

The Carnegie Centre of Excellence for Mental Health in Schools

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School Mental Health Award Final Assessment Validation

Bishopton PRU

School Lead: Emily Carr and Kathryn Dack

Coach/Verifier: Ruth Whiteside

Date: 19.03.21

Competency	Statements as Assessed by the School
Leadership and Strategy	5 – excelling in majority of statements
Organisational structure and culture - staff	5 – excelling in majority of statements
Organisational structure and culture - pupils	5 – excelling in majority of statements
Support for staff	5 – excelling in majority of statements
Professional development and learning	5 – excelling in majority of statements
Support for pupils	5 – excelling in majority of statements
Working with parents and carers	5 – excelling in majority of statements
Working with external services	5 – excelling in majority of statements

Bishopton PRU has provided a wealth of evidence to support the workbook, and I have no hesitation in recommending **Gold** award for the school. The evidence is both abundant and exemplary, and highlights the work the school has done in recent years to ensure the positive mental health and well-being of pupils, families and staff. In spite of staff re-structuring, a deficit budget and the COVID-19 pandemic, the school has maintained its focus on the importance of relationships, based on a deep understanding of neuroscience research and clear, consistent approaches. Pupils and families have expressed their appreciation of the staff, both prior to, and during the pandemic, through surveys, consultations and anecdotal opportunities.

The leads in school, Emily and Kate, are rightly proud of a number of initiatives they have introduced which have been well-received and shown great impact. For instance, the head teacher, Emily, is particularly pleased with the remote learning offered by the school while



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students were in lockdown at home. The learning has consisted of a mix of live lessons, remote therapy, doorstep deliveries of materials, paper-based exercises and a determination that the pupils remain active and motivated learners, in spite of the pandemic. She is also proud of Kate's therapeutic work which has developed a tiered response to meeting the pupils' needs – the impact has been very positive, with pupils reporting they feel happy, and staff able to clearly see the progress the pupils are making. Another aspect of school life both Emily and Kate are particularly proud of is the CASTLE vision and values: Creativity, Aspiration, Self-belief, Tolerance, Love and Enjoyment. This is applied to CASTLE in the Community, a KS3 programme that sees pupils working for the good of the local community, COPE: the CASTLE Outdoor Programme of Education for all year groups, and Operation CASTLE, an initiative that Kate, who is a volunteer Special Inspector with Cleveland Police, developed to encourage positive relationships with young people and the local police force in the community. Members of staff have accompanied community police patrols in the evenings and this has resulted in improved relationships and fostered respect and understanding on all sides.

The school has two therapy dogs, used by pupils and staff – this has been such a successful initiative that the school is soon to acquire another therapy dog. Alongside the dogs, there is a therapy offer that includes four Northern Guild counsellors (one of whom is Kate) and again, the impact of this for both pupils and staff means that the school are now looking at how they can include families in the counselling offer.

The school has worked hard to make sure the curriculum is fit for purpose, with an emphasis on ensuring pupils' social emotional needs are met first so that they are then able to develop their academic learning skills. The curriculum is inclusive and is described as 'whole-istic', so that pupils and staff feel they belong and are given the support they need.

The school has a national presence, contributing to evidence-based research about what works for young people and their families. It works with mainstream schools to support pupils before they need to move to a PRU, and this work has been shared at a national conference held at Bishopton prior to the pandemic. An annual conference hosted by the school is now a clear vision for all, so that good practice can be disseminated in a collegiate way. The school has delivered training to organisations such as Northumbria University, the joint head teachers are Special Leaders in Education, one of the heads sits on the national PRU AP Committee, and another is an active member of WomenEd. The school has been recommended as a Beacon School of good practice for SMSC and has supported local and national schools. The school's Twitter and Facebook pages share good



practice and LinkedIn has provided one of the heads with an opportunity to develop networks nationally.

The depth and breadth of the work the school does is truly inspiring, and I therefore have no hesitation recommending the GOLD Award.

Coach: Ruth Whiteside

Lead Coach/Verifier – Liz Dawson

School Mental Health Award **GOLD**

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Competency profiles provided by the school

Leadership and Strategy	5
<p>The school has a named senior lead for mental health of pupils and staff and a governor or mental health of pupils and staff, who embrace and lead the ethos and business case for a comprehensive mental health and wellbeing approach within the school.</p> <p>Senior Leaders have implemented strategies and structures to support pupils and staff within the school and staff have mental health as a part of their role.</p> <p>The school has both pupil and staff focussed policies that were developed in consultation with staff and governors.</p> <p>Senior leaders within the PRU use reporting and data about both pupils and staff to implement future actions, channel resources and commission external agencies.</p>	

Organisational Structure & Culture - Staff	5
<p>The school is a positive working environment where staff feel safe and supported to be and do their best and to share concerns which affect their mental health.</p> <p>Senior leaders consult with staff and gain feedback to look at how to support mental health and wellbeing. The PRU have established protocols for out of school communications and workload expectations are made explicit and are well managed, which is modelled by senior leaders.</p> <p>A culture of openness and trust is well develop and stigma related to mental health is challenged.</p>	5

Organisational Structure & Culture -Pupils	5
<p>The school values, acknowledges and utilises knowledge and expertise of staff, parents and professionals working with the school with regards to mental health and wellbeing. Strategies that promote and develop mental health and wellbeing are embedded within the curriculum. Strategies are promoted and designed to meet the needs of the pupils. Pupils are listened to and the school has clear pathways to discuss mental health concerns. A culture of empathy and openness has been created.</p> <p>The school has a positive and healthy relationship with pupils, staff and parents.</p>	5

Support for Staff	5
<p>A comprehensive staff health and wellbeing offering supports staff mental health and the school works towards reducing stressors that affect mental health. The school has a pathway of support that all staff are aware of and interventions are available. The school celebrate the successes and achievements of all staff</p>	5



Professional Development & Learning	5
The school lead for mental health and other key staff are trained in evidence-based, and preferably professionally accredited mental health and wellbeing training, appropriate to the age group of the pupils in their school. The governor for mental health and wellbeing is also trained to be able to support the school. Staff are able to develop their understanding and practice in adult mental health, wellbeing and self-care and have access to develop their practice in relation to new challenges such as social media and cyber bullying. NQTs and new staff have an understanding and skills expected of all staff with regards to mental health.	5

Support for Pupils	5
Mental health and wellbeing are embedded in the curriculum using such methods as emotional literacy, character strengths etc. Relationships within the school are positive and provide nurturing, safe and supportive environments. Pupils are able to express a range of emotions and ask for help to support their emotional awareness. Staff respond wisely to 'challenging' behaviour and take opportunities to model and teach positive alternatives. Pupils know how to ask for help and support. Effective early intervention support is provided and evaluated and Physical activity and relaxation are on offer to improve wellbeing. Pupils are involved in the design of mental health and wellbeing initiatives and are encouraged to give feedback and provide new ideas.	5

Working with Parents and Carers	5
The school ensures a non-judgemental, warm and welcoming environment exists for parents/carers. Parents have access to policies related to mental health and wellbeing. Relationships with parents are fostered and parents are encouraged to be actively involved with the school. Communication policies are reviewed. Parents are involved and kept up to date with interventions and systems are in place to ensure that parents are regularly updated on their child's progress.	5

Working with External Stakeholders	5
Staff understand the clear referral procedures to access timely external services appropriate to the needs of pupils with escalating or long term mental health difficulties and the school has developed strong links with CAMHs and other agencies. The school keeps up to date with new legislation and DfE guidance and is aware of local agencies. Specialist organisations work with the school and the school works with other community and voluntary organisations. Due diligence and quality assurance is carried out as well as safeguarding checks. Service Level agreements are in place and outcome data is recorded.	5

