



# SEMH Enhanced Offer Launch Event

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Jonny Wathen

CIO– Wellspring Academy Trust

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# Event Schedule

- **Introductions & Programme Overview**  
(Emma Dobson & Jonny Wathen)
- **Wellbeing Reviews & Your Professional Partners**  
(Michelle Sault & Sarah Wray)
- **Parental Engagement CPD**  
(Luke Mitchel & Jacob Lawton)
- **Key Note: Creating a relational culture**  
(Dave Whitaker) Director of Learning - Wellspring Academy Trust
- **Case Study: Parental Engagement: An unconditional positive regard approach**  
(Natalie Wathen) Head of School – The Forest Academy
- **Case Study: Primary Leadership through an SEMH lens**  
(Emma Beveridge) Executive Principal – LaceyFields
- **Q&A and close**

# Programme Overview

- **Launch Event**
  - Leadership development
- **Wellbeing review & Professional Partnerships**
  - Professional enquiry approach
- **Mental Health First Aid**
  - Online MHFA England course
- **On Demand - Webinar Series**
  - Online: 6 x Wellbeing / SEMH modules
- **Parental Involvement Worker CPD**
  - 2 day training programme
- **Mid-term review and impact report**
  - An opportunity to celebrate achievements, identify future focus and consider any additional needs.

# Mental Health First Aid

- Confirm your delegate details and preferred address for delivery of resources
- Registrations with MHFA England will be submitted 06.11.20
- Course commences 09:30am 16.11.2020 with Raheel Mirza
  - Each session will be delivered online 09:30am – 12:30pm
  - Session 1: 16.11.2020
  - Session 2: 18.11.2020
  - Session 3: 23.11.2020
  - Session 4: 25.11.2020
- Joining instructions for MHFA Online will be shared via email following delegate registration



# Wellbeing Reviews

- Professional Enquiry Approach
- Meet to your Professional Partner
- Establish a scope and schedule a review
- Receive a report with recommendations
- Utilise professional partner support
- An opportunity for reflective practice
- Initial Review November / December



# Whole School Approach

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Michelle Sault & Sarah Wray



## Mental Health & Wellbeing Review

### 8 Principles of the Whole School Approach

- **Leadership & Management** – that supports & champions efforts to promote health & wellbeing
- **An Ethos & Environment** - that promotes respect & values diversity
- **Curriculum, teaching & learning** – to promote resilience and support social and emotional learning
- **Enabling Student Voice** – to influence decisions
- **Staff development** – to support their own wellbeing and that of students
- **Identifying Need & Monitoring Impact** – of interventions
- **Working with parents/carers**
- **Targeted Support** – and appropriate referral

# The WSA Process

- The review will take approximately 5 hours
- The school will receive the blank RAG rated review 10 days prior to the scheduled review date, returning the completed review 3 days before the review.
- The team will meet with the Principal, Senior Leadership, Pastoral staff and Safeguarding Lead, SENCo, Parents, Students, and a Governor with wellbeing as their responsibility.
- The RAG rated statements for each section will be measured against evidence such as policies, meeting minutes, staff training records, pupil and parent voice, posters, case studies and any other evidence the school deem appropriate.
- Discussions will take place with the school and the review team to agree the RAG rated review document, a detailed report will be follow in 10 working days to include strengths and recommendations.
- A follow review will take place March/April.



## What next?

- Email contacts to be shared with Amy Hinchliffe
- A 30 minute catch up with one of the review team to discuss the process, answer any questions, to be arranged before the 13<sup>th</sup> November
- Schedule the reviews before the 18<sup>th</sup> December
- Email the guidance documents after the call.

Any questions?



# Creating a Relational Culture in Schools

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David Whitaker

# Setting the tone ...

**tes** ▾

## Long Read: Big rewards and 'really harsh' punishments – meet the man who says he has a behaviour silver bullet

By Kate Parker 04 February 2018



Punishments have to be "really harsh"

Support The Guardian

# The Guardian

News Opinion Sport Culture Lifestyle

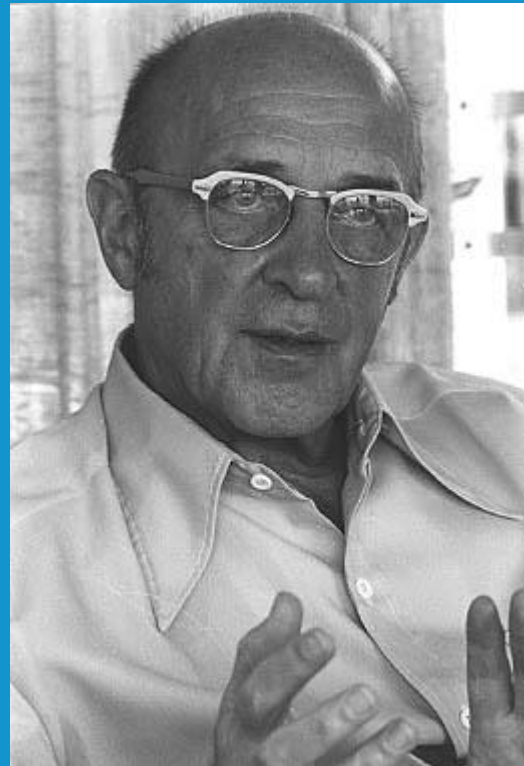


'We batter them with kindness': schools that reject super-strict values

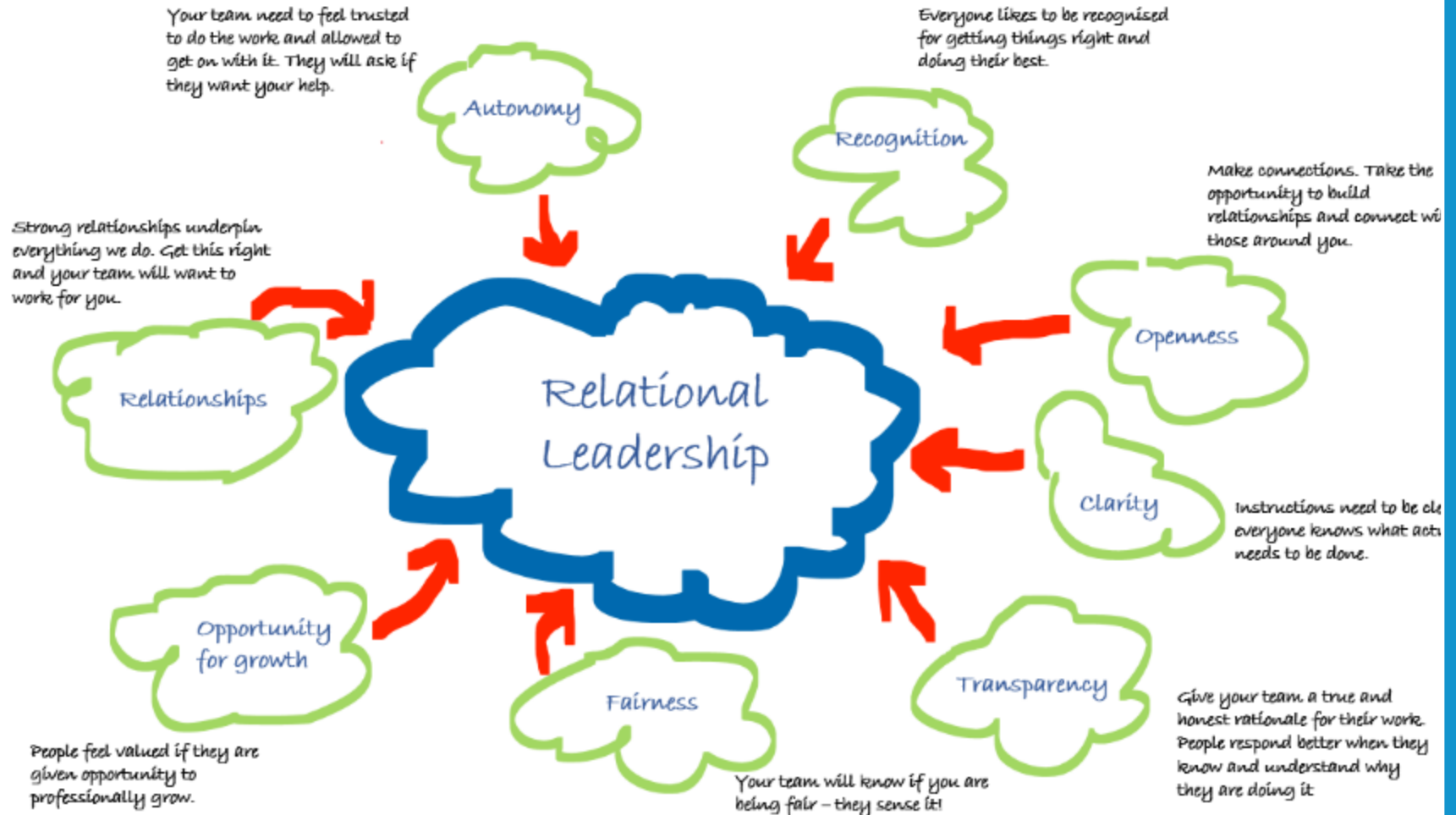
# Unconditional Positive Regard

Taking a human centered approach:

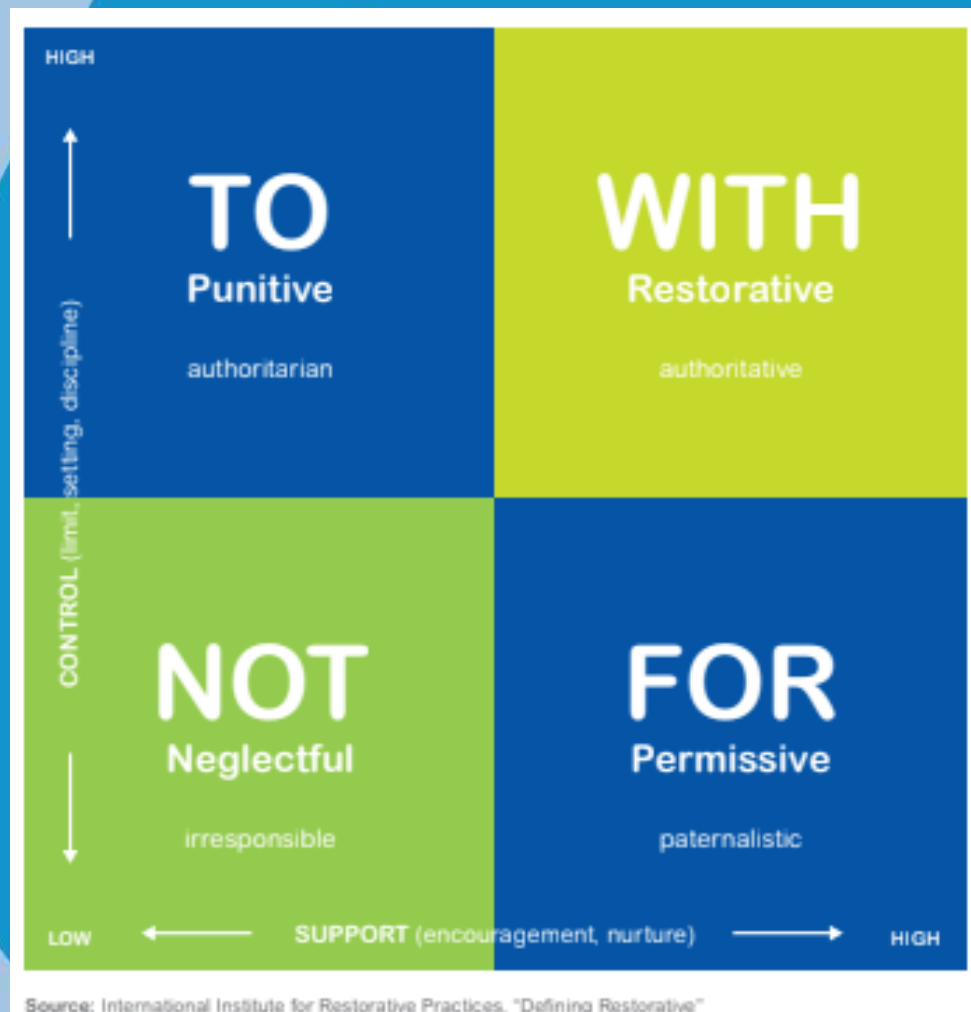
- Genuineness
- Acceptance
- Empathy
- Self-Actualisation



# A Relational Leadership Framework:









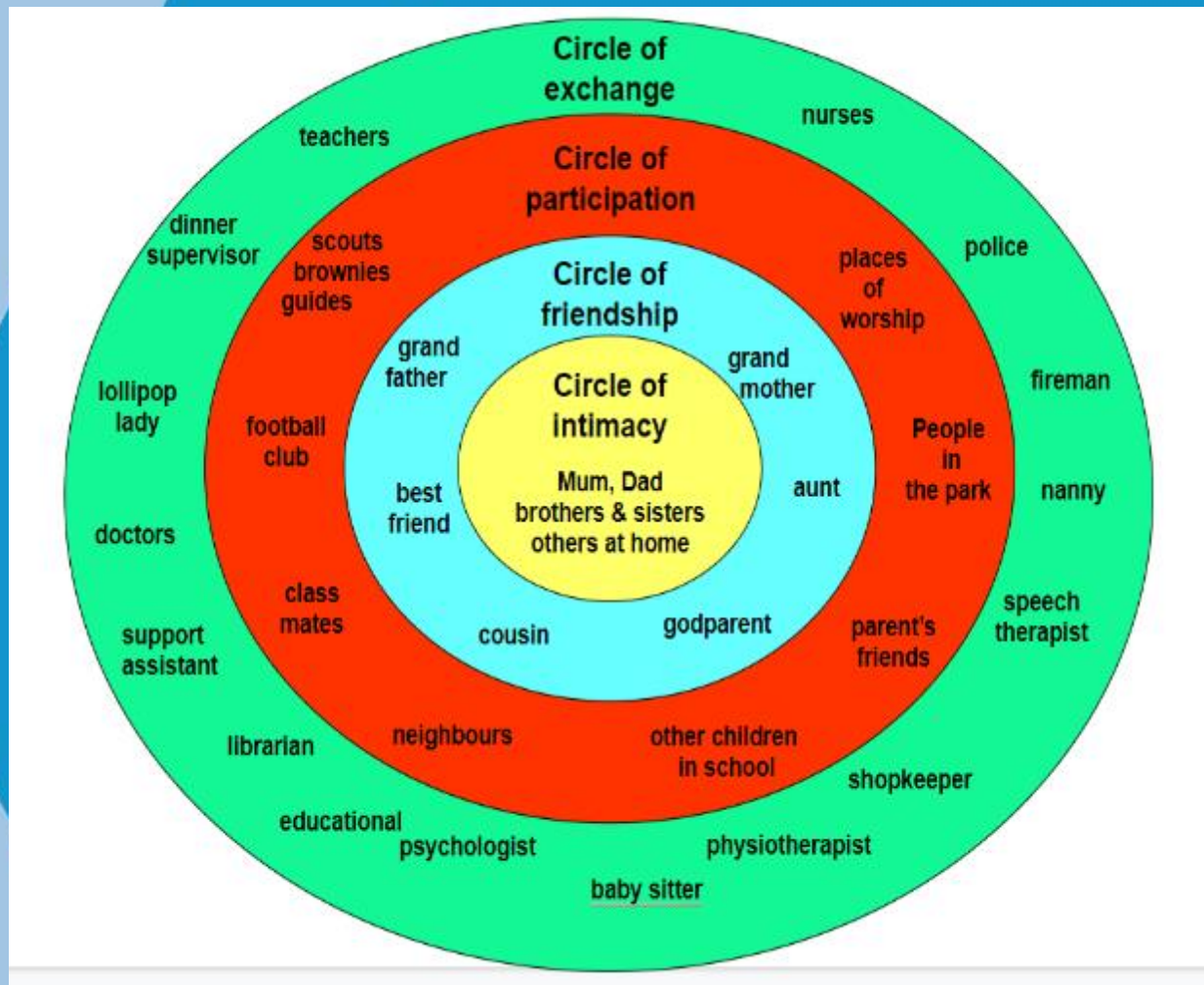
## Zero-Tolerance, No Excuses, Warm-Strict ...



Do you know your pupils?

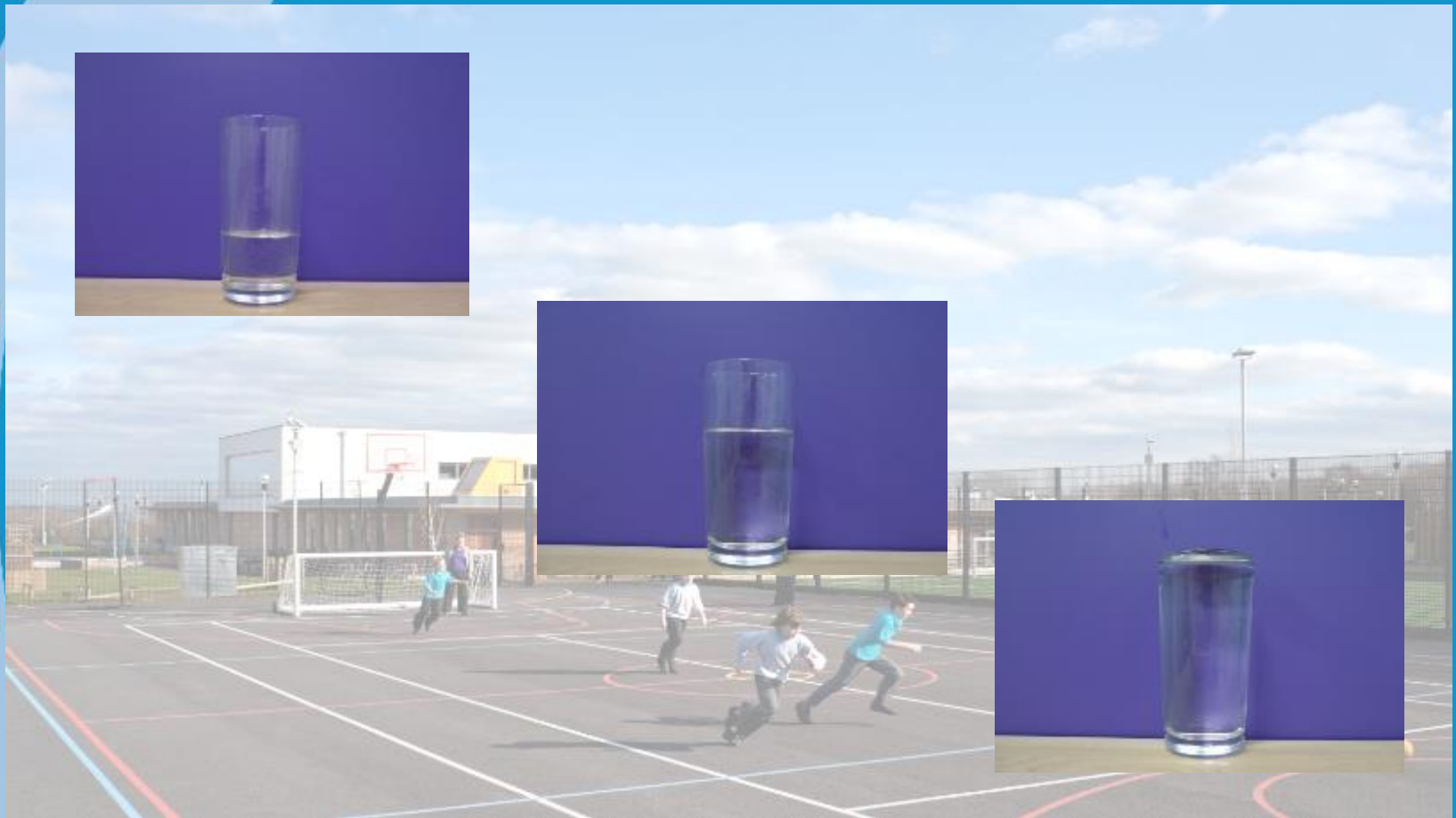


# Received behaviour ...





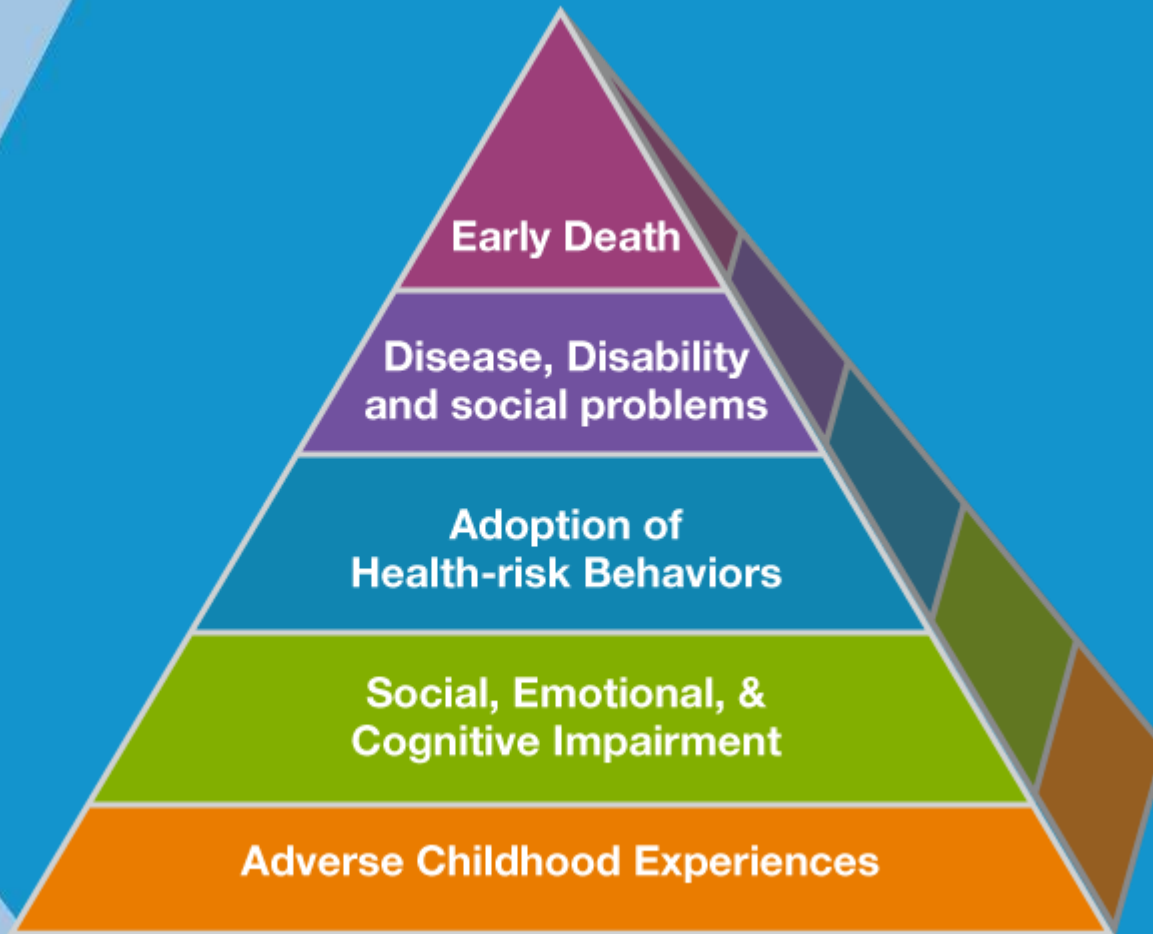
# Glass of water concept?



**Death**



**Birth**



**Early Death**

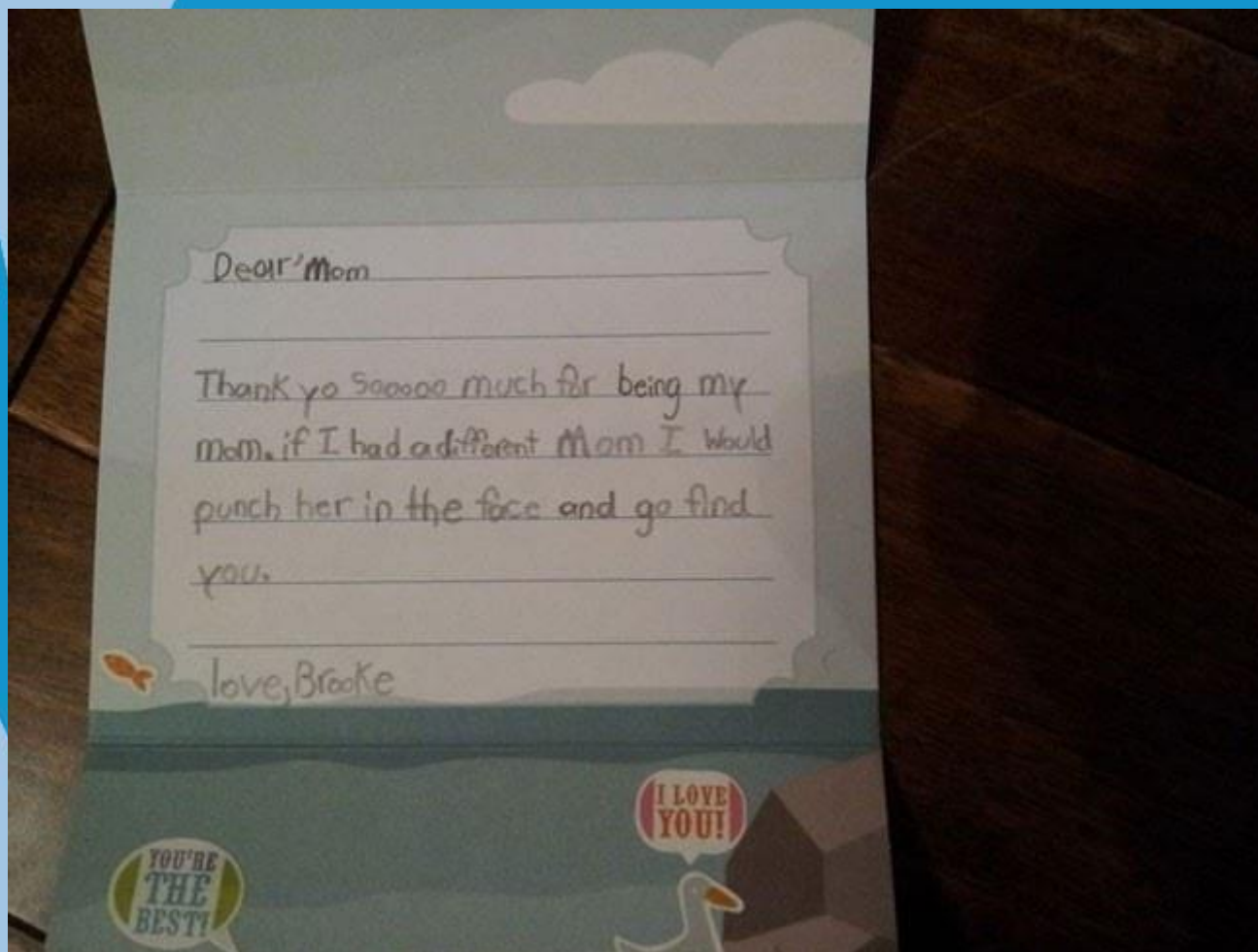
**Disease, Disability  
and social problems**

**Adoption of  
Health-risk Behaviors**

**Social, Emotional, &  
Cognitive Impairment**

**Adverse Childhood Experiences**

## Aren't kids great?







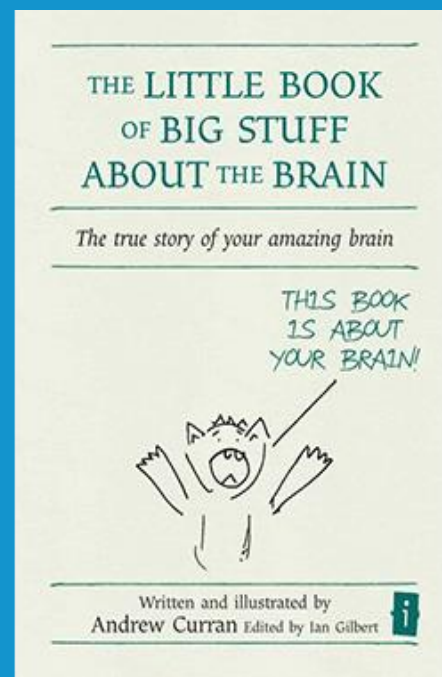
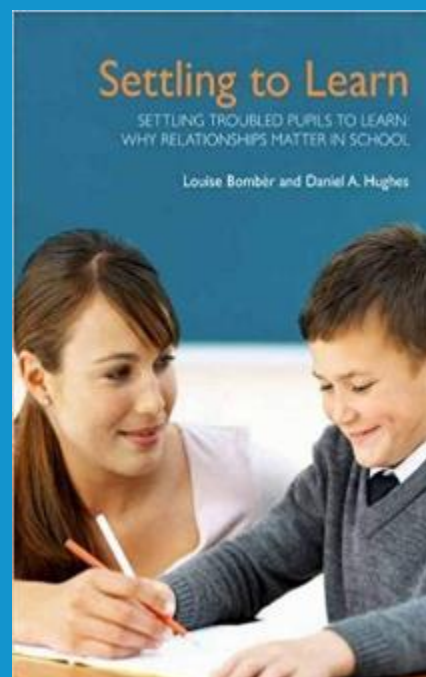
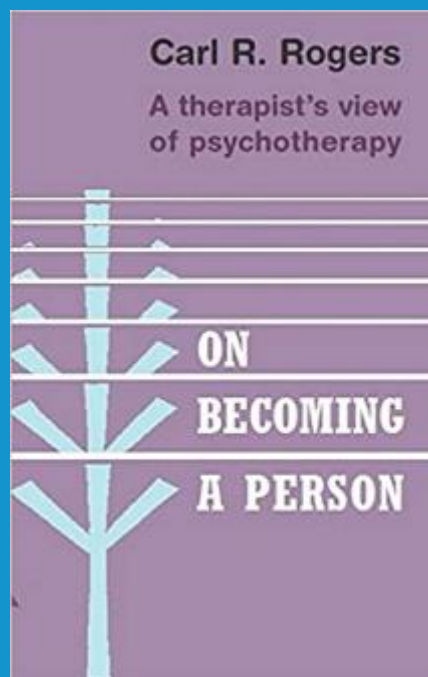
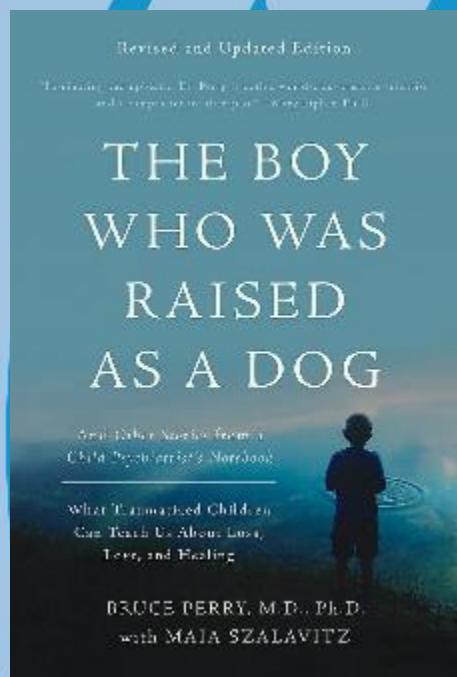




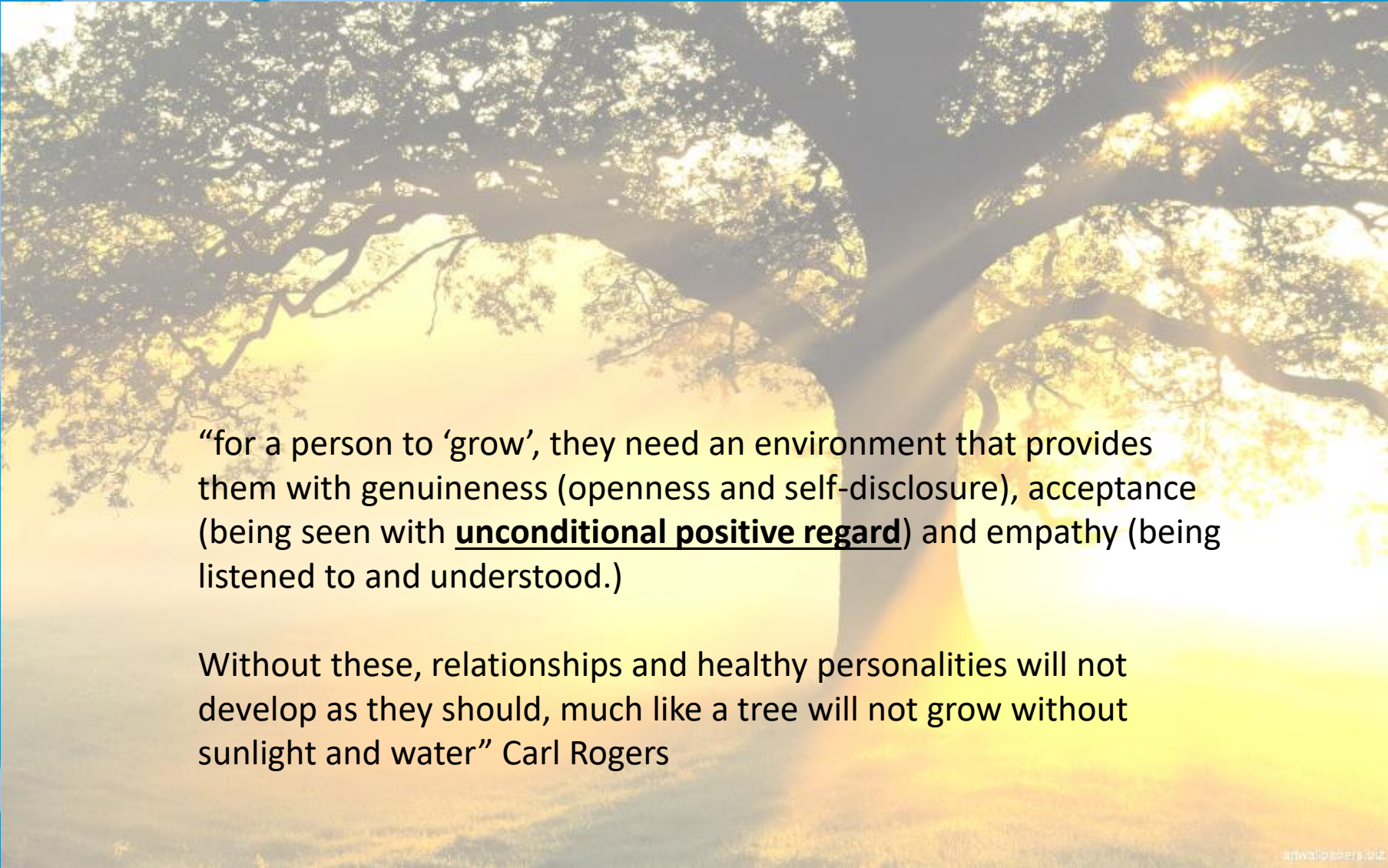
How do you want people to remember you?



# Books you should read ...







“for a person to ‘grow’, they need an environment that provides them with genuineness (openness and self-disclosure), acceptance (being seen with **unconditional positive regard**) and empathy (being listened to and understood.)

Without these, relationships and healthy personalities will not develop as they should, much like a tree will not grow without sunlight and water” Carl Rogers



# Parental Engagement: An unconditional positive regard approach

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Natalie Wathen

Head of School – The Forest Academy

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# The Forest Academy



- Based in South Yorkshire
- 1 ½ form entry Primary school
- 3 – 11yrs
- Around 50% PPG

## Overview ...

- Brief background of the school
- Challenges we faced in parental engagement
- Initiative to improve parental engagement
- Parental engagement since C-19

# The Forest Academy

**2014**

- Standards were low:

Percentages of children at ARE:

Year 2	
Reading	55%
Writing	31%
Maths	52%

Year 6	
Combined RWM	36%

- Ranked 32<sup>nd</sup> worst performing school

## Forest - 2014

### The Challenges:

- Low levels of attainment
- Poor learning behaviours
- A high level of dependency
- Lack of resilience
- **Poor parental engagement**
- Challenging behaviour
- Attendance challenges

## Forest - 2014

### **Poor parental engagement:**

- Parents were not allowed in the building
- Parents evenings were in the hall
- Poor attendance at parent consultations
- Lack of engagement with home learning
- Culture of mistrust between parents and school

## What we did ...

- Part of our school priorities / development plan
- Developed a robust communication strategy
- Removed barriers to communication
- Revamped parent consultations
- Introduced celebration assemblies / class assemblies
- Links developed by the PSA / LM to promote parental engagement (links with attendance)
- Inclusive school events



# School Development Plan

- Sustained over time
- A whole-school approach
- Everybody's responsibility

MARKS &  
SPENCER

# Communication Strategy

- Moved to Arbor
  - App
  - Emails / Text
  - Payments
- Social Media Strategy
  - Facebook / Twitter
- Weekly newsletter
- HoS/SENCO/PSA
  - Celebrate the positive
  - Deal with same day, where possible

## Parent Consultations

- Moved to the classrooms
- Opportunities to look at children's learning
- Meet the teacher event at the start of each year
- Separate SEND parent consults – links with SENDCO

## Celebrating Success / Events

- Friday celebration assemblies
- Class assemblies
- Carols around the tree
- Tales around the tree
- Coffee mornings



## Community Engagement

- Webster Stratton Parenting Classes
- Courses offered in conjunction with Barnsley College:
  - Wellbeing
  - Supporting SATS
  - Basic literacy / numeracy
- Phonics events
- Links with a food bank
- Parent-Toddler group
- Parent Thrive / Theraplay

## The impact ...

- **Parental engagement:**
  - 100% attendance at parent consultations
  - 100% return of homework.
  - Book bags and planners in school, daily.
  - Improved attendance at school events.
  - Developed a community culture based on trust / communication.
- **Other improvements:**
  - Increased pupil attainment
  - Improved behaviours for learning
  - Improved pupil resilience / independence

# 2019 Results

## Year 1

Phonics	83%
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## Year 2

Reading	79%
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Writing	71%
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Maths	82%
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## Year 6

Reading	79%
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Writing	88%
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Maths	98%
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## Current Challenges ...

- How are we doing this during COVID-19?
  - SLT / SENCO / PSA on the doors
  - Virtual meetings
  - Social Media
  - Arbor – engagement with this is almost 100%
  - Transparent communication
  - Proud posts
  - New ways to celebrate – Friday Showreel
  - Communication linked to remote learning plan.
  - Safeguarding calls / food parcels during the lockdown
  - PSA nominated for 2 awards
  - Everyone's responsibility!





# Case Study: Primary Leadership through an SEMH lens

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Emma Beveridge  
(Executive Principal - LaceyField)

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## Our starting point...

- Two academies
- Two teams
- 100+ staff
- 600 families
- Two very different leadership stories
- Highest fixed term exclusion in the Trust
- Seven heads in seven years
- Last resort school
- Family perception of the school poor



**EACH INTERACTION  
IS AN OPPORTUNITY -  
TO REGULATE, REWARD,  
TEACH AND NURTURE**

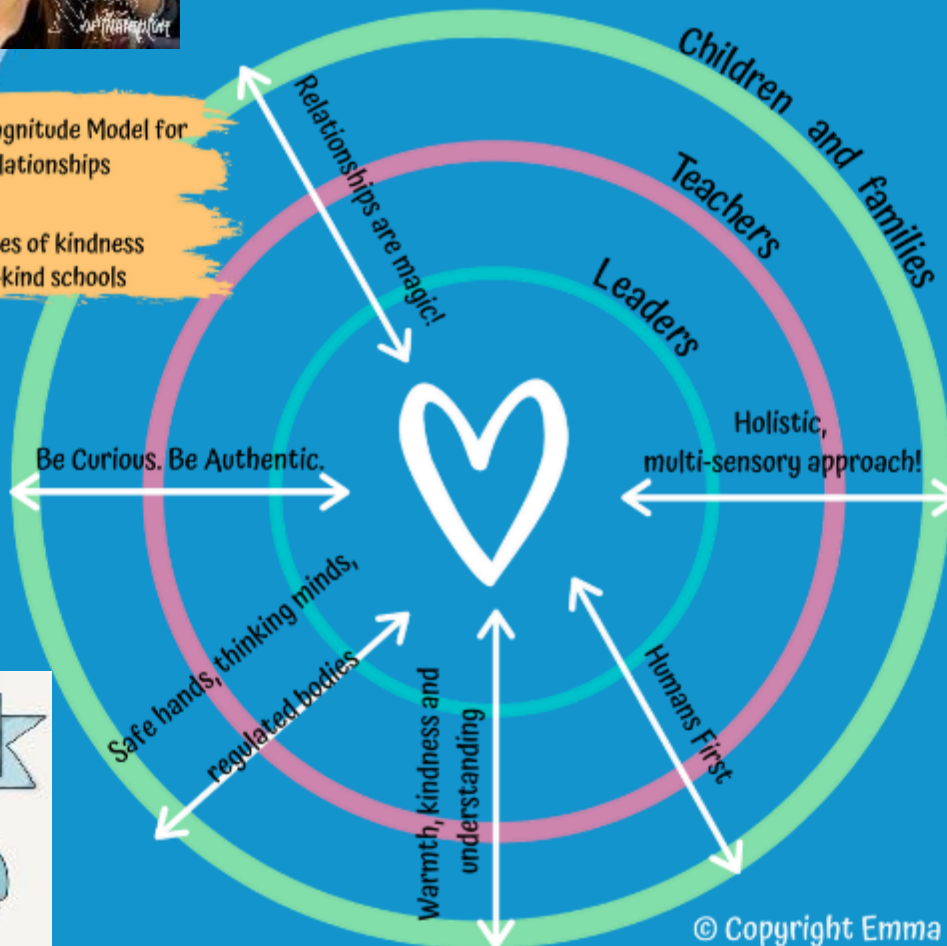
*Bruce D Perry*



# Vision, the why...

**Earthquake Magnitude Model for Educational Relationships (EMMER)**

Seismic waves of kindness for neuro-kind schools



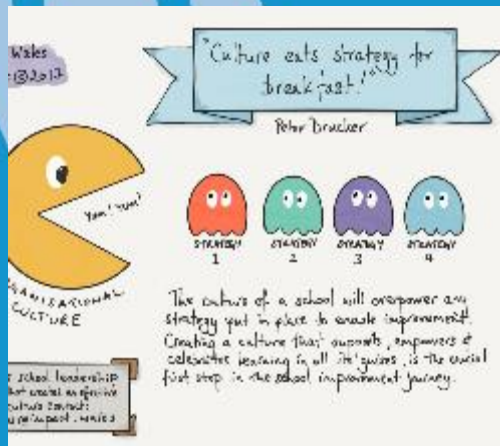
Relationships are the agents of change and the most powerful therapy is human love

*Bruce D Perry*

PICTUREQUEST.COM

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## Science into the hands of the masses...

If you can get the  
science into the hands of  
the general population  
they will invent wise  
actions...

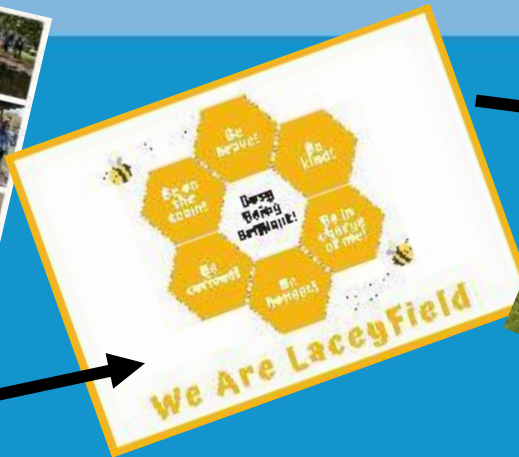
**"EVERY DAY OUR  
CHILDREN SPREAD  
THEIR DREAMS  
BENEATH OUR FEET.  
WE SHOULD  
TREAD SOFTLY."**

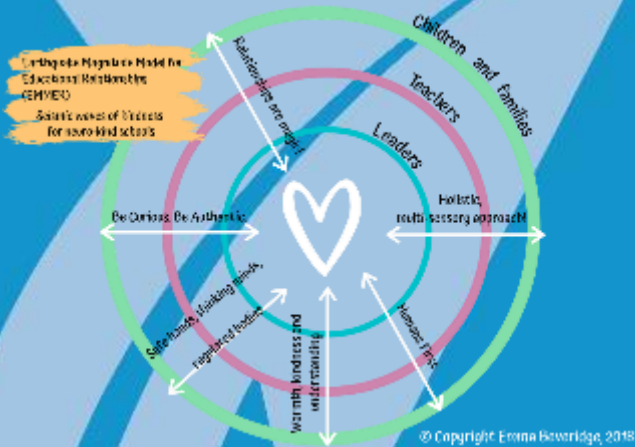
- Sir Ken Robinson





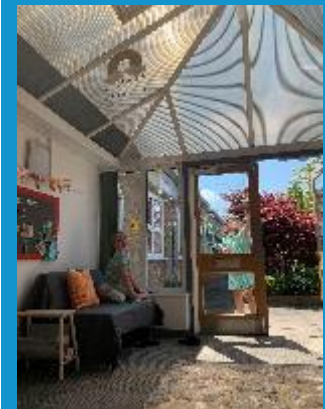
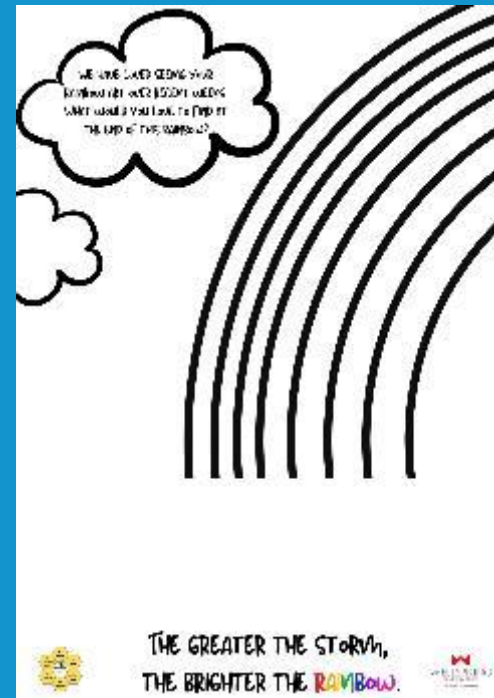
# Moving mountains...





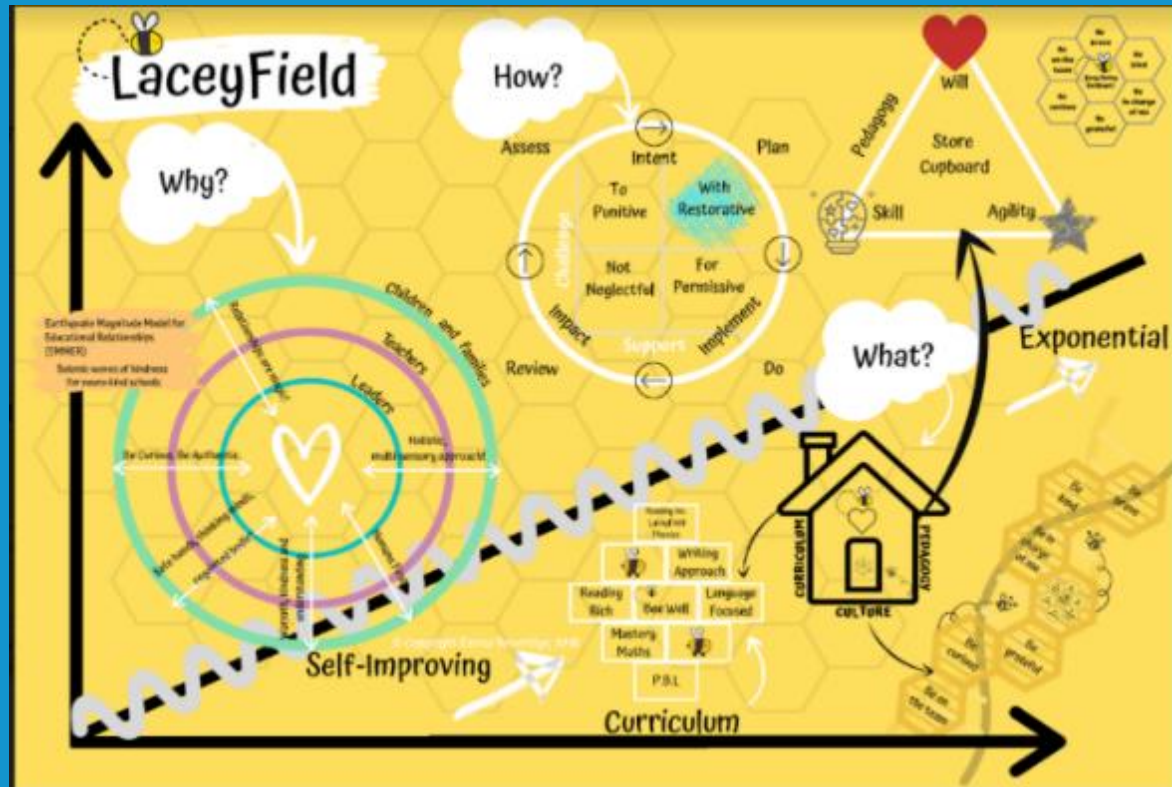
# Standing the test of COVID!

- Clarity of aims
- Communication
- Consistency
- Care
- Common sense





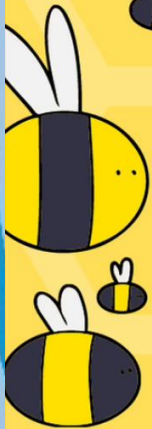
# Where are we now?





Where are we now?

**Come train to teach  
with us at LaceyField!**





# Our families opinions...



**Thank you to all our wonderful LaceyField families for taking the time to complete our parent questionnaire. Here are some of the things you had to say about our academies:**

'I am extremely happy with how valued my child feels at school, he comes home so confident that he's been brilliant!'

'Interesting lessons and inspiring assemblies. The system of 'Bees''

'That you teach behaviours aswell as lessons and its like one big family.'

'The fact I know my child will be looked after with the same care as she would be at home.'

'I like that they listen to me and my child and deal with anything quickly and appropriately and the they are all genuinely caring fantastic teachers.'

'You put the interests of the children first.'



'Everything is to the highest standard especially the safeguarding of the children and I am really happy how the school handled the pandemic and kept everyone safe and still always followed up on the children wellbeing and learning. All teachers and staff doing an amazing job. My children are always happy to go to school.'

"The staff are amazing, every single issue we have had in school and out of school they have been more than willing to go that extra mile to ensure my son and us as a family are supported. My son's learning has also come on leaps and bounds since starting at Eastfield."



Stay Safe. Be Kind.



@Laceyfieldlouth  
LaceyField Louth  
Emma.Beveridge@laceyfieldlouth.co.uk

# Event Summary

- Start with the why?
- Achieve a cultural reset using unconditional positive regard principles
- Reflect on the unintended consequences of policy decisions
- Take away the 'Circles' and 'glass half full' concepts
- The resilience film and impact of ACE's
- Relational approach with a Child's number 1 champion
- Who's on the door? Do you provide feedback in the moment?
- Remember your not alone, who are your key community partners?

## Next Steps

### MHFA Registration

- Confirm MHFA delegate and preferred address by close of play (3pm) tomorrow 06.11.2020.

[https://docs.google.com/forms/d/e/1FAIpQLSdjtnmFFhSUnaXL6n6\\_xpDXc0sN28H4XQsTtLFSfDY8bAf3WQ/viewform](https://docs.google.com/forms/d/e/1FAIpQLSdjtnmFFhSUnaXL6n6_xpDXc0sN28H4XQsTtLFSfDY8bAf3WQ/viewform)

### Key programme contact

- You will receive a welcome email from **Amy Hinchcliffe** – Positive Regard Operations Manager. Please communicate with Amy if you need to contact us.

[a.Hinchcliffe@positiveregardtsa.co.uk](mailto:a.Hinchcliffe@positiveregardtsa.co.uk)



## Next Steps

### Wellbeing Reviews

- Amy will contact you to book your initial (30minute) scoping meeting with Michelle Sault next week.
- At the initial meeting you will schedule your 1 day review before the end of Term 1.
- Think about your hopes and fears for this programme... and watch Emma's video!