



MindMate[®] CHAMPIONS

Champion Status Submission



This document is designed to show evidence of improvement of one aspect of the school or setting's SEMH provision, qualifying the setting for MindMate Champion status

You will have discussed case studies and examples, as well as your choice of work area with your consultant at the start of this process.

A MindMate Champion setting has achieved MindMate Friendly and can show they have made a positive change to an area of SEMH in their setting.

Name of School:	Harehills Primary School
Date submitted:	September 2018
Author: (Name and role)	Catherine McMullen (Assistant Headteacher – UKS2) & Hollie Melling (PSHE/ SMSC Leader)
What aspect of SEMH has your setting decided to focus on?	<p>Based on a range of data, both quantitative (My Health My School (MHMS) survey data and data from in-house surveys for example) and qualitative (Learning Conversations with pupils and feedback from lessons for example), we decided to focus on the following elements;</p> <p>Pupils and staff;</p> <ul style="list-style-type: none"> . Understand that mental/emotional health is as important as physical health. . Recognise that mental/ emotional health affects everyone in different ways and at different times. . Develop the skills and understanding of how to cope with a range of emotions and situations. . Recognise how they can help themselves, not just relying on the help of others (although recognising at the same time, that asking for help is also important and is not a sign of weakness).

Context...

Why was this focus chosen? What was it like before? Was this in your SEMH action plan?

Our school context

Harehills Primary is a vibrant and dynamic school; providing a diverse, inclusive learning environment. We are a three-form entry school that is much larger than the average-sized primary school (NOR 732). Children come from a wide range of ethnic backgrounds. (22 different ethnic groups). The largest ethnic group is Pakistani heritage (~60%). Most of our pupils are EAL. A high proportion of children speak little or no English when they start school. Most of the pupils that join school at any point are new to English and often have no prior school experience. High Mobility remains a challenge for the school with ~10% of children being admitted or transferring out within a school year. Many of our children and families have a range of social, emotional, attendance, learning and behavioural needs. The complexity of the circumstances of our families, as outlined

above, means that securing parental engagement with children's learning can be difficult. School deprivation indicator is 0.4 which is significantly above National. The proportion of pupils requiring special educational needs support is above average and the proportion of pupils eligible for the disadvantaged pupil funding is well above the national average.

Multiple issues, which the context above highlights, put our children and families at risk of experiencing mental health issues in relation to various situations, not only now but into the future. This makes our current work around mental health, as well as our plans, which will ensure our provision is sustainable into the future, of paramount importance.

Our school is very popular within the local community and our children and families are proud to be members of the Harehills Primary School family. We see our role as supporting children and their families, as well as being at the heart of our local community, as at the centre of everything we do. Various quotes from a range of stakeholders exemplify this. Examples include;

'I feel like I belong here.' (staff member); 'It's is so lovely that in such a large school it still feels so warm and friendly.' (staff member); 'I feel in safe hands here. I know the teachers will give the best answer and I have confidence in all the staff. It is like a family; we are one big family.' (Parent)
Healthy Schools Status Reassessment visit report, December 2017.

'There is a clear sense of 'family' and this word was used repeatedly by all stakeholders to describe the school and community.' (Investors in Pupils Assessor); 'We are a great big family. The Harehills family. Everyone belongs.' (parent); 'I know anyone will help me; my teachers, my friends and the assistants.' (pupil); 'If someone is new you have to help them. You might need to find someone who speaks the same language.' (pupil)

Investors in Pupils Reassessment Report, November 2017.

'This is a school that really does go the extra mile in the care and support provided for its pupils.'; 'The schools work to promote pupils' personal development and welfare is outstanding.'; 'Pupils' physical and emotional well-being is given a very high priority.'; 'Pupils' spiritual, moral, social and cultural development flourishes at Harehills.'

Ofsted Report – November 2015.

Why was this focus chosen?

When reflecting on and analysing the 2016-17 My Health My Scholl survey (MHMS) data, we felt the development of support for mental health was essential. Additionally, anecdotal evidence suggested that children would benefit from developing an understanding of strategies that might work for them in relation to coping with a range of emotions and knowing where and how to access support.

We were also mindful of the growing trend, both nationally (see MindMate Champions Action Plan - Appendix 1) and within school, of children and young people, experiencing mental health issues of varying degrees and wanted to develop both preventative approaches as well as targeted intervention and support.

What was it like before?

Our well-embedded work in relation to Healthy Schools, particularly the Personal Social Health Education (PSHE) and Social Emotional Mental Health (SEMH) strands of Healthy Schools, is central to everything we do. Our moto of 'Learn, Laugh and Love' provides a vision in which all stakeholders share and are fully committed. However, we are also very aware of the ever-changing nature of the challenges that our children and young people, and their families, face in the 21st century. Therefore, we wanted to ensure that we developed provision that could best support our school community with these complex issues, particularly in relation to mental health. Whilst there was some understanding of mental health from both the children and staff's perspective, we felt this potentially sensitive domain would benefit from further development.

Elements relating to PSHE and SEMH are evident in both our MindMate Champions Action Plan and also within our broader Healthy Schools Action Plan. The work in these important areas supports the wellbeing of our children, families and staff.

Measurement

What is your baseline measure? Does this relate clearly to the issue and what you want to improve?

Baseline Measure

Although much of the data from the My Health My School survey is relevant to the vast area of mental health, the responses to some key questions stood out as clearly important when giving an indication of the areas we needed to focus on and the various issues which could have a significant impact on mental health (see below). We have divided our baseline data into quantitative and qualitative data.

Quantitative data

MHMS survey data

Summer 2017 (70 responses)

- **Q18** – **56%** of children had experienced a bereavement of some description (**6%** yes, someone who lives in my house; **33%** yes, someone who lives in my family but does not live in the same house; **6%** yes, a friend) over the past 12 months
- **Q48** – **49%** of children worried about exams; **33%** of children worried about friendships and **31%** of children worried about a death.
- **Q50** – Whilst **53%** of respondents said that they felt happy everyday and **48%** of respondents said that they felt confident everyday, a significant number reported feeling sad or upset; bad tempered or angry; stressed or anxious (S or U - **56%**; BT or A – **45%**; S or A – **41%** (all figures relate to 'some days – everyday' responses)
- **Q51** – **29%** reported coping with feeling sad or upset 'not well' or 'not well at all'; **34%** reported coping with feeling bad tempered or angry 'not well' or 'not well at all'; **34%** reported coping with feeling stressed or anxious 'not well' or 'not well at all'.

In-house survey data

% of children worried about;

Making new friends 15%

Falling out with friends 30%

Friends leaving school 1%

Friendships 15%

Going to high school 40%

Going to a different high school than your friends 50%

Bullying 20%

SATs/ exams 35%

Feeling lonely (particular links to going to a different high school than your friends) 10%

(NB – children were able to come up with their own categories rather than choosing from a selection)

% feel confident in getting help and support for mental health issues;

Not at all 1%

Not really 40%

Sometimes 30%

Fairly 10%

Very 15%

Qualitative data

In their responses within learning conversations, children sighted teachers, family members and friends most frequently as the people they would talk to if they needed help with a problem. Children also mentioned worry boxes within classes as a resource that they could use if they had a problem or a worry.

We also discussed with the children what they could do if they were feeling worried or unhappy about something and what strategies they could use to help them feel better if they were upset or worried about something. Their responses were very focused on telling the teacher, parents or an adult in school. Some of the older children also talked about confiding in friends.

Conversations about things that worried them also highlighted that some children were expressing feeling something that they stated they didn't know how to describe but which make them 'tearful' and feel 'sad' (Year 6 pupils and exclusively girls talked in these terms). Children also reported genuine concerns about feeling 'stressed and anxious' in the lead up to SATs.

Other factors to bear in mind included an increase in the number of children in school experiencing a bereavement of a close relative, particularly in the upper end of school. Some of these incidents involved either tragic circumstances or events that were high profile within the local community and city.

Actions...

Steps taken – what was new?

Although our work in relation to PSHE and SEMH has been well embedded for many years, we are always keen to develop our provision further in order to best support our school community. We have been particularly excited to be able to focus on developing the provision of support for mental health within our school community over the last 18 months.

Our journey began when 10 children were invited, along with a member of staff, to demonstrate a MindMate lesson 'live' to a range of stakeholders at the MindMate lessons launch at Leeds Civic Hall in July 2017. The member of staff in question had also been part of the team who had written the themes for the primary MindMate lessons, and classes across the school had taken part in trialling and evaluating MindMate lessons.

After this initial involvement in the development and promotion of MindMate lessons and resources, the following steps were taken in line with our MindMate Champions Action Plan and over-arching Healthy Schools Action Plan;

Embed MindMate lessons within PSHE provision (Year 1 – 6)

- MindMate lessons were identified within whole school PSHE overview
- Half termly MindMate lesson taught (Y1-6) in addition to other PSHE topics and lessons in line with whole-school overview (See Appendix 2)
- Effectiveness of lessons was evaluated with staff and pupils (learning conversations and feedback).
- MindMate assemblies took place across all key phases to raise the profile of work on mental health across the school

Developing and establishing role of 'MindMate Ambassadors' to work across school

- MindMate Ambassadors appointed
- Role of MindMate Ambassadors defined and agreed
- Training sessions for MindMate Ambassadors developed
- MindMate Ambassadors attended School council meeting
- MindMate Ambassadors worked with 'city wide' MindMate Ambassadors to develop their role and partnership opportunities.

Relevant staff members identified and CPD opportunities provided

- Training was clearly disseminated to relevant staff across school
- Impact on policy and practice evident
- Staff were identified to access MindMate training (as part of MindMate Champions programme offer) as appropriate, in addition to other training offered by additional providers (See Appendix 3).

Embedding 'Mindfulness' practise across all classes in school

- Mindfulness packs for each class assembled and distributed
- Mindfulness sessions evident within each class in school (minimum of 2 x 15 minute sessions per week).
- CPD for members for staff identified as appropriate, including whole staff introduction to Mindfulness, SEMH refresher training for teaching staff and the introduction of MindMate lessons and resources.
- MindMate Ambassadors trained to support in the delivery of Mindfulness
- Basic mindfulness strategies used to enhance wellbeing, calm and relieve stress and tension for both pupils and staff.
- Identified member of staff attended 8 week Mindfulness for stress reduction course.

Development of Mini-Me yoga strategies across all classes in school

- Staff identified to champion Min-Me yoga strategies in preparation for whole staff role-out in September 2018. Identified staff took part in initial training (June 2018).
- Mini-Me yoga strategies used in a range of classes across school and feedback given from staff and children.
- Mini-Me yoga training scheduled for whole staff (September 2018)

Develop whole school Bereavement policy

- Relevant staff attended CPD in relation to grief & bereavement.
- Draft whole-school Bereavement policy developed and preparations for consultation in place.

Additional actions taken

- Children's interview featured on Radio Aire in relation to the school's work around MindMate and mental health (July 2017).
- Opportunities for partnership working with city-wide MindMate Ambassadors pursued.
- Contribution of a case study of MindMate lessons at Harehills Primary School as part of the Future in Mind C&YP Mental Health Plans Conference (March 2018) – (see Appendix 4).
- 'Calm' App was promoted and made available to all classes in school via the school network and was made available on the school website in order for families to be able to access mindfulness sessions.
- 1 x staff member trained as a Mental Health First Aider.

Impact...

This should be the same measure as your baseline? What difference was made and what has changed? Please include qualitative and/or quantitative data here and state where the data has come from

Quantitative data

MHMS survey data

Summer 2018 (92 responses)

- **Q18** – **28%** of children had experienced a bereavement of some description (**7%** yes, someone who lives in my house; **29%** yes, someone who lives in my family but does not live in the same house; **2%** yes, a friend) over the past 12 months
- **Q48** – **11%** of children worried about exams; **9%** of children worried about friendships and **10%** of children worried about a death.
- **Q50** – Whilst **46%** of respondents said that they felt happy everyday and **39%** of respondents said that they felt confident everyday, a significant number reported feeling sad or upset; bad tempered or angry; stressed or anxious (S or U - **56%**; BT or A – **55%**; S or A – **34%** (all figures relate to 'some days – everyday' responses)
- **Q51** – **23%** reported coping with feeling sad or upset 'not well' or 'not well at all'; **31%** reported coping with feeling bad tempered or angry 'not well' or 'not well at all'; **31%** reported coping with feeling stressed or anxious 'not well' or 'not well at all'.

What difference was made and what has changed?

MHMS survey data shows a reduction in the % of children worried about exams (-38%), friendships (-24%) and a death (-21%). The data also shows that there was a reduction in the numbers of participants who reported feeling stressed or anxious 'some days/ most days or everyday' (-7%). There was a decrease in the number of participants who reported coping with feeling sad or upset (-6%); bad tempered or angry (-3%); and stressed or anxious (-3%) 'not well' or 'not well at all'.

In-house survey data

% of children worried about;

SATs/ exams 61%

Going to high school (which High School) 14%

Going to high school (generally) 7%

Teasing 3%

Going on the residential trip 11%

Leaving primary school 7%

Maths 7%

Writing 4%

My friends feeling worried 11%

Not bringing my homework back 4%

(NB – children were able to come up with their own categories rather than choosing from a selection)

What difference was made and what has changed?

Although SATs/ exams and going to high school still featured as significant worries for the pupils, many of the children asked said that they 'didn't' or 'didn't really' have any worries which is positive. Only one child mentioned 'teasing' and the residential trip in Year 6 and worrying about their friends being worried were concerns for some children which hadn't come up previously. (The time of year could be part of the reason why some children cited the residential trip as a particular worry).

% feel confident in getting help and support for mental health issues

Not at all 0%

Not really 0%

Sometimes 35%

Fairly 40%

Very 25%

What difference was made and what has changed?

The number of respondents who reported feeling confident in getting help and support for mental health issues 'sometimes', 'fairly' or 'very' rose from 55% to 100%. There was also an increase in the % of respondents who felt confident to ask for help and support with mental health issues in relation to their response the previous year, with 75% of children reporting an increase in confidence and 25% reported feeling the same. Of the 25% of respondents who reported feeling the same, all of them had rated their original response in 2017 either 'sometimes', 'fairly' or 'very'.

Qualitative data

In their responses within learning conversations, children sighted teachers, family members, friends and MIndMate Ambassadors most frequently as the people they would talk to if they needed help with a problem. Many children also talked about 'trusted adults' which links to our work on safe and unsafe secrets lower down school and CSE within the Year 5 PSHE curriculum.

Additional questions we discussed with the children in relation to mental health brought about some interesting responses and one pertinent example can be found below;

How do you feel our school encourages support and understanding around mental health issues?

Having MindMate Ambassadors*

Lots of learning about the subject

We do lessons about it*

We do some mindfulness*

Make time to try and solve problems*

By saying that everyone goes through it, it's natural.

We take the time to solve any problems

We have circles to talk about problems so that everyone has their say

Assemblies*

They say they are there for us and they show it. They take the time to help solve problems

*(NB – an * indicates that the response was given by more than one child. It is important to note that the children were able to come up with their own responses rather than choosing from a selection).*

What difference was made and what has changed?

Children were much more confident to talk at length about mental health, what it is and why it is important. Given our initial aims when starting our MindMate Champions journey, it was great to see how many different ways the children could identify that our school encourages support and understanding around mental health. Many children cited MindMate Ambassadors and mindfulness. Children also talked more openly about a range of strategies, with some children being confident to talk about strategies which work particularly well for them, when coping with strong and/or difficult emotions.

We also discussed with the children what they could do if they were feeling worried or unhappy about something and what strategies they could use to help them feel better if they were upset or worried about something. Their responses were diverse and include more variety than we have had in the past. For example, there was evidence of skills they had/ could use in talking to someone to resolve the problem (and an increased confidence to see this as an option) and also mention of skills and strategies in order to support themselves, for example, 'Do something that relaxes you.'

Feedback from those classes and children in relation to MindMate lessons and the mindfulness sessions in classes across school;

'Mindfulness is nice because, in my opinion it helps you feel calm.'

'I like MindMate lessons because they help us to feel calm and keep our minds.'

'It is important to learn about MindMate because otherwise we wouldn't know how to keep our minds healthy.'

'Mindfulness is about keeping calm and lets you release your worries.'

'Mindfulness is really relaxing and it makes me happy. Also it clears my bad thoughts.'

'In our MindMate lessons, we learn about keeping your mind healthy.'

'Mindfulness allows me to let go of my worried and enter another world.'

'Overall mindfulness makes me feel like I will be ok and makes me feel positive.'

'MindMate is a wonderful lesson that helps children to be confident when they are worried. I like MindMate because it helps me think of solutions.'

'I think mindfulness helps stress.'

Feedback from staff in relation to MindMate lessons and mindfulness practices;

'The children felt really calm and relaxed during mindfulness.'

'The children understand its importance (mindfulness) and take the time to practice.'

'The MindMate lessons are easy to follow and the children really engage with and enjoy the sessions.'

'Life is so busy and stressful at times. Taking 5 minutes out of the day to reflect on the present and ground yourself can really make a difference to your sense of wellbeing in such a fast-paced world.'

'The MindMate programme is a fantastic tool that can help create an environment where children and young people feel safe to talk about their social, emotional health needs and staff are able to support effectively.'

'Mindfulness takes your mind on a journey of exploration, leaving you with a feeling of calm and tranquillity.'

'Mindfulness has helped children to really focus on lessons and group activities in a calm way and helps them to really concentrate on their feelings; something we should always make time to do.'

Feedback from pupils in EYFS and KS1

What do you learn in your PSHE lessons?

'We learn to be kind and have friends.'

'We listen to music to help us be calm.'

'In PSHE sometimes we sit and share our ideas and sometimes we learn about other things like being safe near the road and about emotions and what to do if we're sad or upset.'

Have you had any mindfulness or yoga sessions? What did you think?

'Miss. Melling lets us roar like a lion and do things and be calm.'

'When we be calm we do breathing like this (demonstrated breathing in and out deeply) and then we say uummmmmmmmmmmmmmmmm and it makes me happy.'

What difference was made and what has changed?

All children and staff who were involved in the feedback were enthusiastic to talk about both the MindMate agenda and mindfulness activities. Staff and children are seeing and feeling the impact of the increased focus on, and provision for, mental health across school which is both exciting and encouraging. I think their quotes highlight that we have laid strong foundations in these initial stages of our MindMate journey in readiness for the provision to grow further and embed across school.

Feedback from MindMate Ambassadors;

Please see the link previously mentioned (which can also be found below) for examples of the kind of work our MindMate Ambassadors have been involved in and some of their quotes about the MindMate programme.

<https://www.mindmate.org.uk/mindmate-ambassadors-meet-the-mini-mindmate-ambassadors/>

What difference was made and what has changed?

The MindMate Ambassadors role has been a real vehicle for raising the profile of MindMate throughout school and offering support to children. The MindMate Ambassadors also felt empowered and very proud of their role and understood the importance of their role as 'pioneers' in this field within school. They rose to many challenges throughout the year and promoted their work within MindMate and the field of mental health through embracing many exciting partnership opportunities. They have certainly set the bar for our next cohort of MindMate Ambassadors, a role for which we have many enthusiastic applications!

Reflection...

What worked well? What would you do differently? Any advice to other schools?
Did you face any barriers or challenges?

What worked well?

It was essential to communicate clearly to all staff and stakeholders and make our intentions clear from the off. We wanted to tap into the wealth of resources out there but also wanted to make our work on mental health sustainable. A whole school approach has been essential on our journey so far and will continue to be so. What's more, staff have been open to new ideas and keen to develop skills and tools for their own well-being as well as the children's. Many have talked very positively about the impact so far and optimism, openness and being willing to try something new (even if you're not sure of it yourself at first) has been key to the success of our work around SEMH, and particularly mental health, so far.

Mindfulness and the basic expectation that all classes will take part in a quality practice at least once a week (in the first instance) has been extremely powerful for both pupils and staff. Children now freely refer to mindfulness as a tool for 'coping' and feeling present and calm. One of our focuses was developing children's skills in coping with stress, anxiety, worry and other powerful emotions by experimenting with a range of techniques they could use that would aid them in self help as well as getting support from those around them. We felt it was vital to move our children's understanding away from simply 'talking to a teacher' or 'putting a note in the worry box' when they had a problem. It is not to say that these elements aren't important, and I certainly don't want to de-value their usefulness at points in time. However, we were very keen for children to experience a range of strategies to help themselves in times of stress and anxiety. We want them to develop tools for the future.

The introduction of MindMate Ambassadors has raised the profile of our work around mental health and has encouraged children across school to feel confident in seeking help and support when needed. It was also fundamental to have a group of students who could work across school and champion their work in this area (Radio Aire interview....), incorporate mindfulness into their solution-based approach and experience partnership working with others working within the MindMate agenda as part of the Leeds 'Future in Mind' strategy. The role of the MindMate Ambassadors in school also complimented the existing leadership roles available for pupils here at Harehills primary school.

One of the highlights of the development of partnership working between our Harehills MindMate Ambassadors and the older 'city-wide' ambassadors was an opportunity to meet and network with them. For an exciting overview of our meeting and the fabulous work we accomplished when we met, please see the blog on the MindMate website (<https://www.mindmate.org.uk/mindmate-ambassadors-meet-the-mini-mindmate-ambassadors/>). We are hoping to work with the city-wide MindMate ambassadors once again this year and continue to seek every opportunity for partnership working in relation to our SEMH and MindMate work.

Pupil voice in terms of leading our journey forward has been essential. Not just the vices of those in pupil leadership roles, such as MindMate Ambassadors, but also pupils across school through learning conversations as well as feedback on lessons and evaluation of activities. Pupil voice is at the heart of what we do and this will continue to be a powerful element of our journey moving forward.

Fully incorporating and embracing the MindMate lessons and resources has also been essential in terms of supporting children (and staff) to explore mental health and to raise the status and profile of it as being as important as our physical health (a parallel which many of our children understand and can associate with. Many more children across school would now be more confident to talk about a 'healthy mind' and what this means/ its importance as well as a healthy body. The lessons and associated resources have also supported staff well in terms of approaching what can be a difficult/ sensitive area of the curriculum.

Ensuring a range of staff attended relevant training and that there were opportunities to share and disseminate learning from such training was essential. Staff across school feel empowered and much more confident as a result of the training – another element of our sustainable approach which is so important.

What would you do differently?

Use a wide range of strategies for collecting evidence and data (both quantitative and qualitative) across the year rather than just at the beginning and the end of the year. So much happened and so many actions were taken that it is sometimes hard to harness the reactions of all the hard work when opinion is sought at the beginning and the end of a certain period of time in order to measure the impact. More regular 'check-ins' in relation to opinion would benefit our work.

Ensure that more data is collected from children across school. Although elements of our data did take note of the views of pupils across the school, it was felt that the MHMS survey and other data collected was heavily weighted towards the experiences of Year 5 and 6 pupils. It is our intention moving forward to ensure a broader focus on all year groups and their experiences when collecting data which will therefore enable us to have a greater understanding of the impact for different age ranges of children.

Any advice to other schools?

Advice we would offer to other schools about their MindMate Champions journey includes;

- See it as a journey – embrace every opportunity but be prepared for the development of your MindMate friendly/ champion status to take time.
- Make it sustainable – how can you ensure this work will continue and go from strength to strength once you have been accredited? Ensure pupil voice drives your decision making.
- Ensure high quality CPD for ALL staff is available and is planned carefully – how will they cascade/

feedback any learning that has taken place to others so that valuable knowledge, skills and understanding can be shared?

- See it as part of your school's wider commitment to 'Healthy Schools' and the important work you do in this area.
- Include all stakeholders in discussions, developments and policy - How can you get all stakeholders 'on board' with this this vital area of school life?

Did you face any barriers or challenges?

Although the data from the MHMS survey was, and always has been, very useful, the complication of some of the questions and the way they are worded has proved to be a limitation. Despite some children having the questions read to them, some pupils can still struggle at times. This may limit the legitimacy of some of the responses given for some children within the survey. Reliability of the MHMS survey in terms of the technical aspects can also raise some frustrations (children getting to question 42 and the survey crashing for example! This happened to many children across year 5 & 6). Whilst this could be partly down to in-house ICT issues, some of the issues around the technology proved very challenging indeed!

As previously mentioned, the fact that the MHMS survey only aimed at Year 5 & 6 pupils needs to be considered when planning for data collection in relation to the identified SEMH work. Although we have developed a robust approach to data collection as time has gone on (in-house surveys for all year groups and learning conversations for example), This proved a barrier in the early stages of our journey. Consideration also needed to be given to data/ learning conversations, etc which were taking place in relation to various other areas of the curriculum. school life. Avoiding 'overload' for both pupils and staff was essential in the collection of meaningful data.

In our current educational climate, agendas such as SEMH and PSHE can struggle when there are so many other expectations on schools. Vast, and often juxtaposed expectations on curriculum time can make the broader context for pursuing MindMate Champions work very challenging. Our school, however, remains fully committed to the Health and wellbeing agenda, despite the many barriers, from both a national and local agenda, which constantly pose a challenge to making this area of school life the centre of everything we do.

Next steps...

How will you ensure the difference is sustainable?

How will you ensure the difference is sustainable?

As already discussed, one of our key aims from the start of our MindMate journey was to make any changes sustainable. There are various ways we will ensure that this happens and these include;

- Action plans
- Being at the forefront of national as well as city- wide developments within the mental health agenda/ the 'Future in Mind' strategy.
- Regular reporting to Governors

In relation to the recent evaluation of our MindMate Champions Action Plan (2017-18) - in preparation for writing our 2018-19 MindMate Champions Action Plan - our key next steps over the coming 12 months include;

Teaching & Learning

- Review MindMate lessons as part of the wider PSHE SoW
- Secure support for teachers new to PSHE and teaching sensitive issues.

MindMate Ambassadors

- Next generation of MindMate Ambassadors appointed (applications received from pupils summer 2018).
- MindMate Ambassadors increasing their work across school, e.g. mindfulness sessions with Younger pupils and work with School Council and Playground Friends.
- MindMate Ambassadors focus assemblies (see appendix 4)
- Continue partnership work with city-wide ambassadors and other relevant parties.

- Contributions to the MindMate website via the blog

CPD

- Mini-Me yoga session for all teaching staff (September 2018)
- Mindfulness sessions (8 week stress reduction programme in the first instance) – (October '18 – May 2019)
- Teaching and learning in PSHE (Spring Term 2019)
- Opportunities for Loss & Bereavement training for staff

Policy developments

- Draft Bereavement Policy shared with staff and relevant CPD for staff scheduled
- Draft version of Harehills Health & Wellbeing policy developed
- Child-friendly versions of the Anti-bullying and Bereavement policies are developed, agreed and in place
- School council and MindMate Ambassadors have opportunities to be involved in the development of policies.

Other developments

- Further work with families and parents/carers in relation their mental health and support available.

We can't wait to continue our journey!

Thank you.

Please return this form via email to your consultant.

