



Fleet Primary School

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Headteacher: Don McGibbon



Governor Visit Report

Area of focus for visit:	Mental Health and Wellbeing	Link Governor:	Kim Issroff
Date of meeting:	14 th July 2022	Link Staff Member and role:	Becca Wall & Don McGibbon

Context:

Three questions:

1. What is your judgement on mental health and wellbeing of children? And staff?
2. What have you done to support mental health and wellbeing in the last year?
3. What are your priorities for next year?

This follows on from a visit by governors Rebecca Coombes and Caroline Heal in May 2021.

Meeting Report:

Overview of the year

The main focus has been embedding the TIPIC approach into the whole school, with INSET for teachers and support staff. The working group of staff (Becca, Rhianne, Lynnlee and Lara) meets termly with Kat the Educational Psychologist and Karen from the Primary Learning Support Service. There have been two INSET days for everyone, focusing on zones of regulation and using these for all children, attachment theory and why children react to events. Senior staff audited the use of zones of regulation, looking at what it looks like in different classrooms with a focus on the areas where children categorise themselves. All classes have feeling boxes.

They also surveyed the children's feelings. This was a small sample and Kat asked them about what they like about school, what don't you enjoy, what do you think of the adults. There were some strong theme: the adults help them and praise them, the children like Fleet treats, sharing assemblies and praise and the names up and own charts. The latter can be confusing with the zones of regulation charts as both use colours. This will be changed next term. They wanted to know what happens at lunchtime sessions with McGibbon – which are for children whose behaviour has been challenging. Children said staff are fair, helpful, thoughtful, kind and sometimes annoying.

The second INSET was about restorative conversations.

The impact of TIPIC can be heard in children talking about zones of regulation and the strategies they are using. It is very helpful that staff are consistent around the restorative conversations. Parents have engaged positively with the practices. Staff are able to talk to parents more openly about mental health and what is going on.

There have been two supervision sessions for the teachers during INSETs. Staff were split into key stages and brought case study children to the group to discuss and problem solve and work through. The school have applied to do the supervision training that Camden provides through UCL for Becca, Don and Lynnley. This will then be embedded into the school.

There have been two parent sessions on dealing with challenging behaviour – one open to everyone to introduce zones of regulation and the approach. They were introduced to the idea of the tip of the iceberg and what's going on underneath.

This was followed by a surgery where parents could meet 1:1 with Kat. That was well received with great feedback. Some parents lack the skills to support their children, rather than being unwilling to engage. There is a need for both parents to engage if possible and this can exacerbate differences between parents.

The behaviour for learning policy and the home school agreement have been rewritten using trauma informed practice language.

There was a wellbeing week which the children enjoyed. This focused on five areas: giving, being mindful, learning new things, connecting and keeping active. It ended with sports day and included extra buddy class activities. The children fundraised through the fun run and Dan the Skipping Man came to teach skipping. This will be repeated next year at the same time of year.

TOPS, the outreach from the Tavistock, has been successful but is not running next year. The meetings about this with the Tavistock are continuing. The school is hoping that some of this work can continue. Becca is hoping to work with some of the families who previously worked with TOPS as part of her course which is a certificate of Therapeutic Teaching and will continue this to gain a Diploma in Educational Psychotherapy. Becca has done the Senior Mental Health lead training through the Anna Freud Institute.

The Mental Health Support Team through the Tavistock have given us a worker one morning a week. He works with individuals, groups, whole classes and parents. He supported a whole class around zones of regulation, a year six transition group and 2 individuals. Next year he will continue some of these and work with a parent.

Over the course of this year, the school has had consistency from external therapists, psychologist and counsellors and this has had impact. For example, the year 6 transition group could work through their concerns and anxieties before moving to secondary school.

The celebrated children's mental health week with a dress to express day.

The Forest School work is enormously successful and currently on Nursery and Reception. However, in the summer term, every class had a forest school morning or afternoon, every week. Next year, this provision is likely to increase in the rest of the school.

The Fitzrovia Youth Action trained a group of current year 6s when they were in year 5 as peer mentors. They were limited because of Covid and the bubbles in how they could support other children in the playground. However, this year they have been supporting all years in the playgrounds. It has been more mutually beneficial than staff expected and training has been provided for some children in year 5. The children were very motivated by it and it is a good aspirational intervention for the current year 5s.

The newsletter is used to advertise workshops and local programs, provide a tip of the week on wellbeing and to advertise the Mental Health Week.

Parent Gym is returning next year and particular families will be targeted.

The school follows the Camden PHSE curriculum with specific objectives. In the past, the curriculum has been structured around the Happiness Project, but in this next year, staff will use the wellbeing week and individual days for this. Staff are dealing with more and increasingly complex families and children and

there are always new things arising. This can then feel as if we are being reactive. Structuring the curriculum in this way enables staff to be flexible and reactive to issues as they arise.

Over the next year, leaders plan to keep the same working group. Lisa B will be out of class and a full time mentor who supports individuals in the classrooms. She will also run nurture groups, friendship groups, clubs etc.

Leaders plan to run more parent workshops, with a focus on managing screen time and social media and managing body image and self-esteem.

For our staff, will be doing a refresher on mental health awareness as well as continuing with the supervision around individual cases and wellbeing week.

The staff wellbeing survey was overall positive. There were some neutral responses. The school has continued with secret friend and book swap in the staffroom which support staff wellbeing. The culture of the school is great and staff have strong relationships and pull together to support the children. There's a strong culture of looking after each other. The staff wellbeing committees haven't got off the ground this year, but will try next year. Autumn term was very challenging due to absences. Workload is the biggest issue for staff and this was a particular problem where staff are trying to catch up because things were missed due to Covid.

Senior leaders are very aware of the wellbeing of their staff and plan events and interventions to be spread out across the year and minimise any negative impact on the staff. The position of the school in the Ofsted cycle does increase the pressure on staff. However, senior leaders are aware. At the end of term, in July, everyone is tired.

Written By: Kim Issroff

Date Written: 14th July 2022