

Personal Development Eckington School



*Eckington School
remembers
11 November*



Eckington School

Chorus Education Trust

Personal Development: Eckington School

Our Vision:

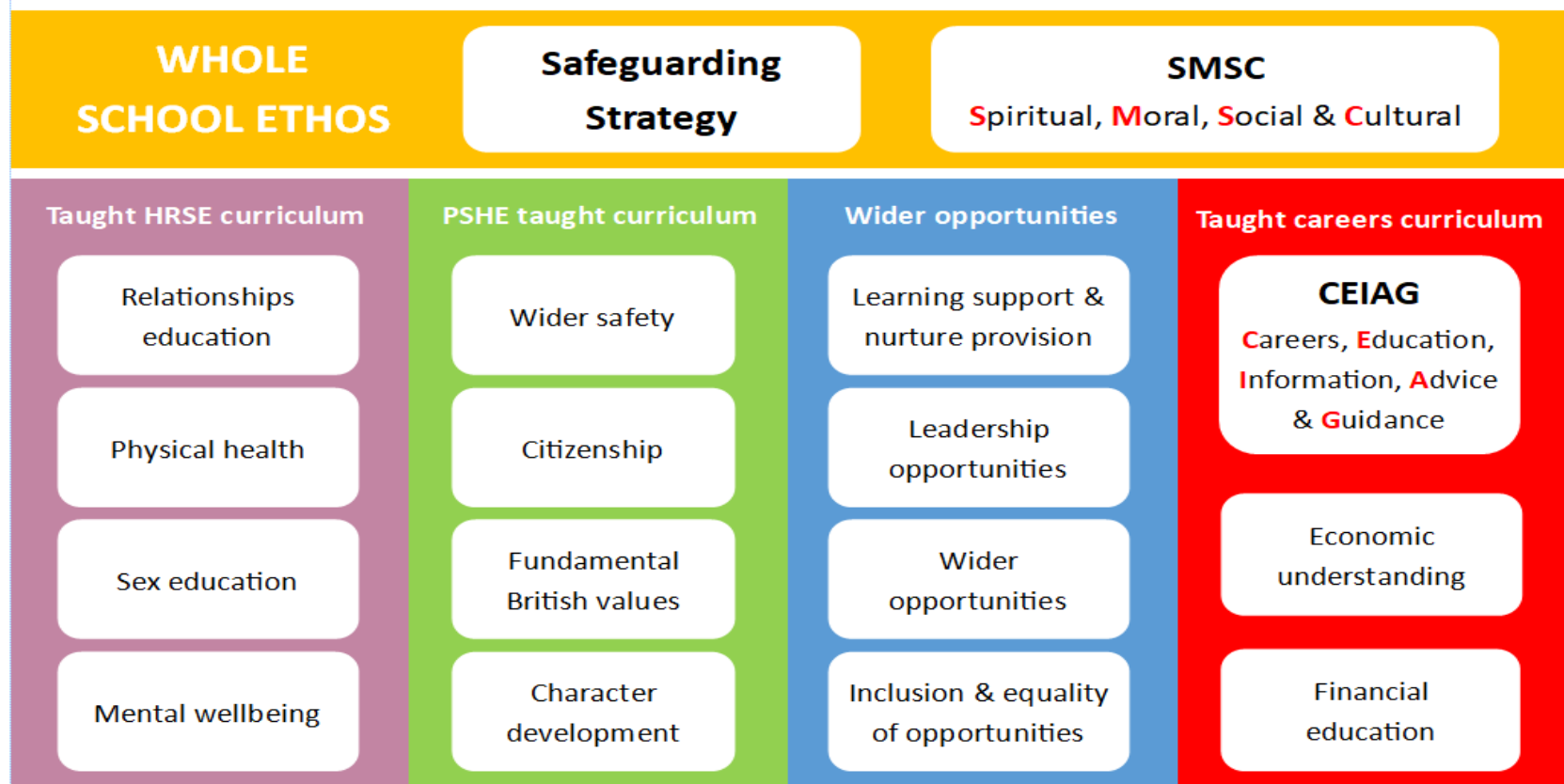
To prepare students for a world they can't envisage, so that when they are stuck with something they have never seen before, they choose to think instead of remember.

Our students will develop a robust set of skills and attributes that will enable them to confidently face life's challenges and opportunities and articulate their feelings and opinions. Our ambition is to help our students develop a survival kit to life's challenges and build their independence and resilience. Our students will be happy, healthy and stay safe.

Our curriculum is as accessible to all learners as it is creative, thought provoking and informative. Created for all ages and stages. Our students will learn how to become confident and active citizens of modern Britain, who treat everyone with respect and kindness, and celebrating their diversity.



Personal development is a broad term used to define a comprehensive list of elements that are included in the taught curriculum as well as learning which takes place beyond the classroom.

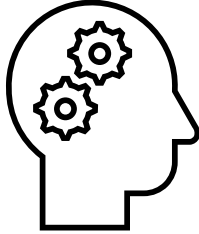


Personal Development

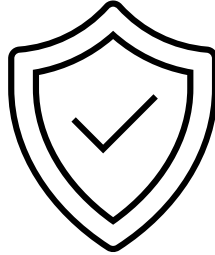
Curriculum



Mental Health and Wellbeing



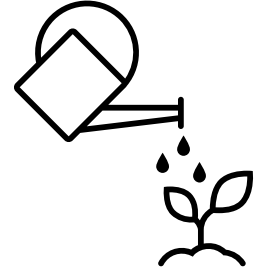
Safeguarding



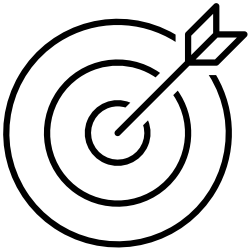
Wellbeing for Staff



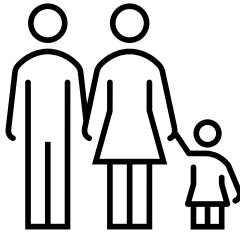
Nurture Provision



Careers and Aspirations



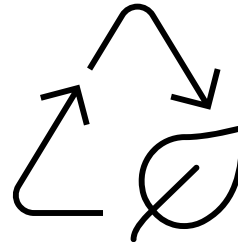
Parental Engagement



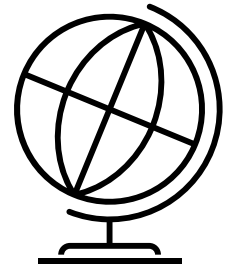
British Values



Environmental Awareness

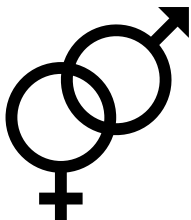


Enrichment Activities



Personal Development through the Curriculum

RSE



RSE is tailored to the needs of our pupils. We teach our students how to develop healthy and positive relationships of all kinds and explore abusive and toxic relationships through our LIFE/Character and Guidance curriculum where students can explore these issues in a support environment and in depth. In addition, this curriculum is embedded through our wider curriculum plans by giving our students the opportunity to understand important issues and ask questions. Our RSE teaching reflects the requirements of the DfE HRSE guidance.

Wider Opportunities



Enrichment opportunities are carefully mapped throughout our curriculum offer. They encourages our students' creativity, builds resilience and confidence, and nurtures their talents and skills. We promote our enrichment opportunities to all students and encourage participation to all demographics, whilst supporting those who need it to fully participate. Our school is a place to try new experiences and have fun.

LIFE/Character/ Guidance Lessons



Our weekly hour-long LIFE lessons are delivered in creative ways by key timetabled staff who are trained and supported to offer the most expert and supportive lessons possible. Our curriculum covers the concepts of Careers, Citizenship, SMSC, and HRSE and deepens in layers of complexity appropriate to the age and stage of our students. Learning outcomes are tracked against the PSHE Association programs and CDI framework.

Physical Education



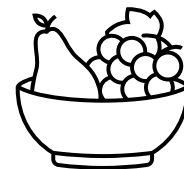
Physical Education is delivered through our core PE curriculum, utilising our excellent facilities and playing fields. Students may opt into GCSE Physical Education, or GCSE Health and Fitness, and A level Physical Education or Sport and physical education at KS5. Our sports day encourages participation from all students with team sports and staff participation. Sporting excellence is promoted, and our sports leaders plan and run sporting events throughout the year.

Religious Education



We study religious and non-religious world views as a core component of our full curriculum offer. We study RE as it is an essential part of increasing our student's awareness of diversity and tolerance issues in the modern multi-cultural British society. Our RE lessons provide a safe space to discuss, experience and respond well to diversity. It is where our students can engage with controversial issues and learn to disagree respectfully with each other. We often have visitors from the diverse range of faith groups in school.

Health And Wellbeing



Health Education is taught throughout LIFE curriculum and the wider curriculum offer (including Science, Sport and Fitness, Health and Social Care, and Food Technology rotation). In a curriculum which builds on complexity and depth our students develop a good understanding how to keep themselves safe, healthy; and be able to recognise their own emotions, build resilience, and support their mental wellbeing.

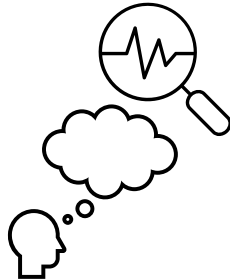
Mental Health and Wellbeing

Counselling Service



Eckington buys in the support of a specialist school counselling service. We also employ specialist trained pastoral support staff to run intervention programs, pastoral support programs and Achievement Support programs. The impact of these interventions are monitored through the year group referral meetings each fortnight to ensure support is evaluated in a timely manner.

Wellbeing Analysis



Our student surveys are used to track student wellbeing across the year. We collect student voice through our student leadership committees at points across the year. This data informs:
-LIFE Curriculum
-Nurture Provision
-TAF meetings and Referrals
-Family support/ Early Help
In addition, we take part in the My Life, My View survey annually, which allows us to analyse and identify key health and wellbeing issues for our students and make comparisons across Derbyshire.

Mental Health CPD for Staff



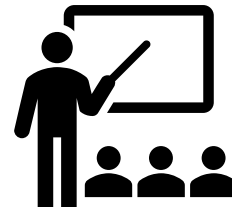
We have a team of staff trained as DSL, and DDSL's and a trust wide DSL support system to support the mental health of our students through effective CPD opportunities throughout the school CPD calendar. Our expert Pastoral Teams meet fortnightly meetings with experts to triage and explore support available for our students' mental wellbeing.

Transition Support



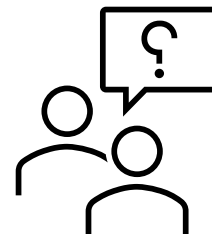
Our specialist team of transition support leaders works throughout the year to reach out to our feeder primary schools to ensure effective support is in place for students transitioning to secondary school. This process is supported by our student transition leaders. Our most vulnerable take part in the 'Head Start' program, where extra transition support is given.

Mental Health Education



Our Health and Wellbeing Curriculum delivered through LIFE lessons teaches our students to recognise impacts and pressures that can impact on mental health and wellbeing, and how to employ strategies to support themselves and others. The increases in depth and complexity relevant to the age and stage of the student. We signpost regularly support services both in and out of school to our students, including the School Health team drop-in services and Pastoral support team.

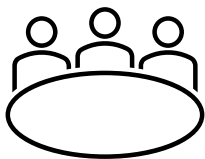
Talk Time



Our dedicated pastoral mentor works with referred students to support them through difficult periods at school. This also means that these students have a safe space and opportunity to talk when they need to. Our safeguarding team are always on hand to support our students and will signpost and refer to services if they feel it is needed. Our Pastoral Support Assistants also run a Pastoral Support Programme with students who are experiencing difficulties. These weekly interventions allow a space to reflect and make changes.

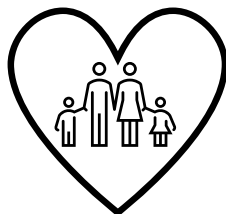
Safeguarding Strategy

DSLs



Eckington has a DSL (AHT) and an experienced DDSL team which includes the Headteacher, deputy Headteacher and Safeguarding manager. The Safeguarding Manager triages all reported incidents each day. The wider safeguarding team includes two AHTs, SENDco, Attendance staff, and pastoral teams. DSLs ensure that they keep their training up to date through CPD as well as through practical daily experience. Students identified as vulnerable or having a social worker are discussed at fortnightly year group referral panels alongside other cohorts of students.

Early Help



Our experiences safeguarding staff and pastoral teams ensure support for young people and their families is made using our Early Help staff, and is monitored by these staff fortnightly. These staff attend and lead TAF meetings and work with professionals and families to support the best interests of our students. We also have a dedicated full time pastoral mentor who works on intervention programs with our students.

Hot Topics



Our Safeguarding lead raises key safeguarding concerns weekly in our staff meeting. This could be to signpost to current issues facing our students and their families, or a national safeguarding topic. This is used to upskill our staff and ensure safeguarding is always at the forefront of everyone's minds. This also includes raising the profile of key vulnerable students who may be experiencing issues at that time, to ensure the best support is offered by all.

CPOMs



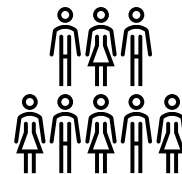
CPOMs is an online safeguarding platform used at Eckington to log any information relevant to the safeguarding of our students. This includes safeguarding concerns, meeting notes, behavior incidences that may indicate a safeguarding issue, parent contact and attendance information. Our DSL team monitors this system and ensures that all safeguarding concerns are promptly actioned. Safeguarding issues are feedback to governors through weekly SIP documents.

Attendance



We have full-time attendance team who monitors the attendance of our students. The attendance team meet fortnightly to discuss PAs and 'at risk' of PAs as part of the wider pastoral referral panels. We work with families to build positive relationships to encourage school attendance. Attendance is reported to parents regularly and students who are PA/risk of PA have regular meetings to support attendance improvement.

Everybody's Business



Safeguarding is everybody's business. This shared responsibility is evident in these strategies:

- Training for all staff
- CPOMs logging
- Pastoral support and tutor relationships
- Key Adults – Vulnerable children have identified key adults they talk to within school

We complete regular Safeguarding audits through the Trust and have a dedicated safeguarding governor.

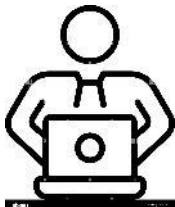
Wellbeing for Staff

Workload Reduction



Our senior team consider the impact on workload of any proposed changes. The school calendar is carefully mapped to ensure impact on workload at key points throughout the year is minimized. Our senior team use staff voice to consider the impact of planned changes on staff workload and wellbeing. Creative uses of technology are introduced to minimise marking and feedback burdens and Assessment and QA processes consider workload as part of the process.

CPD



CPD is bespoke and based on the needs of the school and its improvement priorities. Staff voice contributes to our CPD offer and it is always relevant to current pedagogy as well as linking to the aims of our SIP. Staff have regular opportunities to network across the trust as subject leaders, year group leads, and moderation, while the NPOs programs are also available throughout the year in pastoral, teaching and learning as well as leadership. Performance management always reflects a personal target and CPD is put in place to ensure that staff have every opportunity to meet this.

Staff Wellbeing Lead



We have a dedicated senior leader who is the school's wellbeing Lead. They run working parties to discuss wellbeing issues and to make changes to the school to support all staff and student accordingly. They regularly plan activities to support the wellbeing of staff throughout the year including visiting speakers and workshops, social events and more personalised changes to timetables and support.

Staff Voice



Staff voice is collected termly via a staff survey, and we run staff working parties on a range of topics. Their voice informs our School Improvement Plan and CPD offer for future half-terms. Any concerns that are raised are dealt with swiftly and support is put in place if required. All members of SLT have an open-door policy and staff know that they always have somebody that they can talk to.

ECTs



ECTs follow a 2-year induction program, have a weekly meeting with a mentor and a weekly induction tutor session to complete learning on the online platform. ECTs in year 1 have an additional 10% time allocation for ECT activities and have a 5% allocation in year 2. Support is put in place quickly to ensure their ongoing development to meet the Teacher Standards.

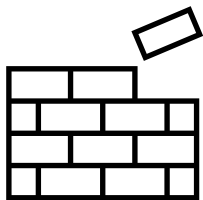
Relationships



The Leadership Team promotes an open-door policy and staff know that a member of SLT is always available to talk. All dept teams are led by a HOD. The HOD provides a middle layer of leadership and a direct, in-class contact for all members of the team. HOD's support staff through coaching and mentoring as well as providing pedagogical support and planning support.

Learning Support Team and Nurture Provision

Lego Therapy Intervention



Lego-based therapy is an evidence based approach that aims to develop social communication skills in children, such as sharing, turn-taking, following rules, using names and problem-solving.

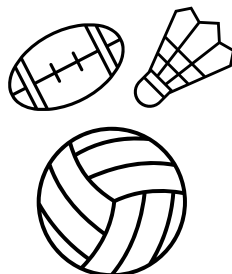
We use Lego therapy at Eckington to develop children's social skills and communication skills. The provision is run over six weeks by TA's who log the impact of this provision. The whole intervention is overseen by our SENDCO.

Counselling Services



Eckington buys into a counselling services:
-A school counsellor that meets with children on a 1:1 basis,
-Art therapy is provided for children throughout the year for those who need support
-Our safeguarding staff are skilled in providing the support needed for those who are experiencing periods of difficulty.

Sports Therapy



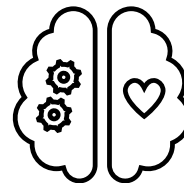
Our TA staff support our vulnerable and disengaged students with sports therapy at the start of each day, and when required. This gives an opportunity for the students to have a positive check-in, use some energy, smile and have fun, and regulate before the days begins.

Breakfast Club



Our Achievement Support Team runs a Breakfast Club to support our most vulnerable with a settled start to the school day. This sets the students up with a positive start to the day allowing them to have breakfast as a group and have a positive conversations with the staff and their peers.

Relationships with staff



Our staff CPD has focused on training our staff on coregulation. Our students are taught to self-regulate through coregulation with an adult or peer support. Our focus through training and development is to build our students self-recovery and resilience, and for them to recognise when and how to do this. Our staff receive ongoing CPD on relationship building and trauma informed practice.

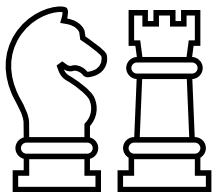
Pastoral Support Program



Our skilled Pastoral Team work closely with their students to offer support and intervention when needed. A pastoral support program is used for those who are anxious, disaffected, poor attenders, or struggling with peer relationships. The intervention is short and targeted and helps students to rebuild resilience and engagement in their relationships with teachers and peers.

Wider Opportunities- Beyond the classroom

Lunchtime Clubs



A full range of lunch time opportunities are provided by our staff. Examples include

Games, puzzles and logic clubs,
Book club
Gardening club,
Stem club
Chinese language
Nurture
Art club / Photography basics
Gaming and Computing
Coding Club
Art and Drama clubs (Glee)

After School Clubs



Our staff lead a variety of clubs after school as part of our wider enrichment offer.

Examples include;

- sports clubs such as football or rugby, Netball or athletics
- Young Enterprise,
- Art and photography clubs.
- Maths master class
- Chinese Language
- Anti Bullying Ambassadors
- Chess club,
- Drama Club

Deep Learning Mornings



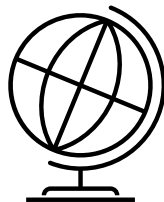
At Eckington we feel that some topics need a deeper focus and more time to explore and consider the issues raised.

We run Deep Learning mornings so that all students can focus on a topic for a longer time, involving specialist support, professionals and speakers to enrich the students' experience.

Topics include World of Work, Relationships and Sex Education, Careers, Health Well-being and Fitness to name just a few.

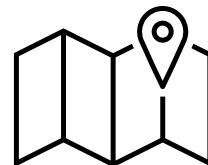
These mornings allow us to explore topics in greater depth and have relationship building experiences with students across the school.

Curriculum Enrichment



Our curriculum offer does not end at the classroom door. The curriculum allows our students to explore the wider world and develop cultural experiences. There are numerous opportunities for our students to meet and interact with professionals, visitors, speakers, religious leaders, and political leaders to broaden their experiences and explore different viewpoints on the world around them.

Wider Enrichment



Our students are provided with many wider enrichment opportunities to build their life skills, financial literacy, and nurture their interests and talents. The opportunities are wide and varied, examples include:

- Chinese language tutoring
- Young Enterprise
- Duke of Edinburgh (coming soon)
- Theatre trips
- Sports Tours
- Art and Photography visits

House System



Our students chose the names of our 5 Houses

- Zeus
- Artemis
- Poseidon
- Apollo
- Athena

Our school runs interhouse competitions every term to engage and enthuse students to have fun, make new friends, and have pride in their school.

CEIAG (Careers)

Careers Education



Recognising Excellence
in Careers, Employability
and Enterprise

GOLD AWARD

Employer Mentoring Program



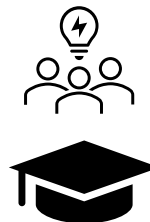
Employer Engagement Opportunities



Careers Guidance Interviews



Aspire Program



Transition



Our high quality and nationally recognised Careers Education curriculum is delivered in LIFE sessions and throughout the wider curriculum in Deep Learning mornings and through the 6th form Building Futures Program. This curriculum is mapped against the CDI framework and supports our students to grow throughout life, explore career possibilities, manage their career, create opportunities, balance life and work, and see the big picture. Careers learning is also linked throughout the wider curriculum in lessons, visits, speakers and employer engagement opportunities throughout the year. Our annual Careers Fair allows every student to hold career pathway conversations with professionals to discuss their future plans. We meet all Gatsby Benchmarks.

Our post 16 students are supported through the 'Building Futures' program, which involves 1:1 mentoring by an industry mentor linked to our students' individual careers pathway interests. This networking opportunity and work experience or career professional development opportunities enable our students to be fully prepared for their pathway choices and give them 'the edge' over their peers.

Our CEIAG curriculum is enhanced by many employer engagement interactions for every student throughout the year. Led by our full-time expert Employer Engagement Manager, our careers learning is enhanced by in person speakers, activities and visits. This supports the plans in each subject area, and in the post 16 Guidance Program. Our whole school annual careers fair enables all students to have face to face prepared conversations with employers, apprenticeship providers, HE and FE providers every year. This helps to prepare all students for their next transition point. Bespoke packages support key groups with next steps.

Eckington employs an impartial **Careers Guidance Practitioner** to provide careers guidance to all students. In KS4 and KS5 all students will have a 1:1 interview, and all students can attend drop-in session at lunch times. This expert also supports with staff CPD for tutors of students who are transitioning at key points during their education and supports the work of the Careers Lead and Employer Engagement Manager to strategically lead CEIAG at Eckington.

Our students are provided with numerous opportunities to engage with FE and HE institutions throughout their time at Eckington. We work closely with HEPP, and all local universities to provide outreach opportunities and visits and speakers. Our Year 10 students have opportunities to engage with the Aspire program to experience 6th form learning, and visits to local universities to help them to raise their aspirations. All students receive taster sessions on our 6th form throughout Year 11.

Our dedicated transition leader forms excellent relationships with our feeder primary schools to create supportive and exciting transition experiences for students. Taster days are supported by Transition Leaders who buddy up with groups to support them during their days at school. Vulnerable students are supported through the Head Start programme and visit us regularly over Y6. All cohorts are supported through key stage transition by 'My Future' drop down days, Careers Week, Transition LIFE lessons, Careers Fairs, and 1:1 employer mentoring. Our SEND students are supported through transition points by our SENDCO and AST staff, and all have a guidance interview.

Student Leadership Opportunities

House Captains



Our school has 5 houses, all chosen by our students. Each year our students have an opportunity to apply for the role of House Captain for their year team.

A team of 14 House Captains per House then supports the Head of House throughout the year with organising and promoting events, competitions and communication for parents. Our House captains lead on all Sports events and drop-down day house activities.

The application process is rigorous and enables students to develop employability and leadership skills to support their personal development.

Student Voice Committee Leaders



Our school has 4 student voice committees;

- Whole School Improvement
- Charity
- Community
- Equality, Diversity and Inclusion (EDI)

Led by recruited Senior Prefects these committee plan activities throughout the year and provide effective feedback and student voice to help leaders improve the school for all.

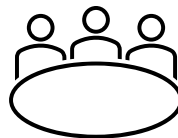
Senior prefects apply for their role, and interview. They help to promote the good work we do to all stakeholders.

Peer Educators Anti Bullying Ambassadors



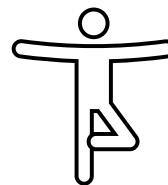
Our Anti Bullying Ambassadors are working towards their Diana Award for Anti Bullying to help build their skills and confidence to address different situation both online and offline. They work hard to promote the anti bullying agenda, celebrate diversity opportunities such as 'Pride' Month or 'Islamophobia Awareness Month', and help to create school policies. Our peer educators lead the 'Our World' board game with younger students to encourage peer discussion about risk in the world.

Student Interview Panels



We value our students' opinions when it comes to recruiting our excellent staff. Our student leaders make up a student interview panel for every position in school (both teaching and non-teaching) and interview prospective candidates. Their feedback is given to the headteacher who uses this to inform recruitment decisions.

Sports leader



Our sports leaders and sporting stars are recruited by the PE staff. These students take leadership roles with external competitions, extra-curricular clubs and any sporting event we hold at school. They develop valuable leadership and teamwork skills which add to their employability skills. Many also compete and represent their school in sporting activities.

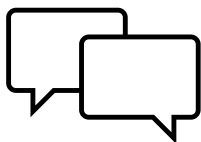
Transition Leaders



Our transition support leaders are recruited in the summer term and form the supportive team to welcome our Y6 students into Eckington and through their Taster Days. Many will visit their old primary schools and reassure their Y6 peers about the move to secondary education. On taster days the team will lead their group around school, taking registers, supporting at lunch time, and generally being a support and guide for the Y6 students.

Parental Engagement

Parent Voice



Parent voice is gained through parent surveys conducted after each parents' evening, and incidental meetings throughout the year about transition or student support etc. We consult with parents about RSE and CEIAG, along with curriculum and parents' evening changes. Parent voice drives change in school as we strive to ensure that our relationship between our school staff and our parents is strong.

Communication



Parents and carers are kept up to date by email and through the Arbor Parent App. A half termly newsletter gives an overview for the term ahead and shares the good news stories, celebrations and activities our students have been getting up to. Our website features key information which parents may need and is kept up to date. Our social media sites share information about life at Eckington School.

Welfare Support



Eckington identifies families that may require additional support through Pastoral Teams, CPOMs logs, TAF meetings and external agency meetings. We provide support through:

- Subsidised trip costs
- Subsidised breakfast club
- Free school meals
- Free school uniform
- Disadvantaged premium budget used to support with learning materials where needed
- 6th form bursary payments for learning materials and subsidised experiences.

SEND parental support



Eckington has supportive Achievement Support team led by our SENDCo who meets regularly with the parents of students who are the most vulnerable in school. These review of progress, support and transition plans are regular and monitor the impact of interventions and provision. This team creates pupil passports which are shared with teachers to ensure the needs of each student are met effectively. Parents and students contribute to these passports to ensure their voice is heard.

Safeguarding



Eckington has a Designated Safeguarding Lead (DSL) (Assistant Headteacher) and an experienced Deputy DSL team which includes the Headteacher, Deputy Headteacher and Safeguarding Manager. The Safeguarding Manager triages all reported incidents each day. Students identified as vulnerable or having a social worker are discussed at fortnightly year group referral panels alongside other cohorts of students. Parents are supported via Early Help teams and pastoral staff at Team Around the Family meetings.

In-School Events



Parents are regularly invited to in-school events throughout the year including:

- Parents' evening
- Celebration awards
- In – school performances
- Art exhibitions
- Out of school performances
- Careers fairs
- Transition events such as higher education evenings, GCSE options events.

British Values

Democracy



We promote Democracy through our LIFE/Character and Guidance curriculum where 'Rights, Responsibilities and British Values' topics are taught.

We consider issues like:

- What does it mean to be British?
- Human Rights
- Politics and Law making
- Parliament and Democracy

Democracy is also taught through our Wider Curriculum. For example, in history, KS3 pupils study the Magna Carta.

Democracy is interwoven through our Personal Development offer:

- Pupil Voice
- Student Interview Panels
- Student Voice Questionnaire
- Wellbeing Surveys
- Assemblies
- Pupil Vote (House activities)

Rule of Law



We promote Rule of Law through our LIFE curriculum and through our Eckington Values (The Eckington Way).

These are:

- **Safe** – Anti-bullying & safeguarding
- **Calm** – Movement around the school
- **Prepared** – Uniform, equipment, attendance and punctuality
- **Polite and Kind** – respectful culture
- **Ambitious** – maximising potential

In LIFE/Character lessons our students explore:

- How laws are made
- How laws affect society
- Prison, reform and Punishment
- The law around consent, marriage and civil partnerships
- The Equalities Act 2010
- Rights and responsibilities in the workplace, H+S, Recruitment law

Respect and Tolerance



Respect and Tolerance is woven through our LIFE curriculum and the Eckington Way values. We also mark Islamophobia Awareness Month, Pride Month, Black History Month etc.

In our curriculum we explore:

- The Equality Act 2010
- Prejudice and discrimination, women's rights, LGBT rights across the world
- World issues and international organisations
- Peace War and Conflict, supporting other countries

Respect and Tolerance is also taught through our Wider Curriculum in:

- Assemblies (Respect, Tolerance)
- Core and GCSE RE, English Language
- Humanities, Business, RE
- Performing and Expressive Arts
- Social Sciences and H+SC

Individual Liberty



We promote Individual Liberty through our LIFE curriculum.

In our curriculum we explore:

- Modern Day slavery
- CSE and grooming
- Data security and your online presence
- County Lines
- Bullying of all forms (online and offline)

Individual Liberty is interwoven through our Personal Development offer:

- Anti-Bullying learning
- Road Safety workshops
- E Safety events
- Curriculum Initiatives – Remembrance Day / Holocaust memorial day
- Inclusive Environment and displays
- EDI student committee
- Inclusive Sporting Events

SMSC

Spiritual



We encourage our students to appreciate the world around them with fascination, awe and wonder.

We explore the beliefs and values of other people around the world, and we reflect on our own personal values and identity.

We explore human feelings and relationships with others.
We use imagination and creativity in learning.

Moral



We encourage our students to Investigate moral & ethical issues and debate different viewpoints and concepts.

Through appreciating our school values, we recognise right and wrong and encourage our students to apply them.

We encourage our students to understand the consequences of their actions and encourage self-reflection and restorative conversations wherever possible.

Social



At Eckington we provide opportunities for our students to develop personal qualities and social skills.

We encourage our students to participate in House and Extracurricular activities, to cooperate and resolve conflict.

Our student committees help our students to understand how communities and societies function in modern Britain today. We debate a discuss current topics and keep up to date with the current news.

Cultural



Diversity is the one thing we all have in common. We explore our understanding of diversity and encourage empathy, tolerance and understanding.

We learn about different cultures around the world and respect our differences.

Where possible we expose our students to cultural activities and experiences to enhance their cultural capital.

We encourage exploration of our personal and cultural influence on the world around us.

School Assemblies play a vital role in promoting SMSC amongst our students. Our assemblies allow us to discuss and reinforce our core values and ethos, fostering an environment that encourages responsible decision-making. Assemblies provide moments of reflection, consider personal beliefs and spirituality, as well as opportunities to celebrate diversity, build good character and consider next steps.

Pastoral Support

Pastoral Support Programme



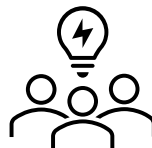
Our specialist Pastoral Year teams support students with their personal, social and moral development. Pastoral Support assistants and Heads of Year mentor students who need extra support by using a pastoral support programme. The programme provides a holistic approach to supporting students with personal growth, emotional stability, moral support and practical needs. The programme help to build resilience and self-esteem. For students who need further support referrals are made to our Pastoral Support Mentor for more specialist and targeted work with mental health and wellbeing. Heads of year coordinate teachers to support their form groups through each key stage.

Mental Health



A Senior Mental Health Lead coordinates the methods used to support our students and staff with their mental health and wellbeing. Health and Wellbeing forms an important part of the taught curriculum and is regularly featured in assembly themes and enrichment events. Students are able to request support through pastoral teams or anonymously through the wellbeing@ email address. Intervention supports students with zones of regulation. In the curriculum students are taught how to be mentally health and how to access support.

Referral Panels



Our specialist leaders meet weekly to discuss the needs of our students and assign support in 3 key tiers:

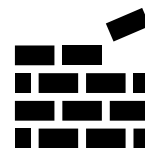
- School Level Support
- Universal Support Programme
- Specialised Support Programmes

The team discuss:

- Triggers for behaviour or concerns
- Actions for staff
- Interventions that could be used

The panels are able to monitor the impact of support and interventions across the student body and ensure the right level of interventions are offered to the rights students.

Interventions



Interventions are used to support our students as and when they need it. They can be to support students with learning through the SEND team. Or through our internal or external early health process. All interventions are assigned through the referral panel process and its impact is monitored and evaluated half termly. Intervention examples include:

- Zones of regulation
- Lego Therapy
- Reduced Timetables or Alternative Provision
- Step out
- Early Help Referral
- CAMHS referral
- School Counsellor
- 1-2-1 Session
- Time Out Pass
- Therapeutic Strategies