



Blessed Robert Sutton
Catholic Voluntary Academy

Wellbeing
and
Pastoral Support
Intent

April 2023



'Academic excellence, spiritual development
and social awareness through Christ.'



**St Ralph
Sherwin**
Catholic Multi Academy Trust



This booklet outlines our whole school approach to wellbeing and support.

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Our Mental Health Mission and Ethos

At Blessed Robert Sutton we want every pupil and every staff member to thrive and stay mentally well. We believe a whole school approach towards mental health, specifically prevention, identification and support, will ensure that pupils and staff stay mentally well.

Our plans for 2023/24—

As a school we play an important role in identifying needs early and providing rapid and targeted interventions. Moving into 2023/24 we are going to focus on a proactive approach, ensuring all members of our school community can thrive and stay mentally healthy.

Taking a coordinated and evidence-informed approach to mental health and wellbeing in schools leads to improve pupil and student emotional health and wellbeing which can help readiness to learn.

At BRS we work hard to ensure a positive school climate – to ensure everyone can thrive. It is important to us that everyone has a sense of belonging.

We value and celebrate diversity and it is important to use that everyone feels part of our school. Everyone at our school should be treated with kindness and respect, be valued, listened to and have a voice.

We have a commitment to live by our Catholic values.

Key staff and their responsibilities:

Laura O'Leary	Head teacher
Laura Wilson	Assistant head teacher— SENCO, Designated Safeguarding lead, Senior Mental Health Lead
Jake Heath	Assistant head teacher— Pastoral and Behaviour Lead, Deputy Designated Safeguarding lead,
Sue Smith	Pastoral Team Member, Deputy Safeguarding Lead
Louise Tarry	Pastoral Team Member
Su Rowe	Attendance officer, safeguarding case worker
Fran Toms	Safeguarding case worker
Jade Bannister	Safeguarding Case worker and Head of Year 11
Patricia Harkin	Head of Year 9
Amanda McDowall	Head of Year 10
Eliza Waters	Head of Year 7
Katie Meredith	Head of Year 11
In addition to the above staff we also have 6 additional members of support staff and 6 TAs who support with mental health and wellbeing	



At BRS we have a three level wellbeing approach to supporting pupils. The table below acts as a guide to this support, see pages 11 on wards for more detailed information.





Curriculum

Lead LO/LAW, Form time LAT/AMD/JAS

Our young people are provided with an age-appropriate mental health curriculum as part of the Character Programme and Wellness Wednesday, Our curriculum is designed to help pupils understand their feelings and to develop their knowledge of strategies to improve wellbeing, including the role of physical activities and social connections in staying mentally well. We also have a discrete mental health curriculum that runs through curriculum areas.

				
Students are encouraged to have a winning start to the week by participating in a motivational act of worship led by the lay chaplain. Opportunities are created for students to develop spiritually and to recognise the power of prayer in their own lives. Students are encouraged to take a leadership role in prayer and liturgy.	Students are given the opportunity to challenge themselves and reach beyond their comfort zone. Challenges are based on developing spiritual, social and academic excellence, with links made to national days and the liturgical year.	Time is safeguarded on Wednesday afternoon to focus on student wellbeing. The wellness programme has been designed to allow students to take time out of a busy week and focus on their mental health, happiness and overall well-being.	Thoughtful Thursday creates opportunities for students to reflect, wonder, contemplate and ask questions. Sessions are based on developing spiritual, social and academic excellence, with links made to national days, current affairs and the liturgical year.	Time is safeguarded on a Friday to allow students to celebrate their own success and the success of others. Class teachers, tutors and year leaders recognise academic, social and spiritual excellence from the week and showcase this during afternoon tutor time. Students are encouraged to be proud of their achievements and set ambitious goals for the week ahead.



Pastoral Intent

The pastoral care system supports and promotes the shared values and aims of the school the we live out through 'the Sutton Way.' We are a committed team of professionals that work closely with all stakeholders and external agencies to ensure pupils not only fulfil their academic, spiritual and social potential but also become the very best possible versions of themselves. The pastoral teams aim is to provide support for all of our students and their families. We offer a safe place where students are valued, listened to and supported to overcome their barriers to learning.

Prevention & Intervention

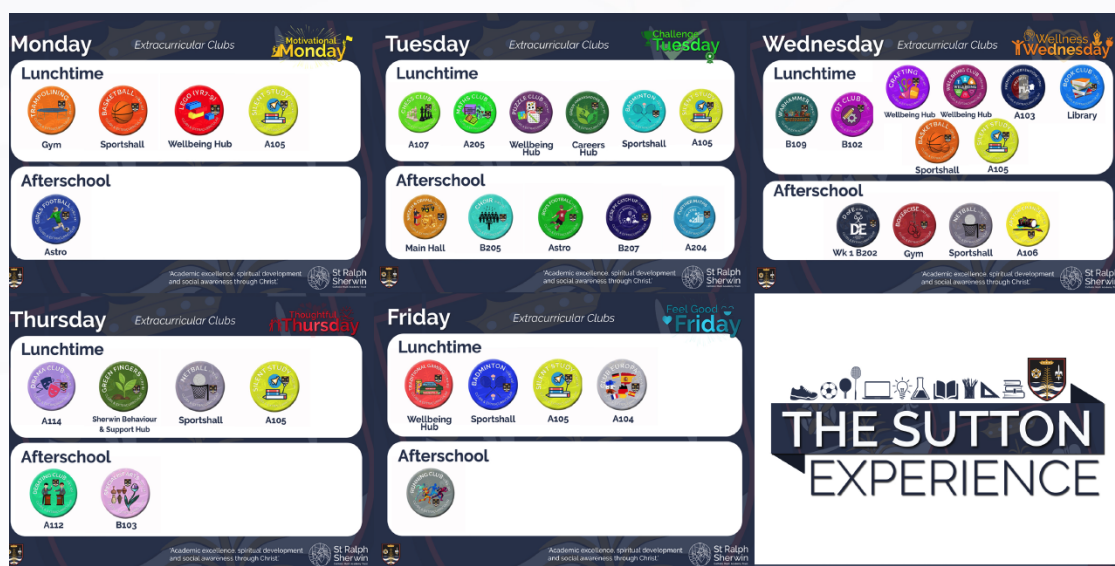
The pastoral teams know that each student will face different challenges as they grow up, be that academically, socially, emotionally or developmentally, therefore we want to do everything possible to support them. As a school our behaviour policy sets out the highest of expectations and feeds the idea that no child has the right to steal the education of another through any kind of disruption.

Teaching Behaviour

- Collective worship/ Assemblies
- Building relationships with peers
- Rewards for positive behaviour
- Rewards for attendance and punctuality
- Mentoring for all pupils
- Group sessions
- Anti-bullying sessions

The Sutton Experience

At Blessed Robert Sutton we pride ourselves on not only equipping students with the necessary skills and knowledge to produce excellent exam result but also the softer skills that make up their personality/character. This year, in addition to the introduction of a broad extra-curricular programme we have also developed a Leadership Pathway that will support our students to become the leaders of tomorrow.



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Leadership Pathways

Stage 1- Initial Leadership training.

Training focuses on four distinct areas of leadership

- What makes a good leader a great leader
- Developing yourself
- Working with others
- Contributing to my community

Stage 2

Students who pass Stage 1 apply to train to become a

Academic Ambassador	Spiritual Ambassador	Social Ambassador
		

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Academic Ambassador



Will be trained in a specific Leadership group that includes;

- Leader of the Academic Ambassadors: (Year 11) for students that want to be the face of BRS, aspiring leaders of the future that have the opportunity to create a legacy in their final year at BRS.
- Student council; (Year 7 -11) for students that love to have their say and what to drive change at BRS- not a traditional student council rep role be prepared to get your hands dirty!
- Pupil Parliament: (Year 8-10) for students that want to play a key role in guiding all schools within St Ralph Sherwin multi-academy trust not just BRS. You don't just want to change BRS you want to change the world.
- Literacy leads: (Year 7-11) for students that understand the importance of a love of literacy and the opportunities it creates. Help support literacy at BRS, the local community and even world wide.

Spiritual Ambassadors



Will be trained in a specific Leadership group that includes;

- Leader of the Spiritual Ambassadors: (Year 11) for students that want to be the face of BRS, aspiring leaders of the future that have the opportunity to create a legacy in their final year at BRS.
- Faith in Action: (Years 7-11) students that support Jesus' teaching of love thy neighbour and are keen to make a difference through the organising of charity events and supporting the delivery of mass and Acts of worship.
- Well-Being Lead: (Years 7-11) supporting the newly established Well-Being hub to deliver and support other students. Covering a whole host of things from doggy mentoring to support sessions.
- Anti-bullying ambassadors: (Years 9-11) for students that love to listen and support others as well as driving change in school and society.



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Social Ambassadors



Will be trained in a specific Leadership group that includes;

- **Leader of the Social Ambassadors:** (Year 11) for students that want to be the face of BRS, aspiring leaders of the future that have the opportunity to create a legacy in their final year at BRS.
- **Buddies:** aimed at predominately at Year 8 & 9 students with a view to supporting peers in Year 7 as they start out on their BRS journey.
- **Prefects:** aimed at Year 10 & 11 students seeking additional responsibilities that may include supporting clubs as well as tours and open/parents evenings.
- **Sports Ambassadors:** for students that have an enthusiasm for sport (don't have to be the best player) and want to support younger primary school competitions.
- **Sustainability Ambassador:** all year groups that want to make a difference the environment one act at a time.

If a student's application is successful they will receive specific training from that area. Once trained students will develop a portfolio of leadership.

Stage 3-Graduation

Having devoted themselves to their Sutton Strand students will graduate with either a bronze, silver or gold accredited SSAT level.

Use of Pass & SPC data for Team Around the Child meetings (TAC).

What is the PASS survey?

The Pupil Attitudes to Self and School Survey (PASS) is used to help identify barriers to learning, in order to ensure student wellbeing and positive outcomes. To assist teachers with the data once the survey has been taken, there is a range of 70 interventions. All the interventions are aligned to the nine attitudinal factors in PASS, including feelings about school and confidence in learning.



What does the data show us?

PASS allows practitioners, sometimes working with the most vulnerable and disaffected young people, to gain insights into the actual causes of long-standing complex behavioural problems, while providing early identification of those most at risk of developing behavioural problems in the future. An overall PASS profile can provide invaluable insights into the different causes of two pupils who currently have the same behavioural problem. Some of the individual attitudinal measures within PASS are also closely linked with behavioural issues in their own right. For example:

- The 'Feelings about school' measure can be used to evaluate anti-bullying programmes across schools
- The 'Preparedness for learning' measure is highly correlated with students at risk of behavioural difficulties.

How does PASS & SPC data inform TAC?

Where pupils data is below the expected level (PASS or SPC) Team Around the Child (TAC) meeting will take place. Meeting will take place between all relevant stake holders to come up with an action plan to ensure that returns to the expected level. Stakeholders include;

- Attendance officers
- Year Leader
- Subject teachers
- Core subject teachers
- Teaching Assistants
- Form Tutors
- Behaviour support staff

TAC meeting will take place following data collection points during the year. Where necessary parents may be invited into school to support their child's action plan. Action plans may include any of the following.

- Intervention
- Lexia intervention
- TA supported intervention
- Core subject intervention
- Mentoring
- Report for behaviour & effort
- Revision groups



Pastoral Staffing Structure

Jake Heath
Assistant Headteacher
Leading Behaviour & Ethos

Behaviour & Support Hub leads

Miss L Tarry
Sutton Behaviour
& Support Hub
Lead

Miss S Smith
Sherwin Behaviour
& Support Hub
Lead

Corrections

Mrs S Rowe
Attendance Officer

Staff development

Lead LAW

Mental health and wellbeing is everyone's responsibility. We will continue to provide training and support to staff in supporting them to identify signs of mental health problems in our pupils but also give them the tools to support their own positive wellbeing.

We are committed to providing a termly CPD session that looks at personal coaching from external coach Katie Poole. By giving staff the skills and techniques to develop their own positive wellbeing and mental health, they will be able to support and encourage pupils to develop their own strategies for developing positive wellbeing.

Identifying needs

Lead LAW

We are going to continue with our proactive approach to identification of needs. This will include continuing with our universal screening via our termly Wellbeing questionnaire.

Our support team have also completed their level 1 mentoring training and will be conducting wellbeing conversation with all students through the term. The aim is to start with once per term moving to once per half term if required.

Our pupils will also be made aware regularly that staff are on hand to contact if they need to talk to someone. We will run a daily drop-in clinic for pupils to access a trained member of staff for a conversation regarding their wellbeing and emotional health.

Additionally, as we have done so brilliantly as a staff, we will continue to be vigilant to sudden changes in mood or behaviour of pupils that may indicate that a person has a problem. All staff are encouraged to track any issues on MyConcern to help build a bigger picture of a child.

We are aware that some of our pupils may struggle to approach a named member of staff to discuss their feelings or concerns. Equally pupils can often feel disloyal for reporting any concerns about a friend or peer. The Wellbeing and Support Hub will house a letter box for pupils to write down their thoughts and feelings about either themselves or a peer. The letter box will be checked daily, and concerns acted upon.

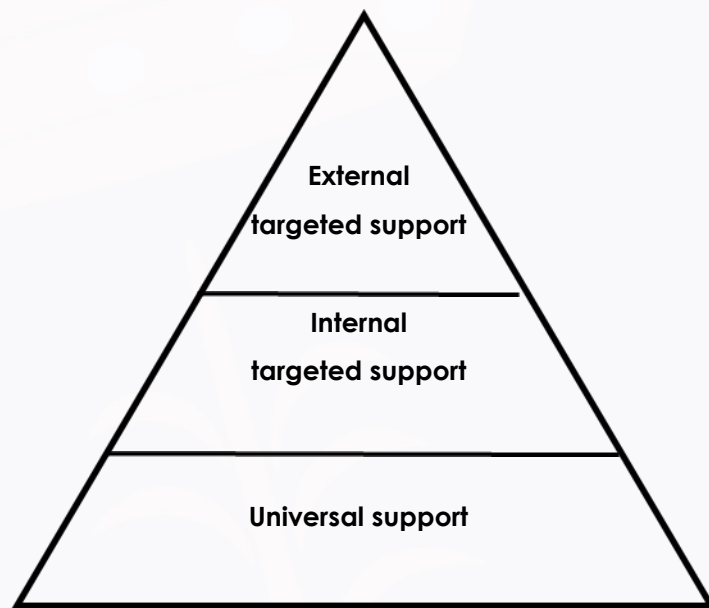
Referral meetings will take place regularly to track the progress of pupils who have targeted support sessions but also to pick up any issues flagged from our universal support. Below is a hierarchy of support that we will offer:

Universal support applies to the termly conversations for all pupils and wellbeing questionnaires. It also applies to the drop-in services available and letter box support. The Wellbeing Wednesday curriculum programme will also provide a universal curriculum for all pupils. The Tutor Time Reading Programme will also include book choices which open up discussions on complex issues linked to wellbeing and support.

Internal targeted support applies to any sessions pupils are referred into that take place in school. These could be either academic or pastoral sessions. See targeted sessions list.

External targeted support applies to any referral made outside of BRS. This could be to CAMHS, MHST, YMCA etc. These sessions are ran by external providers but where applicable pupils will received step down services internally when external sessions have been completed.





Working with parents and carers

Lead LAW

Developing effective relationships with parents and carers is important. We will continue to seek parental views through regular contact home. Parental/carers views will also be sought during the process of identifying needs and when establishing goals for children and young people.

For 2021/22 we have targeted sessions linked to academic support as well as wellbeing support. There is also a commitment to continue developing support with online training and sharing safeguarding information to help parents support their child when using social media and the internet.

Targeted support and referral

Lead LAW

At BRS we offer a range of targeted support sessions and interventions. These sessions focus on two clear aims:

- To offer academic intervention support to ensure all pupils have opportunities to catch up and develop. For example, where pupils are identified as having below age-related reading skills or numeracy skills.
- To offer pastoral intervention support as part of an 'Earliest Help' package, this consists of wellbeing and mental health support.

These sessions will be ran throughout the school days ensuring that any support or interventions sessions enhance the curriculum package pupils follow and are not a replacement. It is important that all pupils receive a fully inclusive education, of which wellbeing and support plays a key role.



- **Music room** – This room will house a piano, keyboard and large drum kit where pupils will have either dedicated private music lessons or have targeted music sessions for pupils who need help to engage, focus, develop anger management strategies or wish to learn a new skill
- **Art room** – This room will focus on support pupils to produce work that either demonstrates their current emotions or is a place to be calm. The room will be used as part of the wellbeing enrichment programme.
- **Sensory room** – Use of lights, sound and calming techniques for pupils
- **Consultation room** – Room dedicated to mentoring meetings between staff and pupils
- **Wellbeing office** – a space for the Wellbeing Lead as well as the school dogs.

Academic Intervention:

All Academic interventions have a pre and post assessment to ensure the cycle of support accurately uses the Assess, Plan, Do, Review framework as outlined in the SEN Code of Practice. This allows staff to track and measure progress through Provision Map as well as feedback any developments in practice to curriculum leads.

All TAs use intervention trackers to monitor progress this information is then shared with curriculum leads to allow for maximum impact across the curriculum.

Intervention	Description	Ran by?
Handwriting	Pupils with illegible handwriting will struggle to produce work and assessments that correlate with academic ability. Pupils will be offered small group intervention working through a handwriting booklet focussing on letter formation, spacing and line placement to improve handwriting and speed. <i>Part of SEN provision no referral needed</i>	TAs
Spelling	For a few pupils they still struggle with the spelling of high frequency words which can massively impact of their ability to spell more complex words. This is a small group intervention relearning the 100 most frequently used words. These are broken into groups of 10 and learnt and tested each week with an exit test on a selection of all words learned at the end of the cycle.	TAs
Intensive Literacy	A small number of pupils have limited skills with phonics which can be linked to Dyslexia and Dyslexia tendencies. This small group intervention is aimed primarily at pupils with Dyslexia or Dyslexic tendencies. This group follows the Multi-Sensory Learning structured Literacy programme weekly, completing exercises that focus on word building, sentence sequencing, recall, proof reading and comprehension.	TAs
Basic Numeracy	For a small number of pupils the need for recap and recall of basic numeracy skills is required. This is a small group intervention which looks at recapping basic Maths skills and techniques such as addition, multiplication and division to support learning in Maths. <i>Part of SEN provision no referral needed</i>	TAs
Numeracy	A small group intervention, split into blocks of basic numeracy skills and techniques. For example BODMAS, Area or Shape. These run for one topic per cycle (term) and recap techniques and topics taught in Maths lessons. <i>Part of SEN provision no referral needed</i>	TAs



Tutor Time Reading Programme	<p>Reading has been a key focus at BRS. This programme allows learners to access higher level, age appropriate texts through guided reading. Within the 30 minute session pupils are read a chapter by a member of staff. This allows pupils to access higher level vocabulary, understand sentence structure as well as sentence pattern, whilst also having the enjoyment of understanding the plot. Within the session new or complex vocabulary is discussed and explained, often giving synonyms to support pupil understanding.</p> <p><i>Part of SEN provision no referral needed</i></p>	TAs and form tutors
Reading Scheme	<p>We have bought into the Pearson Rapid Reading Scheme which allows us to run small group intervention of structured reading intervention, which follows the Pearson programme. This covers reading confidence, poetry and comprehension.</p> <p><i>Part of SEN provision no referral needed</i></p>	TAs
Revision Skills	<p>A small group session to teach pupils the best way to revise depending on their learning style. This session also looks at exam questions and what information the question is asking the pupil for.</p> <p><i>Part of SEN provision no referral needed</i></p>	TAs

Wellbeing and Support Intervention

Intervention	Description	Ran by?
Sensory Breaks	<p>For a few pupils there is a need for a short sensory break between and during lessons. These sessions focus on completing a different activity to help regulate pupils focus. These sessions will be tailored to the needs of the pupil.</p> <p><i>Part of SEN provision no referral needed</i></p>	TAs
Lego Therapy	<p>For a few pupils they suffer from communication and confidence skills. Lego therapy is a small group (4 person) in which each member is assigned one of the following roles; Supplier, Builder, Engineer or Director. They then work together to complete a Lego model in full. The roles can be rotated each week. For each role pupils will develop their ability to communicate both verbally and non-verbally whilst also learning skills in listening and turn taking.</p> <p><i>Part of SEN provision no referral needed</i></p>	TAs
Organisation / Homework	<p>1:1 or small group intervention to teach pupils effective strategies to organise their time, timetable unstructured time and ensure they are prepared for their time in school. This includes timetabling and prioritising homework to ensure they don't miss deadlines and fall behind. Organising the equipment they will need each day and strategies to ensure they remember this.</p> <p><i>Part of SEN provision no referral needed</i></p>	TAs
Mentoring	<p>Mentoring: Whole School Support</p> <p>As part of our universal support every pupil will be seen by the support team each term.</p> <p>To ensure all pupils are seen the support team will focus on a year group at a time not moving onto the next year group till all have been spoken to.</p> <p>Any issues will be tracked via MyConcern and referrals/support put in place accordingly.</p>	Support Staff



Mentoring	Mentoring: One to one Low Level CBT (referral needed) <ul style="list-style-type: none"> Banish your self esteem thief Feeling Good Worry workbook Anxiety Gremlin <p>Where a child is either identified (from the whole school support, via an EHCP or from working in school) that further work needs to be completed then they will be referred for a six-week programme of internal CBT. Each booklet will be split into a 6 week programme which can be undertaken in sessions.</p> <p><i>This is an internal programme and will need the internal referral form.</i></p>	TAs/Support Staff
	Mentoring: MHST <p>If a child needs further support following the 1:1 low level CBT then a referral will be made to the MHST.</p> <p><i>This is an external provider and therefore needs the specific referral form.</i></p>	NHS provider
	Mentoring: MHST step down service <p>Once a child has completed there MJHST sessions school will offer a step down service which will ensure that pupils receive a fortnightly meeting to put into action the strategies they have learnt from the MHST.</p> <p><i>This is an internal programme and will need the internal referral form</i></p>	Support Staff
	Mentoring: Practical Activity <p>A small group or 1:1 session that allows pupils to discuss any issues they may be having whilst undertaking a practical activity; this could be gardening, cooking, art or music. This intervention works for pupils who do not respond well to 'formal' mentoring and has the added bonus of giving the pupil a finished product that they have made at the end of the cycle.</p> <p><i>This is an internal programme and will need the internal referral form</i></p>	TAs/Support Staff
	Dog Mentoring <p>Use of the school dogs for formal and informal mentoring activities. See section on Wellbeing Dogs.</p> <p><i>This is an internal programme and will need the internal referral form</i></p>	LAW/LO HB/JT PLH/SLS
	Mentoring: St Catherine's Girls <p>This programme looks to empower girls through a range of activities that look at resilience, body image, self-confidence, self-esteem and other key areas of need.</p> <p><i>This is an internal programme and will need the internal referral form</i></p>	BR



Mentoring	<p>Mentoring: Emotion Wellbeing Sessions</p> <p>From time-to-time pupils need additional support on a targeted area of emotional support. These sessions will focus on a specific area and groups or individual sessions will be developed based on need. Sessions can focus on:</p> <ul style="list-style-type: none"> • Self esteem • Friendship skills • Social skill • Recognising and managing feelings • Working with uncomfortable emotions • Managing stress, anxiety or depression • Therapeutic stories • Dealing with loss and bereavement • Resilience. <p><i>This is an internal programme and will need the internal referral for</i></p>	
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External Intervention

Interven-	Description	Ran by?
Mental health and wellbeing	<p>Mentoring: MHST</p> <p>If a child needs further support following the 1:1 low level CBT then a referral will be made to the MHST.</p> <p><i>This is an external provider and therefore needs the specific referral form.</i></p>	NHS provider - free
	<p>Mentoring: Action for Children</p> <p>Level 2 Mental Health Support</p> <p><i>This is an external provider and therefore needs the specific referral form.</i></p>	NHS provider - free
	<p>Mentoring: CAMHS</p> <p>Top tier mental health service for children and adolescents.</p> <p><i>This is an external provider and therefore needs the specific referral form.</i></p>	NHS provider - free
	<p>Mentoring: Burton Youth for Christ</p> <p><i>This is an external provider and therefore needs the specific referral form</i></p>	BYC – fee to be paid
	<p>Mentoring: Burton Albion Community Trust</p> <p>Mentoring and wellbeing support, not just football links. Community outreach support</p> <p><i>This is an external provider and therefore needs the specific referral form</i></p>	BACT – fee to be paid





Anger management and Home conflict	Mediation: YMCA Individualised and family mediation to develop relationships and help to develop strategies to overcome family break down <i>This is an external provider and therefore needs the specific referral form.</i>	YMCA
CSE and CCE support	Catch 22 Individualised support to combat online safety issues, grooming and links to criminal exploitation. <i>This is an external provider and therefore needs the specific referral form.</i>	Catch 22
Wellbeing, friendship and personal needs	Teen spirit Offer group and 1:1 session to pupils linked to wellbeing, friendship and individual emotion health. <i>This is an external provider and therefore needs the specific referral form</i>	Teen spirit
Eating disorders	First Steps Provider of support for pupils with eating disorders and disordered eating. <i>This is an external provider and therefore needs the specific referral form</i>	Derbyshire children only – First steps
Family Support	Harvey Girls Provider of support within the home – can relate to behaviour, boundaries, attendance etc.	East Staffordshire Tier 2 support
Online Safety	Safe and Sound Similar to catch 22, offers individualised support with remaining safe online and support with CSE and CCE risks. <i>This is an external provider and therefore needs the specific referral form</i>	Derbyshire children only – Safe and Sound



Enrichment activities

During lunch time the Hub will operate a series of enrichment activity that will follow the weekly themes:

	Lego
	Sudoku, Word searches, Cross words etc. Gardening
	Wellbeing team to meet, Wellbeing colouring Wellbeing crafts
	Drama club
Fun on Friday	Board games Drumming (on a rota)

As well as these dedicated sessions in the hub, we will also offer silent study and a TA will man A105 at lunch.

The Wellbeing Dogs

The Wellbeing Dogs will be used for both planned and unplanned support sessions.

Unplanned sessions will be informal sessions that allow for staff to use the dogs as a way of de-escalating issues, supporting upset or linked to supporting refocus. These sessions will be ad-hoc and will monitored via usage. Where a pupil is using the dogs regularly then a referral into a planned session will be considered.

Planned sessions will focus on using the dogs for tailored purposes to support with wellbeing, responsibility, confidence etc. These sessions will work through the BRS dog mentor booklet. This booklet will have an initial information section on the dogs and the support they offer, and will then have a series of loose-leaf pages that are tailored for specific need – anxiety, worry, careers, building confidence, developing hygiene, being assertive, being calm etc. These planned sessions will run for 6 weeks with impact being measured through the support booklet and observations of the pupils development.

As well as these sessions the dog will be used to visit form rooms in a morning and be present for bus duty thus ensuring they are dogs for everyone.

To ensure the safety and health of the dog's key rules will be in place for their usage:

- The dogs will only be used with staff who have completed specific dog training.
- The dogs will each have a 'Dog Log' which will allow handlers to communicate key information throughout the day.
- The dogs will each have a dog timetable which outlines when each dog is available for use (these timetables will be drawn up by LAW and LO)
- The staff will use the same command words and have the same expectations for receiving treats, walking through doors and when walking.
- Where a dog becomes overwhelmed or noticeably tired they will be allowed to return to their area for time out and their timetable will be re-looked at.



Staff roles:

For wellbeing mentoring and support:

To develop, plan and deliver a fully comprehensive support package for student well-being supporting targeted student needs, for example the delivery of 1-1 and group sessions to support exam anxiety, self-esteem, communication and social skills, anger management, coping with bereavement/loss, Y7 transition support and behaviour management. Supporting parents of identified students as required.

For academic intervention and support:

To develop, plan and deliver research-based interventions and academic catch up sessions that support the academic progress of pupils as well as social and emotional development to compliment the work of curriculum areas.

The roles will include (not an exhaustive list):

- Identify student need by working with key staff.
- Plan, design, deliver and lead targeted programmes of intervention to positively support the well-being of identified students.
- To work 1-1 with students and lead group sessions.
- Make full use of links with external connections and agencies.
- Ensure the tracking of all interventions through trackers on Provision Maps.
- Ensure the use of referral, allocation and impact paperwork is used for internal extended mentoring, dog mentoring, girls' group, boys group etc. This is then to be tracked via Provision Map.
- Respond effectively to the data and intervene appropriately.
- Support with the development of strategy sheets
- Communicate with parents as required, providing feedback on the support provided for their child by the school.
- Respond to the OFSTED agenda in relation to alternative provision, vulnerable children and incorporating effective mental health guidance, as well as support with issues arising from Peer on Peer abuse, sexual abuse/harassment etc.
- Report any concerns or complex issues on MyConcern
- Carry out duties in unstructured time as required including enrichment activities, work catch up etc.

Tracking targeted sessions - Internal forms

To ensure that support is structured, tracked and able to be impact measure the school will offer an internal referral system of the following elements:

- 6 week intervention (following concerns or initial school mentoring)
- MHST step down service
- This Girl Can
- Character Mentoring
- Team Gardening
- Dog mentor support



Once a referral has been made to LAW, an allocation form will be completed this will outline what support, when it will begin and who it will be with. During the allocated sessions and at its conclusion there will be an impact and next steps document which will allow the team to decide if further support is needed from either internal or external providers. All paperwork will be tracked via Provision Map and MyConcern.

- Referral and allocation
- Impact and next steps

Where needed staff will be offered training in the use of Provision Mapping as well as updates for MyConcern support.

Future ideas and development

- Development of library resources for pupils on mental health to be housed in the wellbeing hub
- Training for pupils to become peer mentors/peer listeners.
- Student mental health ambassadors
- School counselling service
- Wellbeing accreditation





**Blessed Robert Sutton
Catholic Voluntary Academy**

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'Academic excellence, spiritual development
and social awareness through Christ.'



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