

Mental Health Strategy

INTENT

Beal is a caring school where, in addition to its strong academic outcomes, there is a culture of enrichment for every child in the school. The school structures, environment, ethos and culture is one that supports positive mental health and wellbeing.

The wellbeing of our students at Beal High School is highly valued and the heart of our vision and ethos. This is exemplified through our achievement of the Carnegie Centre of Excellence for Mental Health in Schools School Mental Health Award at Gold standard.

Our AIMS:

Prevention —————> Early Intervention & Identification —————> Access to specialist support

We do this through:

- **Developing whole school thinking:** Embedding good mental health/social and emotional wellbeing/resilience across the curriculum – through our PSHE programme/Effective Tutoring and Essential Development programme
- **Development and training** of staff including early identification of needs
- Greater **partnership**/collaboration with external partners in health and social care
- More **robust impact measures** of targeted interventions
- **Supervision** of staff identifying/supporting young people with mental health difficulties

As children and young people's emotional wellbeing and mental health affects all aspects of their lives, no one service alone will be able to meet all their needs. A key ingredient of our success in supporting students' mental health is to develop collaborative arrangements with external partners.

IMPLEMENTATION:

Identifying concerns:

Beal High School currently has 78 (including BSF students at TFA) students that are high priority and need to be monitored closely by the Wellbeing team. Of these, 59 have mental health concerns.

Students are identified in the following ways:

- Through school's MARF referrals
- Through the PACE Meetings – held once every two weeks. DSL, SENCO, SEND DHOY, HOY attend.

The provision for students with poor mental health at Beal High School includes:

- Developing high social and emotional capital through early intervention by the Pastoral team (Tutors and HOYs/DHOYs). This is through an effective tutoring programme as well as partnership with parents/carers
- SEND DHOYs and Parent Support Advisors (home – student- teacher link) for those students who require targeted and tailored support
- Teaching Assistants who support a small number of students with a variety of needs including social and emotional needs.
- The Wellbeing team – support for CIN/CP/CLA students as well as those who are on the verge of poor mental health, a range of intervention strategies are employed. The school has two Parent Support Advisors who are part of our Student Services Team.

- Students are referred to New Rush Hall /CAMHS/Wellbeing team via PACE Meetings (DDSL, SENDCO, HOY, SEND DHOY present)
- Two SEND DHOYS have received ELSA training – Emotional Literacy Support Assistants. The following skills are used to support students with their emotional regulation: Social skills, emotions, bereavement, social stories and therapeutic stories, anger management, self-esteem, counselling skills such as solution focused and friendship.
- **Counselling Service:** Provided by Entrust 3 days a week. The aim of the counselling service is to provide accessible, flexible, confidential and professional therapeutic support for vulnerable pupils who are experiencing a range of social, emotional and behavioural difficulties affecting their mental health *(Counselling Service strategy and implementation can be found below)*

How are SEND DHOYS deployed?

- SEND DHOYS are currently monitoring approx. 15 students each that are SEN. Their case load will increase via PACE meetings
- Students are identified in PACE meetings.
- For these SEN students the SEND DHOY must use the APDR approach
- High needs EHCP students in each year will be monitored by the SENCOS
- Not all SEND Support (K) students will be monitored by SEND DHOYS, but where they are making good progress will be monitored by the year team (DHOY/Tutors)
- For any additional students that require support from the SEND DHOY, these must be referred by the HOY via PACE Meetings.
- PACE meetings are the most appropriate forum to ascertain the kind of support the student requires from Student Services - could be SEND DHOY/monitored by DHOY/NRH/CAMHS/Wellbeing Team
- One SEND DHOY will work closely with NRH and monitor those students with high behavioural needs. Training and supervision by NRH. Most students receive support for 6 weeks and then are supported by pastoral team.

Measuring the impact of SEND DHOYS:

- All SEND DHOYS use a SEMH questionnaire with the students they are working with regardless of whether the referral to work with them is for a specific difficulty or not, this acts as a SEMH screener and is used to assess impact also.
- SEND DHOY use the Assess, Plan, Do, Review model for all their work, the PACE meetings (Team meetings with SEND DHOY, HOY, DDSL, SENDCO) decide on the actions for each student.
- SEND DHOYS have been trained in using basic cognition and Learning screeners including reading age (ability & comprehension), short term auditory memory, speed of functioning (rapid naming test), Emotional Literacy. In addition a dyslexia screener programme is available to use also.
- Progress is then measured through retesting after the agreed period of time have been completed, this will include the SEMH questionnaire and other specific tests (depending on the nature of the barrier students are experiencing).

External partnership and services:

Students with high level of mental health needs are referred to external services such as The Redbridge Emotional Well Being and Mental Health Service (EWMHS), formally known as Redbridge CAMHS.

- Where a child's mental health needs cannot be met by the school, the school will refer to the MASH team (if a safeguarding concern) as well as the Wellbeing Hub if a mental health concern. The Wellbeing Hub identifies support for children and young people with emotional and psychological difficulties or disorders by providing assessment and direct support as well as accessing support from a network of NHS, social care, education and community and voluntary sector services, to support early intervention and increased resilience.
- The Wellbeing Hub can also refer to targeted services such as youth offending teams, primary mental health workers and educational psychologists. The Wellbeing Hub will also access specialised services

such as specialist CAMHS intervention pathways, inpatient services and specialist crisis support, as required, with a focus on providing early intervention and minimising the need for inpatient care.

- Where parents require support to ensure the child is looked after or if a child is at risk of exploitation, the school refers to the Family Intervention Team (FIT) team via the Multi Agency Safeguarding Hub.
- Partnership with the Redbridge Educational Wellbeing Team (REWT) team to provide the school with support through evidence based training packages (eg ELSA training), through signposting and by delivering targeted interventions.
- ELSA trained staff will continue to receive support and supervision. REWT will also provide consultation services and supervision using a reflective teams approach within their LAC team.
- We are concerned by the increase in County lines in the local area and the impact this is having on some of our more vulnerable boys at BHS. Those students that are already or have been victims of exploitation have been referred to David Westlund (Family Intervention:Gangs). The school has referred to St Giles Trust who will work with these students.
- Those students identified as being at risk of exploitation have been referred to a Redbridge mentoring service "Evolve & Adapt". All referrals are made via the Redbridge Behaviour and Inclusion team.

Student Leadership:

Pupils have been recognised for their leadership, support of one another and supporting others in the charity work and awareness they raise on issues affecting our community and others such as supporting those who were affected by the Grenfell Tower disaster, shoebox appeals, supporting sickle cell charities and other events that recognise events and conditions that directly affect students within the school.

We teach our students how to maintain their mental health and wellbeing but are also aware of the need to maintain the school as a mentally healthy environment.

STUDENT SERVICES¹: COUNSELLING

1. INTENT :

The aim of the counselling service is to provide accessible, flexible, confidential and professional therapeutic support for vulnerable pupils who are experiencing a range of social, emotional and behavioural difficulties affecting their mental health.

'Good mental and emotional wellbeing is an integral part of children and young people's holistic development. When this development is inhibited, counselling can be an effective and important resource. The aims of counselling are to assist the child or young person to achieve a greater understanding of themselves and their relationship to their world, to create a greater awareness and utilisation of their personal resources, to build their resilience, and to support their ability to address problems and pursue meaningful goals' DfE

It also helps ensure they are in a far stronger position to concentrate in class, engage with learning and achieve their full academic potential.

2. IMPLEMENTATION

Service provided by Entrust:

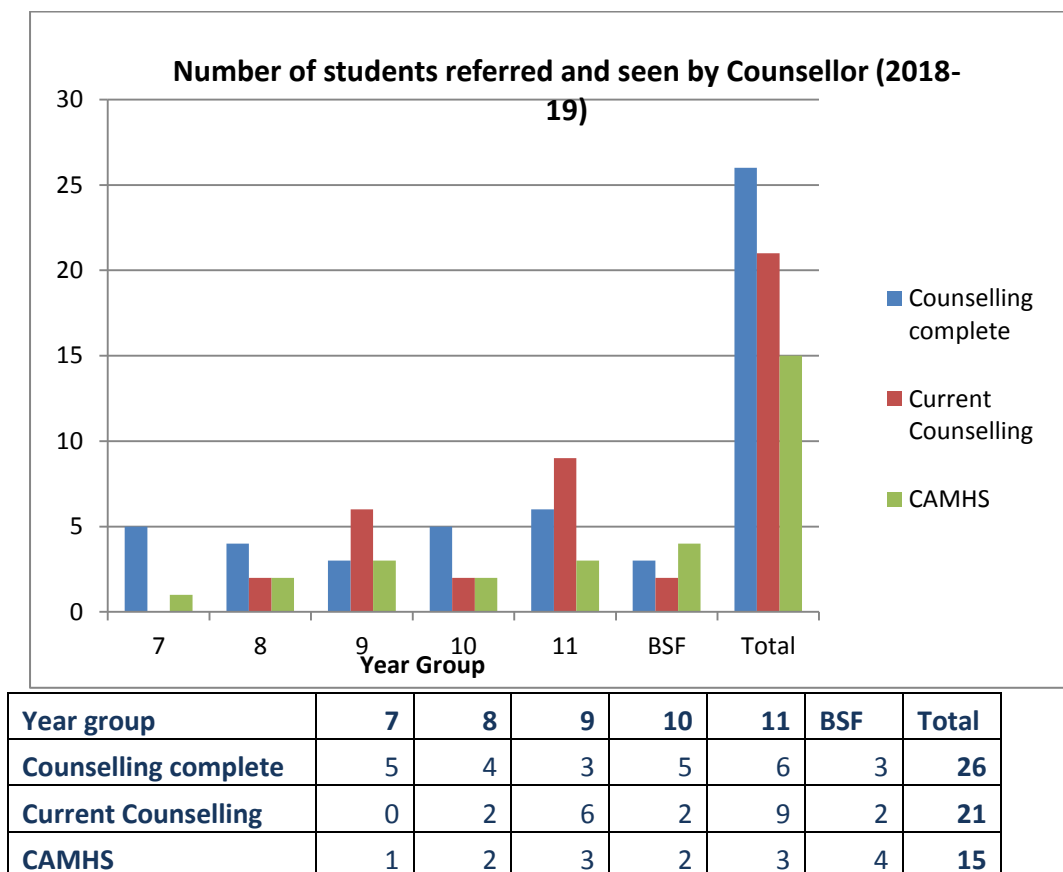
- 8:30 – 3:30, 5 sessions a day
- Counsellors are in the last stages of training and need to complete additional hours to achieve their BACP accreditation. They work on a voluntary basis
- Staff supervision is provided by telephone.
- The service also includes regular face to face supervision (twice a month)
- Entrust would also be willing to provide staff training.

¹ Student Services on Staff Portal

Management of Counselling Provision at Beal High School:

- Referrals are made by Pastoral teams, some have been made by the DDSL following receipt of a safeguarding disclosure form.
- The DDSL will pass on to the Counsellor for initial supervision meeting which will decide whether student is to be seen immediately or remain on the waiting list
- Counsellors are managed by DDSL and the Wellbeing Administrator will support in getting students if they do not arrive
- 5 students are seen a day and in some cases where the student cannot cope with an hour, then the counsellor will see two students in an hour
- There is integration with other mental health and wellbeing support, within the school and beyond it, allowing for improved assessment and referral. This includes the SEND DHOs/Pastoral teams/ Wellbeing team
- Integration with local specialist child and adolescent mental health services (CAMHS/REWT) also key

3. EVIDENCE AND IMPACT:

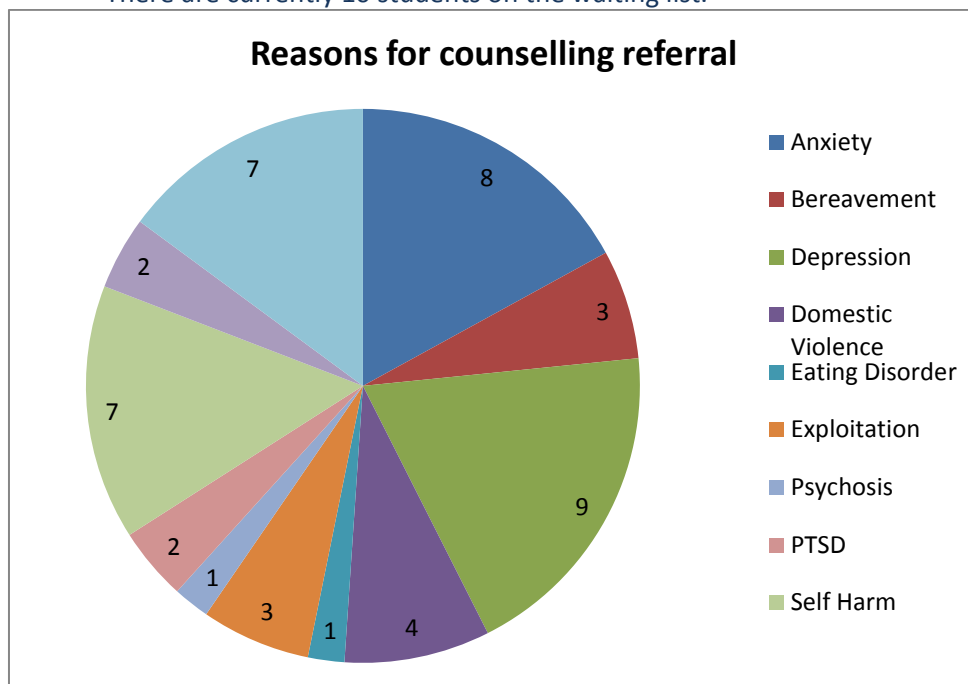


The Counsellor has been able to see 26 students since November 2018, that have now finished their counselling sessions and are monitored by the Wellbeing or Pastoral teams.

There are a further 21 students that are currently seen by the counsellor. Some are reaching the end of their counselling and will be referred back to pastoral teams by half term. 10 students are now mid need counselling so are seen once every two weeks or for 30 minutes every week rather than 1 hour.

Of the 15 CAMHS referrals made, 5 were as a result of concerns expressed by the counsellor following an appointment. The other referrals were made following concerns expressed by the pastoral team, via MARF referrals or due to unidentified SEND needs, particularly ADHD.

There are currently 10 students on the waiting list.



Counselling Referral reasons	No
Anxiety	8
Bereavement	3
Depression	9
Domestic Violence	4
Eating Disorder	1
Exploitation	3
Psychosis	1
PTSD	2
Self Harm	7
Suicidal	7
	47

- The most common reason for counselling referrals made was the following related mental health difficulties:
 - Depression/Anxiety/Self Harm/Suicidal
- Those students referred for the above reasons, have required more counselling sessions.
- Average number of counselling sessions per student was 5 hours.

Impact:

More detailed scrutiny of impact of counselling is required – particularly on progress. This will be carried out following the final data capture for KS3 in June 2019.

Other measures of impact include:

- Improved attendance** (comparing Sept 2017-July 2018 with Sept 2018 – May 2019):
 - 9/36 Students attendance increased by +5%
 - 12/36 students have attendance above the NA (+95%)
- Re-referral rate:**
 - Of the 26 students that completed counselling, 20 students have had no re-referral to counselling. Students were picked up by wellbeing team or pastoral team. 5 students were referred to CAMHS and continued with counselling.
- Progress (comparing Autumn 2018 and Spring 2019 Data capture):**
 - Year 8 Students** (6 students) – 4 students remained on the same AWL profile, 2 students improved by one profile on average. Average number of subjects students were making at or above expected progress in was 8/15. This number stayed the same in Spring data capture.
 - Year 9 Students** (9 students) – 7 students remained on the same AWL profile, 2 students improved by one profile on average. Average number of subjects students were making at or above expected progress in was 7. This increased to 9 in the Spring data capture.
 - Year 10 (6 students):** Average Subject Progress index before counselling : 2.95. SPI after counselling: 2.74. 2 students made less progress in 2 subjects following counselling.

- d. **Year 11 (14 students):** Average Subject Progress index before counselling : 0.45. SPI after counselling: 0.69. 4 students increased the number of subjects they were making positive progress in.