<u>Response from All Saints Roman Catholic School</u>

1.  What steps do you take to promote an awareness of the mental health needs and vulnerabilities of young people in your school?

    Specific topic assemblies (may be run by pupils themselves), Information sharing between staff – info given at the formal staff meeting at the start of the year, then throughout the year it may just be a 'tlc please' memo – many staff do not need to know all the details, just that a child may be vulnerable.
    Staff respond very well to these memos and are also good at identifying pupils who are struggling in a variety of ways, and passing that information on.
    We are currently upgrading our student information computer data base to enable identified staff to access concise and comprehensive information all in one place.
    We undertake fundraising throughout the year, sometimes raising money for our own pupils' needs, sometimes for the wider community. Pupils are involved in choosing which charities to support.
    We have a breakfast club on the lower site which gives free breakfast to identified pupils, and we financially support pupils to attend trips, residentials etc. Any member of staff is able to refer a pupil.
    We have an enormous number of Primary feeder schools, and as many as possible are visited by out Head of Site each summer term. We then offer 2 parents evenings for our main Catholic feeder schools, and an additional Saturday morning where we ask the pupils to come too. This morning is for the schools where a pupil may be the only one coming from that school. The children engage in various fun team building activities so that by the end of the morning each child will be able to identify someone with whom they would like to be in a form. If a child is very nervous about coming to high school we have as many additional visits as necessary for them to feel alright about it, engaging with other pupils as much as possible. We also do this again at the year 9/10 transition we have to the upper site.

    The parents meetings allow an opportunity for them to give us any confidential information or talk about their anxieties. My own role works well here as I am able to offer individual support and advice if necessary. Our overall year 6/7 transition programme gives us a good start in identifying vulnerable pupils very early on.

2. Do you or how might you use other young people in your school to support those you identify as vulnerable?

   We have peer listeners from year 9 who are trained and supported through the year to support other pupils.
   We run Circles of Friends for identified vulnerable pupils (currently there are 2 running in year 7).
   At the start of year 7 we do a one-off circle time with each form with the themes of 'making friends' and 'identifying who to go to for support in school'.
   We have a 'Chill Out' club every lunchtime at the lower site where vulnerable pupils can support each other in a managed environment.

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?

   Anyone (staff and students) who has a concern is able to speak with a member of staff. Usually this will be the learning leader or one of the pastoral team. We encourage pupils to tell us if they have a concern about someone or they see something wrong.

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?

   Internet safety and social media sites are a big area of concern currently, and something where we are continually trying to find better ways of supporting pupils to be safe. We involve the Police when necessary and, we have assemblies highlighting the risks. Self- harm is also another area where we know we have some very vulnerable pupils. I personally work very closely with identified pupils who are self-harming.

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

   I have received training in both these areas, as well as bereavement support (this forms a regular part of my work). In addition I have recently been on a course looking at techniques to help children through drawing.

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?

   We work hard to provide a very good response to pupils' mental health needs. To this end we have duplicated support on both sites - the Emmaus Centre which works with students who struggle behaviourally, the Here 2 Learn room supporting academic progress and offering support to students who may be withdrawn from a particular lesson, and after school homework support sessions are on both sites. There is a Pastoral Leader on both sites. Our Chaplaincy worker and I (Home-school support) work across both sites. Any of us may identify a pupil in need. We work well as a team, and work to individual strengths. At any point support may be layered across several 'teams' or we may use one person for a period of time and then switch to someone else. Communication is key.
   In addition we have a new Director of Inclusion and she is working to update and improve our ways of working.
   We run Anger Management groups as required, and are setting up a Mindfulness group with support from our Educational Psychologist. We are about to start a small group specifically aimed at helping identified pupils with making friends.
   We have prayers daily, sometimes written by the pupils. This provides a few minutes of calm and reflection at the start of each day for both staff and pupils. At upper site we run a religious retreat for each year group. Pupils choose to attend for the few days away.

   (i). Do you involve the young people at your school in assessing issues?

   We have an active School Council and pupils are asked what they want. Pupils are involved in interviewing new members of staff. Near the end of year 7 we ask pupils to update our year 7 handbook with what they think should be in it for the new intake.

7. As voluntary organisations become further involved in the community have you been approached by an organisation and would you welcome this?

   We are regularly approached by various voluntary agencies and are happy to work closely if we have an identified need and the capacity to do so. We are currently working with Lifeline, Young Carers, Yo Yo, and we have worked with Relate over the last 5

years running parents groups and working specifically with pupils re relationships. We will contact an agency if a need arises eg Cruse, Castlegate, Relateen etc.

8.  What services are you aware of that are available for students in your school?.

    We work with the Front Door, IFS, PSI, school health, CAMHS (we are currently part of a research study for Lime Trees, into using c-cbt for pupils who are experiencing low mood.) the hospital. teaching team etc.

9.  How often does your school ask young people about their emotional wellbeing?

    We regularly talk with pupils about how they are. In addition we have what we call 'Quiet Days' which are for individual forms to take time out of the curriculum and focus on mediation, contemplation and reflection about how they are both together and individually. Pupils write bidding prayers and intentions for mass.

10. Do the staff at your school have confidence to deal with emotional health and wellbeing issues?

    Depending on the issue, teaching staff often deal with form issues, but will usually initially speak with a member of the pastoral team or the Learning Leader for advice. This ensures that we offer a co-ordinated and appropriate response. All staff know how to respond re safeguarding concerns.

11. What do you want to achieve for young people's wellbeing in your school?

    Comprehensive, quick, and individual support for all pupils, including specialist services where necessary.

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

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?