

'The Flourishing School'

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Welcome and introduction

Margaret McGee, Head teacher for 15 years, trained as a Psychotherapist over 4 years receiving my HG Diploma in 2011, used the skills gained constantly and across all strata of the school 'family'. The work involved in training for Therapeutic Inclusion made a massive difference to my own skills, competencies and confidence and to that of the staff.

Objectives of this Workshop

1. A better understanding of the main points of recent Government guidelines to schools, concerning mental health and well-being.
2. A better understanding of how as a Governor, you can access information about what happens in your own school with regard to mental health and well-being.
3. A better understanding of our 'Needs and Resources' that support mental health and well-being
4. A better understanding of simple ways a local Primary school provides a caring and supportive ethos to support the mental health and well-being agenda

Philosophy



- ✓ **Generosity** wanting to help and give to others, feeling good about making a contribution
- ✓ **Belonging** feeling loved and cared for by others, feeling like a valued part of a group
- ✓ **Mastery** skilled in many areas (mental, physical, social, spiritual), striving for personal best not perfection
- ✓ **Independence** making decisions, setting goals, having self-discipline, owning your successes and failures

Based on the work of work of Martin Brokenleg and Larry Brendtro, Augustana College USA

Key Point: Balance between all areas = 'well rounded' individuals, citizens of the future

My Aim: Staff as well as children and parents to feel the benefit of working in such a positive philosophy with positive outcomes. Influences: Martin Seligman – Resilience, Daniel & Wassell – Success Factor, Carol Dwek – Growth Mindset

Our School was recognised as a joyful place to be, in the last **Ofsted in 2014!**

- ***This lively and successful school serves the needs of the local community exceptionally well. It celebrates and values the mix of pupils from a wide range of different cultures and backgrounds.***
- ***Most pupils, including the most able, make good and sometimes outstanding progress in all classes, including in the Early Years Foundation Stage.***
- ***Teaching is usually good and increasingly outstanding. The excellent relationships pupils have with staff help them to be confident learners and to try their best.***
- ***Pupils feel safe and are eager to learn. Their behaviour and attitudes to learning are good and often outstanding.***
- ***The headteacher shows great determination to go the extra mile in improving the school. This passion for improvement is shared by staff and governors. As a result, teaching is improving and standards are rising.***
- ***Excellent relationships exist with parents who greatly value their involvement in the education of their children and the life of the school.***
- ***Strong partnerships exist with other schools. These help to share good practice and improve***

1. A better understanding of the main points of recent Government guidelines to schools, concerning mental health and well-being.

11th February 2014

‘Britain's schools must be "more than just exam factories", a cross-party parliamentary group says.

Its report argues that more importance should be given to the development of "character and resilience".

It says schools should make it part of their "core business" to nurture pupils' self-belief, perseverance and ability to bounce back from set-backs.

It is supported by the CBI, senior politicians, and the government's social mobility adviser.’

***Department for Education: Mental Health & Behaviour in Schools
Departmental Advice for school staff: March 2016***

According to this document, 9.8% of children and young people aged 5 to 16 have a clinically diagnosed mental disorder

Approximately a further 15% have less severe problems that put them at increased risk of developing mental health problems

According to this latest DFE advice, Schools can make a difference to outcomes for children and young people in the following way:

Protective Factors in School

- Clear policies on behaviour and bullying
- ‘Open door’ policy for children to raise problems
- A whole-school approach to promoting good mental health
- Positive classroom management
- A sense of belonging
- Positive peer influences

Risk Factors at School

- l• Bullying
- Discrimination
- Breakdown in or lack of positive friendships
- Deviant peer influences
- Peer pressure
- Poor pupil to teacher relationships

Key Points for All Schools from the DFE Document

Key Points

- In order to help their pupils succeed, schools have a role to play in supporting them to be resilient and mentally healthy.
- Where severe problems occur schools should expect the child to get support elsewhere as well.
- Schools should ensure that pupils and their families participate as fully as possible in decisions.
- Schools can use the Strengths and Difficulties Questionnaire (SDQ) to help them judge whether individual pupils might be suffering from a diagnosable mental health problem.
- There are resources available to help school staff support good mental health and emotional wellbeing.
- Schools should consider if their pupils would benefit from the offer of school counselling services.
- There are things that schools can do – including for all their pupils, for those showing early signs of problems and for families exposed to several risk factors – to intervene early and strengthen resilience.
- Schools can influence the health services that are commissioned locally through their local Health and Wellbeing Board
- There are national organisations offering materials, help and advice. Schools should look at what provision is available locally.

2. A better understanding of how as a Governor, you can access information about what happens in your own school with regard to mental health and well-being.

- School Vision and Values, Mission Statement, Aims and Objectives
- School Improvement Plan
- Head Teacher's Report to Governors
- Committee Meeting Reports
- 'Named' Governors
- Pupil Premium Report – how is it spent? Is it used to enhance gifts and talents as well as remediate learning difficulties?
- Sports Premium Report – How is it spent? Who benefits? What is the impact?
- High Expectations in all areas – School rules and Expectations.
- Attendance Data
- Performance Data
- Visits to schools by Governors: Records of Visits
- SIP visit records
- Ofsted/HMI Reports
- Pupil Voice Records
- Parents/Carers Evening Records

3. A better understanding of our 'Needs and Resources' that support mental health and well-being:

Human Givens Theory based on current learning from research from a number of areas including areas such as Psychology, Neurological and Biological Sciences.

All living creatures have needs, once the basic 'Needs' for physiological wellness are met, then another set of needs arise, these are based in our emotions and are there to protect and develop the individual whilst driving the species forward.

Needs	Resources
Security	Imagination
Attention	Ability to learn and remember
Achievement - Competency	Ability to plan, analyse and adapt
Intimacy – Emotional Connection	Ability to understand the world consciously (Pattern Match)
Community – belonging to something bigger than myself	Rapport building skills
Privacy	The Observing Self
Autonomy & Control	
Status	
Meaning & Purpose	

If our needs are met then we are 'in balance and will be mentally and emotionally well.

4. A better understanding of simple ways a local Primary school provides a caring and supportive ethos to support the mental health and well-being agenda

Needs	Resources
<p>Security – Good discipline, clear well communicated behaviour policy producing an ‘oasis of calm’! Strong relationships highly valued. Every child matters, developing the uniqueness of every child by celebrating differences and strengths, working together to build community – Celebration Days, Fun Days, World of Work Days Therapeutic Interventions Water available to all throughout the day. Good quality Nutrition and tasty lunches – healthy schools agenda – learning how to keep safe and well. Fruit available to all. Learning how to look after yourself physically, emotionally and via the internet.</p>	<p>Imagination Working alone or in a variety of groups, the importance of developing imagination through play at all ages, listening and reading stories, poetry, drama, music, dance, ICT, sport. By hypothesizing in Science, by trial and error in problem solving activities. By learning how to put things together to make them work, to make them strong to make them move, to create finished articles, to review and improve designs. Broad Balanced but enriched curriculum. Hooks for learning, wide variety of experiences.</p>

Attention- reward systems 'Class Dojo' points collection and physical rewards, stickers and verbal rewards, taking your work to 'The Boss'. Star Award System. 'Bubble time' staff/child time

'Open door' policy regarding the Head & Deputy Head teacher at lunch and dinner times, before and after school.

Lunch Time Clubs

Therapeutic Inclusion

Counselling – in-house, Gaddum Centre etc

Ability to learn and remember

Phonics, Sight Words, Use of Context, Grammatical Constructs

Number facts, Number bonds, Poetry, Drama & Singing

History & Geography Quiz Facts

Problem solving activities in all areas of the curriculum

Achievement -/Competency

**Curriculum Success by meeting
personal targets**

**Interventions to support learning and
'narrow the gap'**

Booster Classes

Visits and visitors

**Wide range of Extra Curricula Activities
open to all- Opportunity to excel at
drama, musical, arts sports and other
interests open to all and free of charge**

Ability to plan, analyse and adapt

**Problem solving in Maths, Science,
literacy, Art, DT**

**Understanding how the human race
developed, settled, conflict and
resolution, cause and effect through
Humanities**

Intimacy – Emotional Connection

Child to child – friendships, Playground Buddies, Staff training re playtime and lunchtime, Safeguarding, in Class: working in a variety of ways, different group sizes, mixed age groups Super-learning opportunities: Sport Day, Working with Manchester Airport on 'The World of Work Day', joining with other schools- Mini-Vinnies Adult to adult- opportunity to connect, talk and discuss, work together as teams, mix across the school also mix the teacher stages Adult/child- Class teacher, Teaching Assistant developing special working relationships with each child, bubble time to enable personal discussion to take place, Reward Systems

Ability to understand the world consciously (Pattern Match)

Applying knowledge, skills and understanding to solve problems in all areas. Using prior learning to solve problems set in new contexts.

Community – belonging to something bigger than myself – ‘special days’ – Pop Project, African/Caribbean Celebration, Indian Celebration, Celebrating Spain for our MFL, Great Britain, Airport days, World Book Day, Church School – Liturgical Celebrations, Christmas Events including Musical Nativities, Fair etc

Rapport building skills

Learning social skills and creating bonds through play, work and co-operative activities.

Being able to Lead or follow

Taking responsibility and sharing responsibility

Wide variety of experiences to

‘break down barriers’ – HMI David Moores

Privacy- 'My Space' – own draw or

locker

**Chance to withdraw from the crowd
in the playground – quiet spaces**

Peace Room

Time Out procedure and practice

Personal Journal

The 'Observing Self

**'Seeing yourself' develop and grow,
become more confident and
competent, achieve success, take
risks to further develop, feel a sense
of pleasure in independent learning,
develop resilience and optimism –
not yet approach! Growth Mindset –
Carol Dwek - Neuroplasticity**

Autonomy & Control

Providing opportunity for choices eg play time – people, places, equipment

Positions of Responsibility- class monitors, prefect, library monitors, lunch and playtime buddies and organisers

School Rules – knowing them, keeping them and what to do when things go wrong!

Opportunity to take responsibility for own learning and behaviour

Pupil Voice opportunities

Volunteering Opportunities

Charitable enterprises

Opportunity to take part in Extra Curricula Activities

Status – Knowing you ‘belong’ – within a friendship group, learning group, class, age group, whole school. Being ‘listened to’ – given a ‘voice,’ being given responsibility, recognition for achievement

*British values – Pop Project
Citizenship*

Meaning & Purpose – understanding your tasks, being interested in what you are learning, being able to work with others to accomplish tasks, reviewing and improving your work, being proud of your accomplishments, having your achievements noted and recognised, experiencing success, developing independence and resilience.

Some useful Questions for Governors to ask

- Play Time/ Lunch Time – (What does it ‘look like’ and ‘feel like’ in your school? How do you know? What happens to ‘isolated’ children? Is play equipment available? Is there a variety? Does it change from age group to age group? How is it stored and manged? Do the children take responsibility for managing play equipment? Are the children involved in the selection and purchase of play equipment? Do they have a budget? Is there a member of staff responsible for organising positive play?)
- What is the Policy and Procedure on ‘Bullying’ – does it occur, if so is it isolated incident or are there patterns? Are there any gender issues? Does it happen in all age groups? How is it reported? What is done about it? What measures are in place to stop it happening? Education about ‘Bullying’ – how does this happen? How are Parents/Carers involved and informed?
- SEND – is early identification high priority in your school? How is it tracked, managed, reported, what interventions are in place and who provides these services, other agency involvement, teacher education, working with and supporting Parents/Carers
- Attendance – is it ‘AVERAGE’ = 95% or better than average – is your school a happy place to be for the children – do they enjoy coming to school – how do you know? Data, Surveys, Talking to children and Parents/Carers
- What is the perception of the school in the local and wider area? Would local people recommend your school to prospective Parents/Carers? What are your school’s strengths and weaknesses according to local opinion? What do the school’s neighbours have to say about the school? What do shop keepers in the local area say?

- Has there been any media coverage?
- Visitor Comments – are they recorded anywhere?
- Is there opportunity for Parents/Carers to make comments that are recorded? Is there 'feedback' to Parents/Carers? Are parental suggestions taken on board and acted upon? Can you give an example?
- Can children make their feelings known – if so how? Can they do this with the knowledge they are listened to and responded to?
- Comments/Report when the children are out on school trips
- Curriculum Records – Is it a broad, balanced and enriched curriculum in all areas of the school and across all age groups?– what is the impact of the curriculum on children and their learning as a full citizen
- Fun? Excitement? Awe and wonder? – are children encouraged to develop their 'authenticity' – identifying their own particular gifts and talents, are they introduced to experiences that can develop their interest in music, art, literature, drama, science, leadership, sports etc?- this can build a 'self - image' as successful for the child. Can everyone take part? What are the barriers? How do you know?

- Is there a PHSE Curriculum? Who is responsible for PHSE in your school? Does it include Education about how to build Resilience and Optimism to stay Emotionally and Mentally well – for all ‘Stakeholders’. Is yours a ‘Healthy School’ does your school work with the healthy Schools initiative?
- Physical Exercise, Good Nutrition, ‘Hands On’ activities, “Down Time” – supporting Brain development and learning, providing ‘balance’.
- Volunteer and charity work?
- Work with Parents: How well do you know your families, Child development, expectations, behaviour management, learning and supporting children whilst creating independent learners
- Work with Agencies and local Partnerships
- Arrangements for working with children/families with Emotional and Mental Health Problems – what support is offered by the school?
- Arrangements for supporting Staff with Emotional or Mental Health Issues