



Response from Hob Moor Federation

1. What steps do you take to promote an awareness of the mental health needs and vulnerabilities of young people in your school?
 - In September 2011 we established the Pastoral Team to work across both Hob Moor Oaks and Hob Moor Primary School. This consists to the Principal and Leader of Inclusion (as designated teachers for safeguarding and LAC), the heads of schools, pastoral advisor (who works predominantly with families), learning mentor (who works predominantly with children in school) and twos Emotional Literacy Support Assistants. We also have another 10 ELSA's working across both schools.
 - Each week during briefings there is an opportunity for staff to raise any concerns they have about individual children to the whole school.
 - Cause for concerns forms are completed about any concerns staff have about children's' wellbeing, no matter how large or small. These are then passed to the Pastoral Team where they are actioned. This may be a referral to the front door, a discussion with parents or the child or allocation of a keyworker from the Pastoral Team.
 - The Pastoral Team meet formally once a fortnight and informally on a weekly basis. During this time children are discussed and support is allocated to the children who need it.

2. Do you or how might you use other young people in your school to support those you identify as vulnerable?
 - Peer mediators work in the playgrounds at lunch time helping children to resolve their difficulties for themselves. They use a structured set of questions to assist them with this – taken from restorative practice.
 - What happened?
 - What were you thinking at the time?
 - What have your thoughts been since?

- Who has been affected by what you did? How?
 - What do you think needs to happen next?
3. What procedures have you to identify and share information about children who are solitary and at risk and who may be showing signs of emotional ill health?
- Through the cause for concerns forms and the Pastoral Team meetings. All staff are aware to look for those children who are becoming more withdrawn as well as those that act out.
4. What significant piece of work or action taken by you in the past three years has had the biggest impact on adolescent mental health in your school?
- (i). Why do you think this is?
- The introduction of the Pastoral Team and Restorative Practice. It is hard to separate the impact of these initiatives as they were introduced at the same time. Restorative Practice has enabled children to talk about their feelings, giving them the vocabulary to do so. It has also helped them to think about how their behaviour has affected others. The introduction of the Pastoral Team has meant that the staff are available to talk with the children and support the families of the most vulnerable children.
5. What training have you had in the past three years for dealing with mental health issues in your school?
- (i). Have you used that training at your school? Please give examples of training being put into practice
- Attachment Theory – from Lime Trees and Educational Psychologist
 - Restorative Practice
 - Gimmie 5 – sensory integration
 - ELSA training
6. How do you rate your school at dealing with young people's emotional health issues and what is your plan for the next three years?
- (i). Do you involve the young people at your school in assessing issues?

- The school has an excellent record of supporting vulnerable children and this is supported by the progress data of vulnerable groups.
 - In the next 3 years I would hope to continue to develop the roles of ELSA's within the school and how the Pastoral Team work in more proactive ways to target vulnerable groups of children.
7. As voluntary organisations become further involved in the community have you been approached by an organisation and would you welcome this?
- (i). What support would you welcome?
8. What services are you aware of that are available for students in your school?
9. How often does your school ask young people about their emotional wellbeing?
- Each class hold circles on a regular basis throughout the day (at least twice a day) were the children are expected to say how they are feeling. Children are then able to select someone that they wish to share their worries with.
 - Children are also encouraged to use impromptu circles to resolve problems and conflicts that happen throughout the day. This allows things that could become bigger issues to be resolved quickly.
10. Do the staff at your school have confidence to deal with emotional health and wellbeing issues?
- Generally yes, although we know that we can seek support when we do not. We have a close working relationship with our Primary Mental Health Worker, Educational Psychologist, IDAS worker and NSPCC worker.
11. What do you want to achieve for young people's wellbeing in your school?
- That all children feel safe and happy in school and are able to reach their full potential.

12. Do you plan on developing peer to peer support for young people within your school? If so, how? If not, why not?

- To continue to develop the role of peer medication.

13. Do you think City of York Council should be introducing a baseline to measure against? If so what do you think this should look like?