would like the 'house' to be renovated and repurposed</li> <li>- Parents are concerned about the cost of the after-school club on a Friday</li> </ul>	<p>Staff consultation to agree where the resources are kept across school for easy access (i.e. in 'the house' or main school)</p> <p>The Well-Being and Workload group to look with Staff at how to help them with communication and support when they are off sick</p>	<ul style="list-style-type: none"> <li>✓ Stocks being kept high in the Resource Room and in the Creative Hub.</li> <li>✓ One staff member per year group has been identified to be responsible for resources; resources are appropriately allocated; whiteboard in the Creative Hub/Science area for staff to list resources that has been borrowed; staff are encouraged to be mindful of putting resources back in the right places.</li> <li>✓ Working party considered feedback with staff, but report that staff felt that there was no further action the school needed to take at this time.</li> <li>✓ No evidence in staff of this as an area of concern this year.</li> </ul>

					<ul style="list-style-type: none"><li>✓ Pupils continue to feel warmth and care from staff and a number of pupils commented that they love the astroturf. Some would like more/higher trees or bushes around the outside areas. Sample pupil quote: <i>"I like how the teachers are extremely caring and how everybody respects each other and are honest with each other. I like the astro-try because it makes it a lot easier to play and do sports."</i></li><li>✓ Staff describe feeling very proud of the school environment, finding it <i>"warm"</i>, <i>"inviting"</i>, well-resourced and well maintained: <i>"Well looked after building and environment. Facilities provided for staff are of high quality."</i></li><li>*Two parents expressed concern about social distancing at pick up/drop off and would like support from the school to address this.</li></ul>
2c	<b>The school gives messages that people are valued</b>		<ul style="list-style-type: none"><li>✓ The school community feel valued through positive praise and effective communication</li><li>✓ Staff, parents and pupils feel valued when they feel 'heard' and listened to</li><li>-*Heavy workloads and tight/clashing deadlines can lead to staff feeling devalued, as well as the pressures they feel when report feeling unwell. This can also lead to staff feeling disrespected</li><li>* Some parents feel undervalued when it comes to the relationship between teachers and the parents on the PTA</li><li>✓ Rights Respecting slips enable pupils to feel valued by staff</li></ul>	Deputy Head and Assistant Head to speak with the PTA about how they want to be supported and to think with them about how to involve the whole community	<ul style="list-style-type: none"><li>✓ DHT met with FOTSA Chair. School plan to publicise FOTSA more and to recruit specifically relating to skills (e.g., knowledge of finances, connections in the community) Unable to put plans into practice due to lockdown and social distancing measures.</li><li>✓ Pupils feel that staff are supportive and nurturing, and love being greeted in the morning. <i>"The school makes me feel special by greeting me every day with delight."</i></li><li>✓ Parents feel very confident that the school respects diversity <i>"They make a strong effort to communicate school events with the diverse</i></li></ul>



					<p><i>ethnicities and languages that comprise the school community."</i></p> <p>✓ Staff describe a very strong sense of feeling valued. They describe receiving thoughtful, consistent praise; being included in decision-making; wellbeing days and weeks; opportunities to work from home when needed. <i>"There is a consistent positive attitude within the school and staff are praised both privately and publicly which gives the feeling of being valued,"</i> and <i>"Recognition for hard work and innovative ideas does not go unnoticed and SLT are always asking and sharing everyones thoughts and feelings to keep usual in the loop and ensuring we are the best we can be."</i></p> <p>✓ Staff value positive comments received from parents via the Class Dojo app.</p>
2d	<p><b>There is evidence from the audit data that people experience a sense of belonging</b></p>		<p>✓ The school community all agree that the events put on by the school, for charity or for the school to come together, enable a sense of belonging and unity amongst the school population</p> <p>✓ Hymns and the school 'articles' help pupils to feel part of their school community and to feel special</p> <p>✓ Pupils love the inclusive nature of St Michaels at Bowes, especially that it welcomes all religions.</p>		<p>✓ Pupils feel a strong sense of belonging when they are with their friends.</p> <p>✓ Pupils feel they belong when they take part in activities which the school runs (eg plays)</p> <p>✓ Staff feel a strong sense of community, appreciate frequent opportunities to socialise and welcome that SLT join in too. <i>"School life and sense of community is very high here and all members of staff and the wider community are actively encouraged to come together and support each other."</i></p> <p>✓ New members of staff describe feeling very welcome and included.</p>

					*Parents would value more opportunities to get to know other parents.
2e	<b>There is evidence from the audit data that the school respects the feelings of people</b>		<p>✓ - The open-door policy and welcoming nature of the school SENCo and SLT mean staff feel listened to and respected</p> <p>* Parents can feel disrespected when their children receive very little feedback on homework, especially when a huge amount of effort has gone in to complete it</p> <p>✓ Both parents and pupils feel listened to by school which helps them to feel respected.</p>	School to agree with Staff procedures for acknowledging home learning whilst being mindful of staff workload. Consider a Home Learning Assembly to celebrate pupils' efforts	<p>✓Class DOJO has been used by class teachers to celebrate the Home Learning, Awesome certificates and postcards sent home.</p> <p>✓ Home Learning Assembly held to celebrate pupils' efforts and school's newsletter celebrates Home learning.</p> <p>✓Year Group corridor and Speaker's Corner used to showcase home learning.</p> <p>✓School plans to update Home Learning policy to reflect the increased use of technology in the past year.</p>
					<p>✓Pupils describe feeling respected when they are helped by their teachers, when they are listened to and when teachers notice if they are feeling upset.</p> <p>✓Parents continue to feel valued when staff respond promptly to their concerns</p> <p>✓Staff feel that their feelings are respected and held in mind by peers and the SLT: <i>"People are encouraged, staff and pupils, to be open about their emotional state. I have seen SLT be supportive to colleagues, and this has made me feel valued as a staff member."</i></p> <p>✓No evidence in parent survey of parental concerns regarding homework feedback, with a number commenting on how effective Class Dojo is for liaising with their child's teacher. <i>"Through class dojo the teacher informs us in detail about everything."</i></p>

### Principle Three: Curriculum, Teaching, and Learning

*"A Chartermark school will demonstrate teaching and learning that promotes resilience and supports social and emotional learning, cultivating a love of learning for the whole school community"*

	Criteria (What this looks like)	Start of project audit (2019)	Action Plan point	End of project audit (2021)
3a	<b>An evidence-based curriculum that directly promotes SEMH is in place in school</b>	<ul style="list-style-type: none"> <li>✓ Staff identify PSHE and RE as the main curriculum area where SEMH is covered in school, however, pupils and parents are not clear when SEMH is taught in school</li> <li>* Parents are not sure of other mechanisms in school to support/promote SEMH, and pupils report inconsistency in what is available in lessons. Staff would like PSHE to be more regularly timetabled</li> <li>✓ Staff note other discreet areas in school that promote SEMH such as mindfulness and a growth mindset ethos</li> </ul>	School to find an appropriate PSHE curriculum for the school	<ul style="list-style-type: none"> <li>✓ School has identified and will be implementing Christopher Winter Project PSHE scheme.</li> <li>✓ Deputy Head &amp; PSHE curriculum lead had training and fed back to SLT.</li> <li>✓ PSHE lead to review lesson outcome/interview children and amend curriculum, as necessary.</li> </ul>
			School to timetable regular PSHE lessons	<ul style="list-style-type: none"> <li>✓ All year groups have 2 lessons per half term. Additional lessons in place as needed dependent on the needs of individual to account for material not covered during school closures, or particular emotional responses of individual classes.</li> </ul>
			Review and promote current PSHE processes and curriculum with parents	<ul style="list-style-type: none"> <li>✓ Parent Consultation on new curriculum took place remotely.</li> <li>✓ Curriculum is available on school website and was sent to parents during consultation.</li> </ul>
			Staff consultation about Mindfulness and	<ul style="list-style-type: none"> <li>✓ SWERRL had been due to lead some staff meetings on this in Autumn 2020. Staff meeting did not</li> </ul>

			its use in school with the pupils, linked with Spirituality	happen due to Covid restrictions. This remains on the School Improvement Plan for next year.
				<p>✓This year, pupils recognize that they have been learning about SEMH in PSHE classes and in assemblies.</p> <p>✓Parents are confident about the way that children are taught about SEMH. Sample quote: <i>"The teaching of the growth mindset is exceptional. The atmosphere and support by teaching assistants and teachers to instil confidence is really noticeable."</i></p>
3b	<b>Positive behaviour management is evident within teaching and learning that promotes feelings of competence and resilience in pupils</b>	<p>✓-Parents and pupils like the Dojo system</p> <p>* Whilst pupils are clear on the school's behaviour policy, parents are not familiar with it and would appreciate guidance.</p> <p>* Pupils and parents report an inconsistency across teaching staff around behaviour policy – some are 'stricter' than others.</p> <p>*Pupils are aware of mixed ability tables and know they can ask peers for help before asking a teacher for support, but some pupils report feeling not confident asking for help from a teacher.</p>	School to write and send out a summary of the behaviour management system for parents	<p>✓Comprehensive behaviour management system summary available on school website, including adaptations to Covid restrictions. Sent to parents via Class Dojo.</p> <p>✓School Ambassadors training (focusing on anti-bullying) is currently taking place online. School plans the Anti-Bullying Ambassadors to look at Smab's Anti-Bullying Policy with the view to making a child friendly booklet which is more accessible to children.</p> <p>✓Two out of the 12 pupils who completed the survey raised concerns that bullying is not consistently addressed.</p> <p>✓Two other pupils said that teachers "shout" at them when they are in trouble, and that they would rather be spoken to privately about it.</p> <p>✓77% of parents feel that behaviour is managed "well" or "extremely well". Of those who responded "quite well" or "not very well", no particular concerns were raised.</p>

3c	<b>Differentiation is in place to support the SEMH of vulnerable pupils</b>	<ul style="list-style-type: none"> <li>✓ Support with learning mentors and the Inclusion Manager makes refers to DAZU/CAMHS/external agencies when appropriate</li> <li>✓ Worry Box, TAP Club, Quiet areas, reflection areas. Mixed year group buddies and many more.</li> <li>✓ Inclusion Manager and the Learning Mentor delivers Staff meetings on SEMH and wellbeing</li> <li>✓ School supports gender diverse and trans-identified children</li> <li>✓ Targeted work with children that self-harm and their parents- staff are made aware through staff meetings</li> <li>✓ Children with SEMH have strategies to follow (Care Plans/IEPs) across the curriculum.</li> <li>✓ Whole school strategies using the 'Bridge' analogue with staff to work on workload.</li> </ul>		<ul style="list-style-type: none"> <li>✓ Unchanged</li> </ul> <p>In addition: see Targeted Support section for additional outreach work during the past year.</p> <p>*Parents views on differentiation are mixed. Some feel that this is managed very well, but others are less sure. A parent commented that they feel that 1:1 TA support has dwindled over the past few years.</p>
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## Principle Four: Pupil Voice

*“A Chartermark school will be able to demonstrate that student voice and pupil involvement is encouraged, and their views are used to influence decisions. There is a strong partnership between staff and pupils and all pupils are involved.”*

	Criteria (What this looks like)	Start of project audit (2019)	Action Plan point	End of project audit (2021)
4a	<b>The SEMH audit has been undertaken and pupils were given the opportunity/supported to participate</b>	<ul style="list-style-type: none"> <li>✓ 274 pupils across Year 3 and Year 5 took part in the pupil survey</li> <li>✓ Pupils across LKS2 and UKS2 took part in two focus groups.</li> </ul>		<ul style="list-style-type: none"> <li>✓ Focus groups not possible due to Covid restrictions. Pupils attending school on site during lockdown completed an online survey. 12 surveys completed.</li> </ul>
4b	<b>Information for the SEMH audit indicates that young peoples' views are listened to, valued and acted upon</b>	<ul style="list-style-type: none"> <li>✓ Pupils in the focus group were selected from the School Council</li> <li>✓ There was a consensus amongst those involved in the focus groups that they feel listened to by staff, and that views and requests are acted upon. Children volunteered ways in which this had happened such as a bigger path being made near the school</li> <li>* Pupils weren't clear on how often they meet for School Council sessions – it appears as a more random meet up rather than a regular, set time in the school week</li> </ul>	School Council: <ul style="list-style-type: none"> <li>- Ensure pupils are selected by democratic election</li> <li>- Ensure meetings are regular and consistent (e.g. monthly)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Meetings are happening fortnightly, although no school council meetings possible during lockdown.</li> <li>✓ Classes vote democratically for who they would like to recommend them.</li> <li>✓ 10 out of the 12 pupils surveyed know that there is a school council, but only 7 of them understand how it works. Some pupils were able to describe actions the School Council has taken, such as litter picks and introducing ketchup and vinegar to the school canteen.</li> </ul>

		<ul style="list-style-type: none"> <li>* Some pupils weren't clear on how you are able to join the school council. Some thought individuals are voted for, others said they were selected by a teacher</li> <li>* The focus group didn't represent a broad spectrum of children across the school given they were all School Council members – this is perhaps worth bearing in mind when considering whether other pupils not in the School Council also feel as listened to and represented</li> </ul>		<ul style="list-style-type: none"> <li>✓ Pupil questionnaires conducted regarding experience of home learning, school closures and return. School reports significant changes to remote learning systems took place based on this feedback.</li> <li>✓ Further questionnaire planned for 2 weeks after return to school to support well-being and inform summer curriculum planning.</li> <li>✓ 7 out of the 12 pupils surveyed recognized that there was a suggestion or worry box in place</li> </ul>
<b>4c</b>	<b>There is evidence that young people know who they can talk to if they need help or support</b>	<ul style="list-style-type: none"> <li>✓ Many pupils discussed TAP 'Talk About Problems' as a useful way to express a concern to a peer at lunchtimes, however not all children knew about this support network</li> <li>✓ Children in the focus group know they can approach an adult if they need support, and displayed a resilient approach to problem solving through 'solve it yourself'</li> <li>✓ Pupils discussed the Worry Box in the school hall and know that they can submit concerns anonymously if they want to. They understand that a teacher will read it and respond</li> <li>✓ Pupils discussed the Learning Mentor at school as someone who they feel they can go to should they want support</li> </ul>		<ul style="list-style-type: none"> <li>✓ Previous year's points still in place</li> <li>✓ All pupils who responded to this question said that yes, they know who to speak with.</li> <li>✓ Children can use Class Dojo app and Teams to contact teachers if they don't wish to raise a concern in person.</li> <li>✓ Every class has a worry box, teachers monitor contents daily and can forward any issues to Learning Mentor as needed.</li> </ul>

## Principle Five: Staff Development

*“A Chartermark school will demonstrate a commitment to staff well-being. It will also provide on-going training opportunities that equip staff to recognise and respond to the needs of pupils.”*

	Criteria (What this looks like)	Start of project audit (2019)	Action Plan point	End of project audit (2021)
5a	<b>Structured support and training for NQTs is available</b>	<ul style="list-style-type: none"> <li>✓ Year group leader and assigned a tutor/mentor.</li> <li>✓ Reduced timetable</li> <li>✓ Release to attend training (CPD)</li> <li>✓ individualised and structured induction support programme</li> <li>✓ Programme of assessments, agreed observations (by a member of the SLT or Subject coordinator) and feedback/progress reviews (effective written and informal) in place</li> <li>✓ Educational visits</li> <li>✓ Target setting, mentoring and evaluation</li> <li>✓ Formalised observation schedule of experienced colleagues in the classroom</li> <li>✓ Opportunities to meet and have discussion with other NQTs and other recently qualified colleagues</li> </ul>		✓ Unchanged
5b	<b>There is a comprehensive, needs-led, SEMH CPD offer that is</b>	<ul style="list-style-type: none"> <li>✓ The most common responses from staff around SEMH training were that they had either received training at INSET days or staff meetings</li> </ul>	Staff training opportunities to be discussed with SWERRL and EPS, such as:	<ul style="list-style-type: none"> <li>✓ Meeting with SWERRL not possible in Autumn 2020 due to covid restrictions, still planned for next academic year.</li> <li>✓ All staff accessed online training during lockdown.</li> </ul>



	<b>available for all staff</b>	<ul style="list-style-type: none"> <li>✓ School note that all staff are offered a well-being day</li> <li>✓ A well-being group meet to discuss how to support staff and how to manage workload</li> <li>* Another common response was that staff feel that they have received no SEMH training</li> <li>* Staff are really keen to have more training in SEMH, especially requesting strategies to help support children with needs. They'd like training in identifying signs/triggers in pupils experiencing stress or depression</li> <li>* Staff would also appreciate support with dealing with their own mental health, especially how to develop 'emotional resilience'</li> <li>* Staff would like guidance on how to deliver SEMH in class sensitively as well as practical help on how to actually 'teach' these sessions</li> </ul>	<ul style="list-style-type: none"> <li>- Identifying SEMH needs in pupils</li> <li>- Well-Being for staff</li> <li>- How to support pupil's well-being</li> </ul>	<ul style="list-style-type: none"> <li>✓ Staff received training and support re filming and virtual meetings.</li> <li>✓ Coaching mentor now in place for middle and senior leaders.</li> <li>✓ Mental Health and Emotional Well-being training (thinking about staff's own MH, and supporting children)</li> <li>✓ Recovery and resilience sessions emailed to staff.</li> <li>✓ Inclusion Manager delivered INSET on Emotional, Mental Health and Well-being</li> <li>✓ School plans to hold Psychological First Aid on-line training for adults - to support children on returning to school with their mental health.</li> <li>✓ The vast majority of staff surveyed reflect that they have been offered relevant training to SEMH issues.</li> </ul>
<b>5c</b>	<b>SEMH audit data indicates staff feel that their overall well-being is considered and supported by the school</b>	<ul style="list-style-type: none"> <li>✓ Staff are overwhelmingly positive about the shorter day on a Friday and feel it demonstrates that the school supports them with the demands of school life</li> <li>✓ Staff mention colleagues that help to support them and their well-being such as SLT</li> </ul>		<ul style="list-style-type: none"> <li>✓ Regular staff wellbeing questionnaires</li> <li>✓ Virtual social meet-ups and quizzes.</li> <li>✓ Every staff member involved in drawing up and reviewing the Covid-19 risk assessment.</li> <li>✓ Staff able to work from home every Friday afternoon, and "Screen Free Fridays".</li> <li>✓ LA and LDBS advisers available, meet virtually with Headship Team regularly and support remotely where they can.</li> </ul>

	<p>or Line Managers and Teaching Assistants who provide 'emotional support'</p> <ul style="list-style-type: none"> <li>✓ Shared workload between Teaching Assistants and Teachers is noted as a way that staff feel supported</li> <li>✓ A sense of autonomy and responsibility promotes well-being amongst staff. This is shown by staff being able to work from home, or set up their own after school club</li> <li>* Increased workload is the main theme that arises from staff when considering their own well-being at school. They feel there aren't enough staff to cover absences, or to do the jobs required in school or that there is not enough time to complete everything required</li> <li>* Some staff feel that the scheduling of meetings could be improved, especially when planning meetings fall on the same days as school events or INSET days.</li> <li>* Some staff feel there is an inconsistency when it comes to the sharing of information across school</li> </ul>		<ul style="list-style-type: none"> <li>✓ Effective communication between Core SLT members to provide support for each other.</li> <li>✓ Updated staffing structure – thought about where relationships were best, particularly for our most vulnerable children given Covid and absence from school.</li> <li>✓ Learning mentor delivers wellbeing cards to staff to remind them about their own wellbeing.</li> <li>✓ Wellbeing tree in staffroom.</li> <li>✓ Emotional check in as part of all staff meetings.</li> <li>✓ Very strong theme in staff survey of staff feeling that their wellbeing is well considered. Reasons being: Effective staff consultations, flexible deadlines, respect for work/life balance and feeling confident about raising concerns or worries: <i>"Workload party helps to ensure that things are assessed across the school regularly which is important due to the increased workload, especially when teaching remotely."</i> and <i>"I feel as though this school has hit the nail on the head with their expectations from staff and managing stress."</i></li> <li>* Very few concerns from staff – only area of stress mentioned is when several deadlines arrive at once.</li> </ul>
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5d	<b>Mechanisms for additional support for staff who require it are available from relevant agencies.</b>	<div data-bbox="548 205 589 537"></div> <p>✓ Most staff generally feel supported and listened to by school</p> <p>* External support mechanisms were not mentioned by staff in the survey, however, some staff think that the addition of an external School Counsellor would be 'beneficial'</p>	<div data-bbox="1171 205 1211 537"></div> <p>School to raise Staff awareness of external agencies that can support them, like the Enfield Advisory Service and EPS Work Discussion Groups</p>	<div data-bbox="1435 205 1476 537"></div> <p>✓ EPS Support line for staff details emailed to all staff.</p> <p>✓ Signposting staff to external courses, including stress management courses – help lines provided on school website</p> <p>✓ Options for internal pastoral care from clergy available.</p>
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## Principle Six: Identifying Needs and monitoring impact

*“A Chartermark school will demonstrate an on-going commitment to identifying pupils needs in a range of ways, responding to their needs and monitoring the impact of the work that they do to support pupils.”*

	Criteria (What this looks like)	Start of project audit (2019)	Action Plan point	End of project audit (2021)
6a	<b>The school demonstrates a sound understanding of vulnerable groups and provides monitoring and support.</b>	<ul style="list-style-type: none"> <li>✓ The DSL, HT &amp; DH attends Child Protection 3 yearly refresher training. Annual CP refresher is delivered by the DSL to all staff in September with a 3 yearly circle using outside agencies</li> <li>✓ The SENCo attends the core groups, or other multi-agency planning meetings, contributes to assessments, and provides a report which has been shared with the parents. Continuing support is available to any child about whom there have been concerns as well as those who leave the school. This is done by ensuring that appropriate information is forwarded under confidential cover to the child's new school and ensuring the school medical records are forwarded as a matter of priority</li> <li>✓ All staff follow a structured procedure within the school which will be followed by all members of the school community in cases of SEMH. This is all in the Policy and referred to during INSET and staff meetings throughout the year. This is done as a school by monitoring children who have been identified as having welfare or protection concerns; keeping confidential records which are stored</li> </ul>		<ul style="list-style-type: none"> <li>✓ Unchanged</li> <li>In addition:</li> <li>✓ use of Google translation to support parents understanding of reasons for visit</li> <li>✓ Risks assessments have been completed for all vulnerable children and parents are involved in the process. RAs are emailed to the relevant Local Authorities.</li> <li>✓ Food parcels/Hampers have been given/taken to vulnerable families during the Lockdown</li> <li>✓ Inclusion Manager/Office staff touch base with parents and children to offer support as needed</li> <li>✓ Identified vulnerable children have been offered a place in school/Breakfast club during the Lockdown</li> <li>✓ Targeted Intervention sessions delivered (Living with parents suffering from alcohol</li> </ul>

		<p>securely and shared appropriately with other professionals</p> <ul style="list-style-type: none"> <li>✓ During key transitional period (Yr2/3 and 6/7) additional support and visit is put in place for vulnerable children</li> <li>✓ As part of our Pupil Premium, vulnerable children are identified through our Needs Analysis (refer to PP strategy)</li> <li>✓ Home visits</li> </ul>		<p>abuse/the impact on parental separation/parents with mental health issues)</p> <ul style="list-style-type: none"> <li>✓ Learning Mentor holding regular remote sessions and supported various children remotely on conflict resolution (managing friendship groups).</li> </ul>
6b	<b>A systematic approach to information gathering using an evidence-based tool was undertaken as part of the SEMH audit</b>	<ul style="list-style-type: none"> <li>✓ Pupils and staff took part in survey tool</li> <li>✓ Pupils and parents participated in focus groups</li> <li>✓ Information not captured in the above data collection was collated from key members of staff</li> </ul>		<ul style="list-style-type: none"> <li>✓ Pupils, parents and staff took part in survey tool as focus groups not possible due to covid restrictions.</li> <li>✓ Information not captured in the above data collection was collated from key members of staff</li> </ul>
6c	<b>There are clear mechanisms for monitoring the impact of interventions addressing SEMH within school</b>	<ul style="list-style-type: none"> <li>✓ Staff and pupil questionnaire annually (Jan/Feb)</li> <li>✓ Behaviour tracking sheet is monitored weekly to establish children choosing inappropriate behaviour and patterns/reasons identified</li> <li>✓ Records of interventions where specific support for emotional needs and their impact</li> <li>✓ Persistent attendance and punctuality monitored and support provided if needed or EWO involvement</li> <li>✓ Children returning from fixed term exclusion, have an initial meeting with the learning mentor to refocus them and their learning/behaviour is monitored</li> </ul>		<ul style="list-style-type: none"> <li>✓ Unchanged</li> </ul>

		<ul style="list-style-type: none"> <li>✓ Long-term strategies are set such as reseating the child within the classroom, removing the child at times of stress and rehousing them in a different area of the school as they calm down.</li> <li>✓ Annual School Emotional Audit with children (analyse and act on what their feedback is)</li> <li>✓ Structured Conversations (Teacher, Parent, Child) – targets set together and monitored</li> </ul>		
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## Principle Seven: Working with Parents or Carers

*“A Chartermark school will demonstrate a commitment to working with parents and carers. It will be evident that parent voice and partnership working is valued.”*

	Criteria (What this looks like)	Start of project audit (2019)	Action Plan point	End of project audit (2021)
7a	<b>There is evidence of a full range of support mechanisms for parents within the school and effective signposting</b>	<ul style="list-style-type: none"> <li>✓ Parents in the focus group feel that the school communicates well with them</li> <li>✓ Parents generally know who to speak to if they have concerns about their child. If they weren't sure who to approach, they are confident that someone would be able to point them in the right direction of who to address</li> <li>* It can sometimes feel difficult to speak to class teachers – opportunities for 'quick chats' aren't as freely available as they'd like</li> <li>✓ School note that all teachers are outside at the end of the day and available to talk with parents</li> </ul>		<ul style="list-style-type: none"> <li>✓ 90% of parents said that the school will “always” or “frequently” help if they have a concern.</li> <li>✓ School website is up to date and accessible with a full range of signposting. The school also uses Twitter to communicate with parents.</li> <li>✓ Contact details of supportive organisations emailed to parents.</li> <li>✓ School's link Educational Psychologist phoned parents during lockdown to offer support for children with EHCPs and fed back to school.</li> <li>✓ Inclusion Manager and Learning Mentor did home visits to doorsteps to identified hard to reach families to check in, using Google Translate to support communication where needed.</li> <li>✓ Food parcels distributed to targeted families.</li> <li>* A parent commented that it can be difficult to get in touch with professionals who are supporting their child “outside the classroom.”</li> </ul>
7b	<b>Parents were supported to engage with the SEMH audit process.</b>	<ul style="list-style-type: none"> <li>✓ Three parents took part in the focus group</li> <li>* A wider pool of parents and an increased number taking part would have perhaps enriched the data set</li> </ul>		<ul style="list-style-type: none"> <li>✓ Focus groups not possible due to Covid restrictions. Online survey emailed to parents, with 43 surveys completed.</li> </ul>

7c	<b>Parents report feeling supported by the school and encouraged to work together.</b>	<ul style="list-style-type: none"> <li>✓ Parents in the focus group report enjoying taking part in the many school events that St Michael at Bowes puts on</li> <li>✓ Community events such as breakfast and supper encourage parents and school to come together</li> <li>✓ Church events mean parents feel integrated and part of a wider community</li> <li>* Some parents would like a closer working relationship between parents and teachers on the PTA and PTA associated events</li> </ul>	<ul style="list-style-type: none"> <li>✓ 79.5% of parents “always” or “frequently” feel encouraged to work with the school. Of those who answered “sometimes” or “rarely”, no specific concerns were raised. <i>“The school helps my son to adapt to the new environment for him, it helps him to learn English. The behaviour of the teaching staff is amazing!”</i> and <i>“Teachers are brilliant and helpful! Headteacher does everything for parents to feel a part of community.”</i></li> <li>✓ Mindfulness booklet and activities to manage anxiety emailed to parents.</li> <li>✓ Virtual Coffee Morning organised.</li> </ul>
7d	<b>Mechanisms are in place to enable parents to support their children’s learning (e.g. homework guidance)</b>	<ul style="list-style-type: none"> <li>✓ Parents report children receiving varied homework and appreciate that the homework is optional</li> <li>* Parent in the focus group would like more feedback from teachers on homework to recognise the efforts that go into completing work at home</li> <li>* Some parents would like more preparation and support when it comes to exams</li> </ul>	<ul style="list-style-type: none"> <li>✓ 100% of parents feel that the school supports them with their children’s learning – 90% say they do this “always” or “frequently”.</li> <li>✓ Overall, parents feel that the transition to remote learning was managed well and are very enthusiastic about the Class Dojo system. <i>“The school really have to be commended for the speedy and meaningful way it responded to remote learning in terms of a balance with work and well-being. The learning has been as meaningful as it can be and the plans for re-opening with a focus on re-establishing routines and well-being etc is excellent.”</i></li> <li>✓ Information sent to parents to help them use Class Dojo and Microsoft teams effectively.</li> <li>✓ Distributed laptops and dongles where needed</li> <li>✓ Questionnaires sent to parents to gather feedback regarding remote learning.</li> </ul>



7e	<b>There is evidence of good lines of communication with all parents</b>	<ul style="list-style-type: none"> <li>✓ Parents feel included and up to date with school activities and news</li> <li>✓ The school newsletter is seen as an effective way of communicating with parents</li> <li>* Some parents are concerned that not all parents understand or can access news from school, especially those with EAL. Parents would like to know if letters and communications are translated</li> <li>✓ School note that a translator is available to translate all school communications, and Dojo have a translating system also</li> <li>* Some parents report an inconsistency in effective communication across the teaching staff</li> </ul>	<ul style="list-style-type: none"> <li>✓ 90% of parents feel that the school “always” or “frequently” communicates well with them.</li> <li>✓ Parents highly value the way that Class Dojo allows for 2 way communication: <i>“Communication over Classdojo with class teachers has been amazing, all of the teachers respond and it has made dealing with little issues so much easier.”</i></li> </ul>
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## Principle Eight: Targeted Support and Appropriate Referral

*“A Chartermark school will access additional/targeted support for pupils when this is required. This will be achieved through establishing strong links with providers and through the use of a clear response pathway.”*

	Criteria (What this looks like)	Start of project audit (2019)	Action Plan point	End of project audit (2021)
8a	<b>Evidence from the audit of good levels of awareness of SEMH across the school</b>	<ul style="list-style-type: none"> <li>✓ Pupils know who they can go to, to get support</li> <li>✓ Most staff noted PSHE as the main curriculum area that covers SEMH provision</li> <li>* Pupils are not aware of a consistently timetabled SEMH session in school</li> <li>* Parents are not aware of SEMH curriculum in school</li> <li>* Staff would like more training for both supporting themselves and pupils in SEMH</li> </ul>		<ul style="list-style-type: none"> <li>✓ See 3a and 3c, 5b, 6a and 6c</li> </ul>
8b	<b>A clear offer of SEMH support that is available to pupils showing early signs of difficulty</b>	<ul style="list-style-type: none"> <li>✓ TAP Club</li> <li>✓ Targeted Interventions such as ‘Feel Brave’, a range of strategies to support Emotional Regulation such as Volcano in my Tummy, Bereavement (The day the Sea went out and never came back, The Water Bugs), Positive People (Self-esteem and helping to raise positive social skills), Blob Tree (linking self with others),</li> </ul>		<ul style="list-style-type: none"> <li>✓ Unchanged</li> </ul> <p>In addition:</p> <ul style="list-style-type: none"> <li>✓ Classes all have a ‘Worry Box’ in their rooms where children can contact the Learning Mentor if they have any concerns</li> <li>✓ Risk assessments of vulnerable pupils and staff during lockdown completed and targeted support put in place.</li> <li>✓ Vulnerable groups attended school.</li> </ul>

		<p>Lego Therapy (confidence building and social skills)</p> <p>✓ Early Help referral team, MASH teach (Multi Agency Safeguarding Hub), Child Protection Meeting (Fortnightly)</p> <p>✓ Learning Mentor – Inclusion Manager, Parents class teacher's, TAs referrals</p>		<p>✓ Targeted Interventions delivered remotely.</p> <p>✓ Children were invited to visit the school before returning to school on 8th March if they were feeling anxious.</p> <p>✓ School plans to put some targeted interventions on hold upon return to school, to focus on children socialising and having fun. All EHCP actions to continue.</p>
8c	<b>Evidence of effective awareness and use of external support services for pupils experiencing difficulty such as the EPS, SEWS, CAMHS, SWERRL etc.</b>	<p>✓ Evidence from the Hard Data confirms school makes appropriate referrals to external services (see Hard Data)</p>		<p>✓ Unchanged</p>
8d	<b>Evidence of the school following the SEN Code of Practice (graduated response) when responding to young people with needs in the area of SEMH</b>	<p>✓ Quality First Teaching - Inclusive curriculum, EHCPs, IEPs, meeting with external agencies/parents, reviews, CIN, TAF</p> <p>✓ As a school we follow the structure of Assess, Plan, Do and review cycle when supporting SEMH (IEPs, PSP, EP, SALT, Working with SWEERL, Social Care, Change &amp; Challenge etc.)</p>		<p>Unchanged</p> <p>In addition:</p> <p>✓ Risk Assessments have been completed for all SEND children in consultation with parents and copies sent to relevant Local Authorities.</p> <p>✓ Teaching Assistants have been supporting SEND children through in class and Targeted Interventions</p> <p>✓ Remote Targeted Interventions to meet targets in IEPs/EHCPs continued throughout the Lockdown remotely</p>

## Facts and Figures

### *Potential impact of Covid-19*

The figures the year 2019-20 are affected by the Covid-19 restrictions in 2020 and as such reflect the impact these measures had on school life. The information is provided for reference but cannot be directly compared with the data from previous years.

### *Staff Attendance*

Designation	Days lost 2017/18	Days lost 2018/19	Days lost 2019/20
Teachers	75	112	118
TAs	68	35	57
Support Staff	21	81	43
Playleaders	20	4	3

### *Pupil Attendance*

Despite the impact of covid, recorded pupil attendance continued to improve in 2019/20, averaging 96.4% across all year groups, compared to 95.4% and 96.1% in the previous years.

### *Exclusions*

In 2019-20 there no permanent or fixed exclusions and 4 lunchtime exclusions. In 2017/18 there were 7 lunchtime exclusions and in 2018/19 there were 5.5 fixed exclusions

### *Onward Referrals*

School engages in onward referrals with a range of networks, including CAMHS, EPS, Early Help, DAZU, SALT, Occupational Therapy, Change and Challenge and SWERRL.

### *Complaints*

In the 2017/18 and 2018/19 school year there were no complaints, but there were two in the year 2019/20.

### *Bullying Incidents*

Recorded numbers of bullying incidents fluctuate, with 24 in 2017-18 school year, 37 in 2018/19 and 19 in 2019/20.

### *Staff Survey Data*

Staff rated each key areas affecting wellbeing out of five with Never = 1 and Always = 5. Ratings improved consistently across ALL scales.

Element affecting staff wellbeing	Staff Rating 2019	Staff Rating 2021
Physical Environment	4.5	4.6
Promotion of Self -Esteem	3.7	4.4
Emotional Processing	3.7	4.5
Self-Management	3.6	4.4
Social Participation	4.4	4.6

### **Conclusion and Award**

The baseline evidence from the first audit of St Michael at Bowes established a clear existing commitment by the school to supporting and promoting the emotional and mental health and well-being of its community. Data gathered at the end of the project demonstrate that St Michael at Bowes implemented actions in several key areas for development. The BRAG ratings for each round of data collection illustrate the progression that the school has made.

We commend and celebrate St Michael at Bowes for the efforts it has made to support a whole-school approach to well-being, and its evident commitment to continuing this work in future.

A draft version of this report was presented to the school's SLT, and a collaborative decision was made that school should be awarded the Sandwell Well-Being Chartermark to reflect St Michael at Bowes' whole school approach to well-being.

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