

CONYERS SCHOOL



Future in Mind (FiM) & Coping with loss



An Approach to Mental Health & Emotional Well-being

- Governing Body Sub Committee focussed on the Care, Support & Guidance provided by the school
- Non teaching pastoral leaders in place for all year groups – MHFA trained
- Tiered approach to support:
 - Peer Mentors
 - Learning Mentors
 - Key Workers
 - MIND counselling – Self-esteem & Self harm
 - Internal counselling programme. Trained via Northern Guild Psychotherapy & Counselling
 - Placement provider for Northern Guild Psychotherapy & Counselling students

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- Referrals to specialist agencies – CAMHs, Early Help team, ABC online counselling (iPad for learning school)
- Stonewall School – Tackle homophobia, biphobia & transphobia
- Operation Encompass School – In school procedure to complete after receiving a call
- Fortnightly meeting of school leaders- Vulnerable students
- 2 leadership positions to focus on the Physical Health and Mental Health of students (and staff) in school ('Conyers Health Club', annual staff meeting on MHWB)



- Mental Health and Resilience ‘Focus Day’. Specialist agencies engaged. Each year group developed learning in key areas, age appropriate & progressive content
- Assembly themes cover key topics from the FiM training to raise awareness and normalise emotions
- ‘Staying Safe’ assembly (Summer term) strategies to use and key contact details for agencies
- Weekly Pastoral bulletin for each year group. Sharing of key information on students to all staff
- Termly staff update on vulnerable students

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- Annual Safeguard training for all staff (DSL, DDSL attend Stockton Forums termly)
- School COMM's and School website used to communicate any safeguarding issues and MHWB concerns with parents (Blue Whale information for parents, 'Yellow' app)
- Positive Behaviour Policy- Bill Rogers approach part of behaviour management ethos of the school



Future in Mind (FiM)- The Training

- Delivered by experts
- Focussed on key areas
- Provided knowledge and strategies to implement and tackle issues
- Creates space to allow reflection on ‘what you are doing’
- Created a network for support across other schools
- Enabled sharing of good practice and ideas
- Gave confidence to go back into school, challenge thinking, provide training for others and make a positive change
- Provided further training opportunities – PAC UK (All staff) MH First Aid (8 staff)



Role of the 'School Champion' within FiM

- Attend training sessions
- Lead on the dissemination of information from training
- Complete an audit on current practice in terms of MHWB
- Develop a strategy for the school in light of new knowledge
- Create a team to share the vision/ share the workload
- Track progress with intervention



Some Examples of Impact

- Mental Health and Anti Bullying Champions group. Student voice group which meets half termly, all students know who these students are and they can approach them
- MHWB section created in the library
- Developed PSHE resources in light of the training
- 3 non-gender specific toilets created
- Peer mentors trained to support younger students



Coping with loss

- Gather the facts working with appropriate agencies
- Brief SLT – Get a member of the team to keep a time log of events and actions taken
- Prepare to brief staff – Identify which staff may not cope with the news, which staff need informing separately- Tutor, Pastoral leader/ team. Write a short factual statement, explain how students will be informed (Allow staff time to reflect) Assign SLT/ TL's to pick up staff that did not 'cope' with the news
- Provide a written statement for staff to read to students, 'set' time to inform students, support staff who are not able to deliver the message to students

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- Work with LA in terms of media coverage and contact with school
- Provide staff with counselling agencies and contact details. Highlight the different support options
- Create 'reflection rooms' for students, provide them with options where they can be. Get appropriate staff to 'support' in these rooms
- Maintain normality as much as possible – Big school- not all students will be affected. Routine can be helpful for everyone



- Reinforce the notion that all emotional reactions are legitimate- Some students/ staff can get frustrated with how others react
- Specialist support tiered over a period of days (Alliance, 3 days)
 - Group trauma response

Identify individuals that need further support, help students to understand & normalise their emotional response

- Individual counselling
- Counselling support for staff
- Trauma response- up to 3 months



- Engage with the family – Appropriate staff to visit. Keep key staff in the loop, tutor, pastoral lead...
- The family need to lead the school on next steps:
 - Funeral details
 - Tribute book and/or online page for students and staff
 - Create a memory board (Timings of this is important)
 - Year group reflection assemblies
 - Later... Begin work on a lasting memorial for the young person

We invited a family into school after hours to look at the memory board, we gave the family the tribute book



Agencies used for guidance

- Alliance
- PAPHYRUS- Prevention of Young Suicide
- Samaritans