



Beverley School's Positive Mental Health and Wellbeing Approach

The ethos at Beverley School is to ensure that all staff and students are equipped to manage their own mental health and wellbeing. The school mission and vision ensure everyone can realise their potential. Whilst this approach has always been a key priority, we recognised the impact the pandemic has had on our school community.

Research has shown the benefits of early help can protect children from harm, reduce the need for a referral to child protection services and improve children's long-term outcomes (NSPCC).

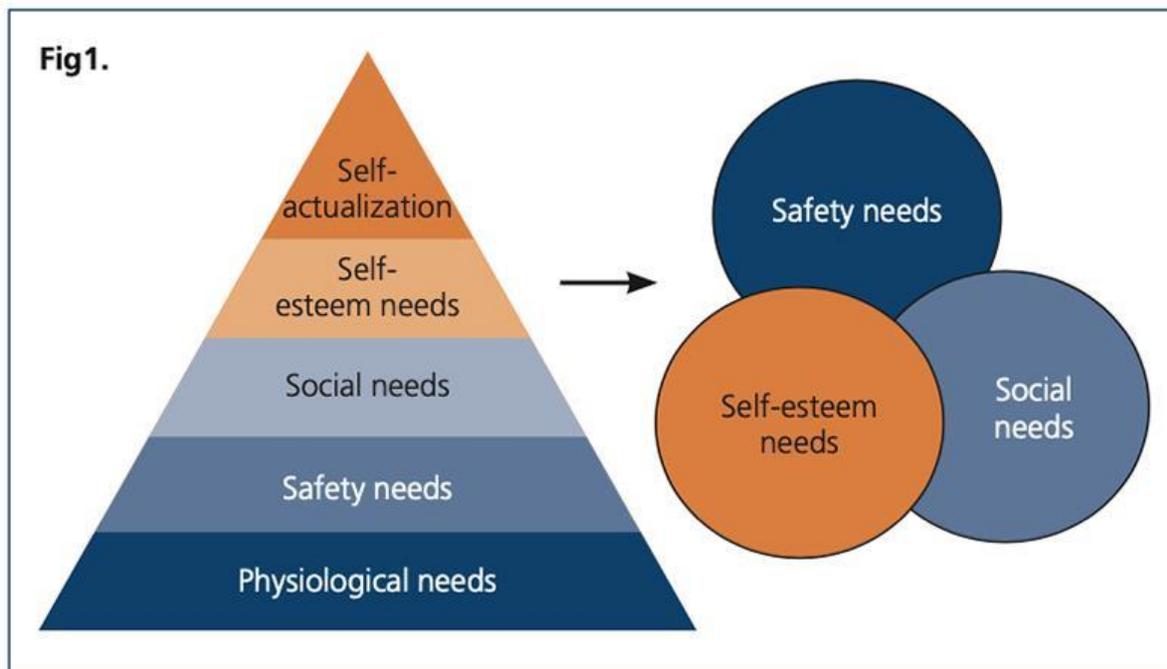
Our friends, family, colleagues and communities have had their lives changed in significant ways and the effects of the pandemic will be far-reaching for many. Some have been more severely affected than others and we know that those with Special Educational Needs are disproportionately affected by Covid-19.

The Financial Conduct Authority has reported that the number of people now struggling with low financial resilience has increased by a third to 14.2 million (FCA, 2021). This includes families with significant debt, low saving levels or low and erratic earnings. These families have subsequently found themselves in an extremely challenging position.

Learning loss for students has also been widely reported (DfE, 2021) and at the same time we are still learning about the social and emotional impact. For example, the NSPCC says that contacts to its helpline about domestic violence and abuse increased by 32 per cent during the first lockdown, with an average of one contact every hour (NSPCC, 2020).



Recent research acknowledges the limitations of Maslow's hierarchy. For example, our needs are not necessarily hierarchical. Life is messier than this: our needs are intricate and dependent on a range of factors. Maslow's theory also lacks validity across a range of cultures and the expectations of the hierarchy may be limited to Western societies (McLeod, 2018). For these reasons it is more helpful to think of our needs as overlapping circles rather than the traditional hierarchical pyramid (see figure 1).



Within school four key principles have been agreed, underlying the school's Early Help offer. The aspiration within school is to develop a sustainable, comprehensive offer that meets these objectives over time and reflects Maslow's principles. The four principles are:

- To ensure there is parity, equity and equality of opportunity for students, families and the wider community.
- To improve the health and wellbeing of the wider school community.
- To ensure our students and school community have every opportunity to be successful.
- To ensure families have access to early intervention that is aligned to their wants, needs and goals.



At school, we address Maslow's hierarchy of need in the following ways:

Stage 1: Physiological needs

- Access to uniform for students as needed, using available student support fund and local charity provisions.
- Food bank vouchers available.
- Breakfast offered to any students in need and morning snack offered throughout Primary department
- Attendance policy including unannounced home visits. Partnership working with the education welfare officer and Local Authority transport.
- Family liaison officer on-site to offer bespoke family support tailored to individual need.
- Families signposted to local and national agencies.
- Close partnership working with Social Care Teams, LA SEND Officers and CAMHS.
- Commissioned services on site such as Occupational Therapists, Play Therapists, Psychotherapeutic Child Counsellor and Educational Psychologists.
- All staff aware of safeguarding policies and early help provision within school.
- Range of CPD opportunities for all staff.

Stage 2: Safety needs

- Ready, Respectful, Safe ethos embedded in our everyday practice.
- High expectations of behaviour across the school.
- Positive behavioural interventions (Team Teach) throughout school.
- Positive behaviour care plans devised as needed.
- Individualised student timetables, implemented as needed.
- High staff to pupil ratio.
- Commissioned occupational therapist to devise sensory profiles and programmes.
- Close working partnership with the local authority, CAMHS, Social Care and local health teams, including school nursing team.
- A broad therapeutic offer including horse-riding, Lego, rebound, occupational and speech and language therapy.
- Curriculum opportunities to support self-awareness and understanding of Autism and facilitating preparation for adulthood themes.

Stage 3: Social Needs

- Preparation for adulthood themes addressed throughout EHCP and EHCP outcomes are the golden thread embedded throughout all curriculum areas.
- Close collaboration with parents, families and community via Class Dojo, Seesaw, Facebook and school website.
- Regular parental engagement activities giving parents opportunities to learn play and socialise alongside their child
- Access to additional therapy in school as needed.



- A behaviour policy which reflects Beverley School values (Ready, Respectful, Safe).
- National Autistic Society Accreditation.
- Working towards Rights Respecting Schools Award
- Opportunities for staff to access community and health support (such as Citizens Advice on site and confidential support provided by School Advisory Service (SAS)/ Educational Mutual).

Stage 4: Self-esteem

- Close working partnerships with community groups and charities including HartGables, MAIN, Autism Matters, Daisy Chain and Sutton community centre.
- School council promoting student voice.
- Students have the opportunity to take part in curriculum activities which are rooted in “real-world” contexts, reflect their locality and increase awareness of global community.
- Students access a range of work experience opportunities within school and wider community.
- Promotion of resilience in all subject areas.
- Range of individualised reward schemes to celebrate positive behaviour and attitude
- Students have access to internal and external wellbeing and mental health support, such as KOOTH website.
- Embedded Autism specific approaches to address individual needs of all students, such as 5-point scale, Attention Autism, Social Stories, Visual timetables.
- Range of communication approaches to support functional communication (PECS, Electronic communication aids).
- Broad and balanced curriculum that addresses diversity and inclusion.
- Debriefing, team meetings and open-door policy with leadership to support staff mental health and wellbeing.

Stage 5: Self-actualization

- All staff are relentless in their pursuit of excellence and expect all students to do their best.
- Students are given the opportunity and freedom to explore and make their discoveries through a broad range of learning experiences.
- Whole school ethos embeds key principles from KCSiE, SEND Code of Practice and Working Together to Safeguard Children.
- Team building opportunities for students and staff.
- Personalised CPD for all staff.
- Staff trained in Mindfulness and Yoga for students to develop appreciation and gratitude.
- Students have access to range of enrichment activities such as music lessons, open orchestra
- Access to counselling and therapy services as needed.

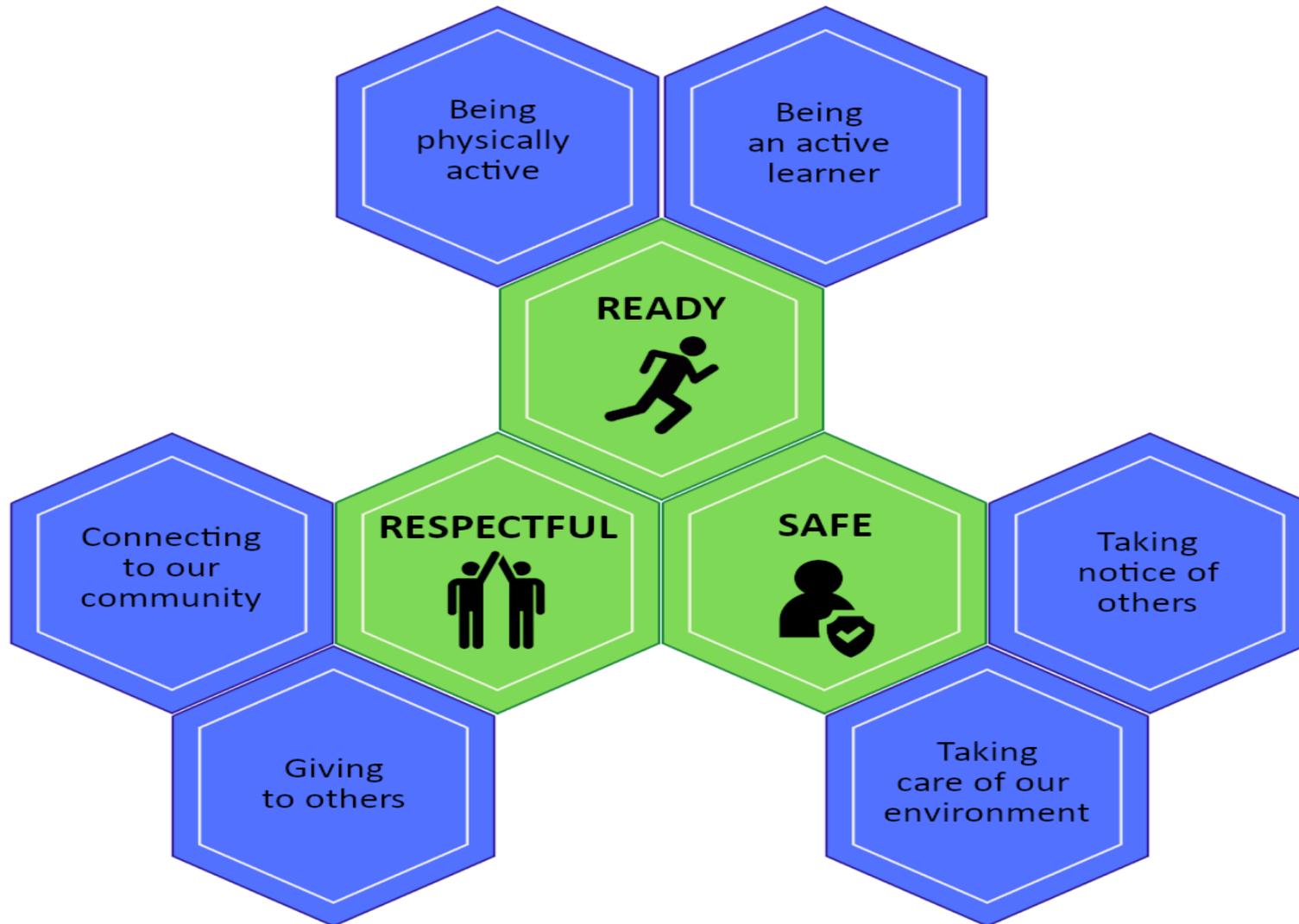
Our positive health and wellbeing approach is closely monitored and amended to address changes in policies and needs of our school community.



Beverley School

‘Positive Mental Health and Wellbeing Strategy’

At Beverley School we promote mental health and wellbeing through all staff and students understanding our ethos of being Ready, Respectful and Safe





Why do we need a mental health and wellbeing strategy?

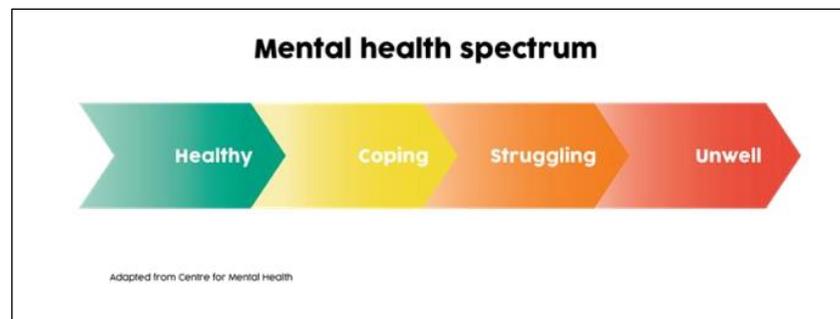
At Beverley School all students have a diagnosis of Autism which can impact on mental health and wellbeing.

We ensure that...

- ✓ We promote positive mental and emotional wellbeing by providing information and support.
- ✓ We create a shared understanding of all aspects of mental health.
- ✓ We enable those with mental health related issues to self-disclose and seek support in a safe confidential manner.
- ✓ We offer guidance and strategies to support students and staff to be mentally healthy.
- ✓ Creating a culture to support and maintain positive mental health and wellbeing.

Mental Health is **“the emotional and spiritual resilience which enables us to enjoy life and survive pain, suffering and disappointment. It is a positive sense of wellbeing and an underlying belief in our and others dignity and worth. It is influenced by our experience and our genetic inheritance.”** (World Health Organisation).

Mental health affects all aspects of life and behaviour. Like physical health, mental health is something we all have. It can range across a spectrum from healthy to unwell; it can fluctuate on a daily basis and change over time.





How do we promote positive mental health and wellbeing at Beverley School?

- ✓ All staff have knowledge and understanding of both internal and external support services.
- ✓ Staff and pupils are encouraged and supported to be positive in its approach to mental health wellbeing.
- ✓ Provide commissioned services to support our school community in developing confidence in managing mental health and emotional wellbeing.
- ✓ Provide appropriate training and information to staff on mental health and emotional wellbeing, including Yoga and Mindfulness.
- ✓ Seek to embed mental health and emotional support across the curriculum.

What do we do if we believe a student or staff member needs support?

Any member of staff who is concerned about the mental health or wellbeing of a student should speak to Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL) in the first instance. If there is a fear that the student is in danger of harm then appropriate safeguarding procedures will be followed and recorded on CPOMS, in line with school policy.

If any staff member had concern for their own mental health or the mental health of a colleague, support is always on offer from SLT and referrals can be made to School Advisory Service (SAS)/ Educational Mutual).