

MINUTES OF LERANING COMMITTEE 08.02.2022

PRESENT: Mark, Katrina, Lyn, Sarah, Steph, Claire, Jodie, Mandy, Fin Craig (observer).

The meeting focused on **Pupil Wellbeing**.

1. Identifying and supporting children with additional wellbeing needs.

Lyn outlined the responsibilities of teachers, school office staff, herself – as SENDco and Inclusion lead – and external agencies, in seeking and putting in place support for pupils about whom there are emotional/wellbeing concerns. ***(For detail please see Lyn's notes attached as Appendix 1 to these minutes).***

The manner in which concerns are raised was outlined, as were the procedures that follow. These can range from initial informal conversations with relevant staff, to referrals to professional services such as the new Schools Wellbeing Service and CAMHS. Lyn felt both provide good support for the school, as do the outreach teams at Islington's special schools to whom Gillespie staff can turn for advice when children have complex needs.

Governors asked:

Q: Whether CAMHS has capacity to meet all Gillespie's needs.

Lyn explained that although the designated professional can only manage two cases within the school, he can also offer advice more broadly, or refer to other clinicians within the service. Sometimes it means the help offered is at a lower level than that provided by CAMHS but the school will continue to provide support while waiting for additional services.

The most serious bottlenecks in professional services are around assessments for children with neurodiversity such as Autism or ADHD where the waiting list is up to two years. Mark explained that this often occurs when trying to get a diagnosis for children in the Early Years where the process can "get stuck". Islington is looking at strategies to alleviate this including the creation of specialist hubs within mainstream schools.

Q: Whether too much rests on Lyn's shoulders.

Lyn said this was not unusual in small schools but that she felt well supported by the school's senior leaders and by class teachers.

Q: Whether too much responsibility for identifying problems lay with class teachers, could this be another bottleneck?

Steph responded that teachers feel the training and support they get is very good. The right structures are in place and the process works well.

2. Healthy Schools

The School has recently obtained Healthy School Status (**See Appendix 2 for letter**). A governor pointed out that this is not easy to achieve and requires a lot of work both in implementing best practice and documenting it for the award. Staff were congratulated on having done this.

The letter confirming the award singles out in particular, “The whole school approach to mental wellbeing through the use of **My Happy Mind**.” Steph briefed governors on where and how My Happy Mind is being used across the school. Children are learning about how the brain reacts in different situations. This helps them articulate feelings and understand responses. Staff feel it is making a difference. Parent Governors agreed. The next step is to engage more parents via the Happy Minds App.

Governors had previously heard about some of the difficulties children had settling back into school after the lockdowns and asked whether this had continued into the new term. Sarah (yr. 6) felt it was varied. Children would seem more settled but suddenly be upset by something or lose concentration. Steph (yr. 1) commented that teachers were seeing behaviour in the spring term more usually associated with the return to school after the long summer break and noted that for some children this is the first time they have completed had two terms in a row at school. Rules and boundaries need to be re-established so it was taking extra time to get to where they should be.

A parent governor noted that while children were in school full time, there was still a lot of disruption in their lives including parents being unwell or the children themselves catching Covid and having to isolate.

On a positive note however, Katrina and Mark – currently doing lunchtime cover because of TA absence – have been “pleasantly surprised” by behaviour in the playground. Children are playing well, and engaging with each other though it was agreed that it will take years for many to get over the disruption and loss of school time in the past two years.

3. Pupil Wellbeing Survey (Please see Appendix 3 for full results).

The results were generally positive and showed improvements in some areas previously identified in the IMARS survey. Governors noted for example a more positive response to questions about whether children felt there was an adult in the school with whom they could share worries. Staff involved in conducting the survey however felt the questions should be simplified as children sometimes misunderstood them or took them very literally or in to the realms of fantasy! Staff will consider how best to capture responses when the survey is repeated.

APPENDIX 1.

Wellbeing procedures – identifying and supporting children.





Wellbeing at Gillespie

Overview of Processes Procedure & Support

Class Teachers Role

In most instances where social/emotional issues or wellbeing are flagged by a parent this would be directly with the class teacher, either via direct contact, email or phone call to the school office. It is the class teacher's responsibility to work with parents in supporting these issues within the classroom and through home/school supportive steps if necessary. This would involve a phone call or meeting with the parents to discuss the issue in more depth and practically thinking of solutions together. If the class teacher feels it necessary, I can join them in these meetings and work with parents/class teacher to seek supportive and positive outcomes.

In terms of more formal procedures for SEND issues there is a 'First concerns form' which teachers are asked to complete and send to the SENDCo. This is used mainly for identification of learning difficulties but crosses the area of wellbeing through SEMH issues, which can have a huge impact on achievement and attainment. See attached.

Class teachers are encouraged to seek support from the SENDCo when they are dealing with wellbeing issues and regularly come and talk with me or email about a pupil/family they have concerns about. Together we decide on the course of action – usually calling the parents in to discuss our concerns directly and then making a plan from there.

School Office Procedures

When parents contact the school office regarding any wellbeing issues linked to their child the information is always forwarded to the relevant class teacher/s & the inclusion lead (me). If there are any additional teachers that work with this particular child they are also kept in the

	<p>loop and informed in this manner. The SENDCo always acknowledges receipt of this information and seeks to speak with the relevant staff members so that pastorally we are all coming from the same place and can support the child/parent/family with the particular issue</p>
<p>SENDCo/Inclusion Lead Role</p>	<p>Leading on 'Termly Inclusion Meetings' – where class teachers and teaching assistants across the school are asked to complete an Inclusion form – this is an opportunity to highlight pupils who they have concerns around (particularly thinking of emotional/wellbeing needs) away from the SEN register. The notes are sent to the SENDCo who meets with the SLT plus our school CAMHS link (Will Morgan) We talk through the pupils raised and list actions moving forwards. This can range from signposting parents to groups/reading, meeting with the SENDCo or Head teacher, to referrals to Bright start/Brighter futures – early help services</p> <p>Child Self- reflection Following a meeting with Teachers & parents as inclusion lead I will often run a 1:1 pastoral session with the pupil to give them an opportunity to look at how things are going for them at home and school. In such sessions, the child's name is written in the centre and the areas to review are written around the name. (Categories such as Gillespie, learning, friendships, playtimes, home, family, worries & other.) The child then chooses where to start the journey and we move around the categories focusing on the positive aspects and talking about what is not going so well for them. This is a good way to get the child to self-reflect in a non-threatening environment and I find that they are able to engage well & articulate their thoughts as we move round the categories and I scribe their responses. I also encourage the children to rate each area on a scale of ☹️ 0 → 10😊. This helps us to focus on the difficulties and to talk about what we could</p>

do to support these aspects. This is shared with CT's and parents. Children are usually proud of this and want a copy to take home.

SENDCo lead interventions: where a pupil or group of pupils are identified as having emotional/wellbeing issues I sometimes run a series of interventions e.g. Friendship groups, or 1:1 self-help strategy sessions following up on the self-reflection and parental meetings

Half termly check-ins: For some children where there are on-going wellbeing issues I will meet with the child half-termly to check in on how things are going and see if we need to make any adjustments, offer further support or just to ensure that they feel they are being well supported and are in a stable place

Direct contact from parents: I am often contacted directly via email by parents and will respond and meet with parents to talk through the issues and seek supportive measures to help with the issue. These can range from their child being upset by another child/incident at school – to school refusal issues or raised anxiety. Where this happens I always keep class teachers in the loop and we work together to support the pupil/issue

Fortnightly CAMHS link support – Our current CAMHS link clinician is William Morgan. He has been in place with us since October 2021 following the departure of Melissa Barry (March 2021). Will is based at the school on Tuesday mornings fortnightly – he meets with me to discuss potential referrals, concerns following on from Inclusion meetings or those that have been raised by either the school or a parent. With his support we discuss next steps and actions – any referral that I make to children's services needs to be discussed with Will firstly. He is able to manage x2 cases within the school himself, or will facilitate cases being lead by another clinician in CAMHS – i.e. He can carry out observations, screening assessments & regularly sets up meetings

	<p>with parents with concerns ie. Pre referral meetings. These are welcomed by parents as it is a chance to find out more about the services CAMHS can offer within a familiar environment (school)</p>
<p>Professional Support</p>	<p>School CAMHS link: William Morgan (as mentioned above)</p> <p>The Schools Wellbeing Service (SWS) This is a new service, which has been recently offered to us. Our link is: Emma Masterman School Wellbeing Practitioner</p> <p>This service is aimed at early help level below CAMHS referrals. The clinician can work with 1 case per term – working with the parent to support the wellbeing needs of the child/family.</p> <p>In addition the SWS offers parent workshops & group sessions for pupils. We can opt for x1 each of these per year: Below is a list of the current workshops and groups for primary schools:</p> <p>Groups Brain Buddies Emotional Regulation Group (Y4-6) SIBS (For siblings of children with a diagnosis)</p> <p>Workshops Helping your child feel confident at school after lockdown Transitions Understanding Sleep Building confidence and managing anxiety in your child (2 part)</p> <p>The SWS would like us to discuss possible cases with our CAMHS link prior to making the referral.</p> <p>Bright Start – 0 -5 year olds Brighter futures – 5 – 19 years old Universal early help services open to everyone. Often referrals made by the school or parents lead to early help services. Any families involved with early help services via referrals who have an assigned 'Family support worker' are subject to Team around the family meetings (TAF) which</p>

	<p>allow us to reflect on progress and look at stepping down/next steps and everyone's roles within this</p> <p>Bridge School, Samuel Rhodes, Richard Cloudesley & New River Outreach Teams Jane Palmer: Samuel Rhodes (MLD) Dani Borghi: Bridge Outreach (ASC) Nicky Tricks: Richard Cloudesley (physical disabilities) Tim Webb: New River College (Behaviour) All of the above teams support complex needs pupils in the school – mainly those with a diagnosis or named learning difficulties. All are at hand to support with issues around wellbeing for pupils within these categories and we often tap into them for advice.</p>
<p>Referrals – request for services via Islington Children's Services Team csctreferrals@islington.gov.uk</p>	

Lynwen Jones: Assistant Head/Inclusion Lead/SENDCo ☺ February 2022

APPENDIX 2

Letter awarding Healthy Schools Status

Healthy Schools congratulations!

Dear Mark and Steph

I am so pleased to be able to let you know that Gillespie is now an Islington Healthy School; this also means that you have the Healthy Schools London bronze award. Both awards last for three years, until January 2025. **I hope you will share this with your governing body.** We will include your success both in the governors' and in the health and wellbeing newsletters; it is also recorded on Gillespie's entry of the [Islington directory](#).

As you will know to receive this award schools need to demonstrate how they meet the criteria in the Islington health and wellbeing review tool. This tool summarises an effective 'whole school approach': what evidence tells us makes a difference to the health and wellbeing of the school community. The work of a healthy school covers six areas:

- Policy
- Curriculum planning and teaching
- Work with parents

- Support for vulnerable children
- Culture and environment
- Staff continuing professional development (CPD), health and wellbeing

Quality assurance

Your review clearly showed the difference you are making and described great changes and an interesting piece of work that has made a real difference:

- We have put in consistent strategies and systems to support the mental health and well-being of children through the curriculum and through initiatives. We regularly consult with children.
- The Family Kitchen focused on Somali and other families, as we discovered due to research that some of our families had diets that were rich in saturated fats and sugars. The emphasis was on teaching about healthy eating and cooking health meals, whilst sharing traditional recipes from Somali cuisine and recipes from other cultures. Children from school engaged with their parents in the cooking and the eating, so it was a communal and shared activity. All participants got a certificate at the end.

Although the school clearly showed a lot of very good work, you have identified a range of next stages to improve your work further:

- From the spring term, teachers will talk to children and their parents about the level of activity they are involved in. They will encourage those children who are not involved in active clubs in and out of school to find an after school club they think they would enjoy. We will report to the governors the impact it has had on children who we deem less physically active.
- For each year group to plant, grow and harvest a fruit or vegetable that can be used as part of their D&T cooking unit. This plant would be linked to the fruit and vegetable that is mentioned in the Science plans for each year group. This would mean that there are cross curricular links between science D&T and PSHE in all year groups.
- As the My Happy Mind scheme of work (see part 1) has information for parents about what their children will be learning in the lessons, we hope to have a Bring a Parent day, which allows parents to come in, see a My Happy Mind lesson taught, and give them the opportunity to join in too. This is dependent on government guidelines from September.
- We also aim to link the parent's voice (run by governors during parents evening) to mental health and well-being to give them the opportunity to feedback their thoughts on it.

- To ensure that children in year 6 are ready for secondary school, in September, Alison Smith, the head of school admissions in Islington, is invited in to speak to children and their parents about the application process to secondary schools and answer questions about transition. Children are given tips and advice on how to keep organised, how to keep in touch with old friends and how to make new ones.
- We aim to relaunch our Family Kitchen this year and invite families from across the school community to join in.
- We are changing our playtimes and lunchtimes so that there is a whole school approach to ensuring vulnerable children are best supported at these times. We will be utilising staff who know the children really well and so can support them in the best way possible.
- After consultation with the children about the play equipment they would like in the playground, we aim to have the playground ready to use by the summer term, so that children are given the opportunity to engage in meaningful play during all break times.
- Reinstate staff tea and chat evenings to support staff wellbeing.

The quality assurance group noted that your drug, alcohol and tobacco education policy (including dealing with incidents) is coming up for renewal. Lorraine King is able to help you update the policy at one of our health and wellbeing hubs.

The quality assurance group were very impressed by the overall health and wellbeing review. It gave a really good overview of the many areas of work that is taking place at Gillespie to support the health and wellbeing of pupils at the school. **The quality assurance group was particularly impressed by:**

- The whole school approach to mental wellbeing through the use of My Happy Mind, including involving parents and teachers role modelling behaviours and emotions.
- The impact of iMHARS on support staff and the headteacher popping in to talk to staff regularly and thereby taking a pro-active role in resolving any issues.
- Adults supporting children to make friends and manage disputes and difficulties. This empowers the children to envisage themselves as valuable individuals aware of what makes them unique. Children are encouraged to express their feelings and adults carefully model the handling of these feelings and emotions to support children in becoming independent in moderating their own emotions.
- The school's strong in their work with parents, including them in their children's learning through My Happy Mind, Family Kitchen, relationship and sex education workshop for parents and to support them and their child through the transition process to secondary school.

- Gillespie's formal termly pastoral meetings, inviting professionals to provide advice to the school on how to best help specific children.
- The range of clubs on offer to support pupils to be physically active.
- The approach to support children with specific needs in the dining hall which means that, although initially children might have foods which are not in line with the school food guidelines, over time they begin to try more healthy foods which are more in line with the guidance.
- The school demonstrates a wide variety of pupil participation through school council, playground buddies, Lab_13 science committee, the green team, pupil monitors. The school clearly values children's opinions and initiatives as shown by science workshops, redesigning the playground and the action on reducing plastic use by purchasing a dishwasher.
- The changes to the marking policy to reduce time spent by teachers on marking, using a simple colour coding of pink for think and green for good.
- The impact of iMHARS on support staff by providing them two appraisals a year each to enable them to voice what they would like their CPD and targets to be for the year.
- Staff role modelling by eating in the dining hall with children.

I have attached a new Islington certificate and Healthy Schools logo, which you can use. I have approved your bronze award on the Healthy Schools London website and you should receive a certificate from them soon. **Healthy Schools London silver and gold awards:** these recognise schools' work to address particular health needs within their school community, for example mental health, immunisations or healthy eating. Schools achieve the silver award for developing an action plan with measurable outcomes, the gold once they have achieved their target.

If you are interested in working towards the silver and gold award please do contact Marjon Willers, marjon.willers@nhs.net who can support you with this, I attach the planning template for these awards.

We look forward to continuing to work with you on health and wellbeing and remain funded by Public Health to work with schools.

Congratulations again!

With every best wish

Helen Cameron, Health and Wellbeing Manager

School Improvement Service, Islington Council

APPENDIX 3**Results of Pupil Wellbeing Survey Spring 2022.**

Question	Response choices	Percentage responses all classes
I enjoy learning at this school	<ul style="list-style-type: none">• All of the time• Most of the time• Some of the time• Almost never• Never	<ul style="list-style-type: none">• 34%• 46%• 15%• 3%• 2%
Teachers listen to what I have to say *	<ul style="list-style-type: none">• Agree• Neither agree or disagree• disagree	<ul style="list-style-type: none">• 75%• 23%• 2%
There is an adult in school I can talk to if something is worrying me *	<ul style="list-style-type: none">• Agree• Neither agree or disagree• disagree	<ul style="list-style-type: none">• 82%• 13%• 5%
I speak to adults when I am worried about something *	<ul style="list-style-type: none">• Always• Sometimes• never	<ul style="list-style-type: none">• 28%• 58%• 14%
Do you feel the adults in the school care about you? *	<ul style="list-style-type: none">• All the time• Most of the time• Some of the time	<ul style="list-style-type: none">• 56%• 26%• 11%

	<ul style="list-style-type: none"> • Almost never • Never 	<ul style="list-style-type: none"> • 4% • 3%
The behaviour of other pupils in my lessons is good	<ul style="list-style-type: none"> • All the time • Most of the time • Some of the time • Almost never • Never 	<ul style="list-style-type: none"> • 9 % • 55% • 33% • 3% • 0%
The behaviour of other pupils around the school is good	<ul style="list-style-type: none"> • All the time • Most of the time • Some of the time • Almost never • Never 	<ul style="list-style-type: none"> • 14 • 54% • 27% • 5% • 0%
Is bullying a problem at your school?	<ul style="list-style-type: none"> • It doesn't happen • It happens and adults are really good at sorting it out • It happens and adults are good at sorting it out • It happens and adults are not good at sorting it out 	<ul style="list-style-type: none"> • 50% • 31% • 13% • 6%
Do other children ask you to join in when you are alone? *	<ul style="list-style-type: none"> • All the time • Most of the time • Some of the time • Almost never 	<ul style="list-style-type: none"> • 27% • 30% • 25% • 12%

	<ul style="list-style-type: none"> • Never 	<ul style="list-style-type: none"> • 7%
Teachers help me do my best * Question	<ul style="list-style-type: none"> • In every lesson • In some lessons • In none of my lesson 	<ul style="list-style-type: none"> • 61% • 39% • 0 %
My teachers give me work that challenges me	<ul style="list-style-type: none"> • In every lesson • In some lessons • In none of my lessons 	<ul style="list-style-type: none"> • 26% • 70% • 3%
My school encourages me to be independent and to take responsibilities *	<ul style="list-style-type: none"> • Agree • Neither agree or disagree • Disagree 	<ul style="list-style-type: none"> • 84% • 15% • 15%
My school encourages me to respect people from different backgrounds and to treat everyone equally	<ul style="list-style-type: none"> • In every lesson • In some lessons • In none of my lessons 	<ul style="list-style-type: none"> • 93% • 6% • 1%
My school encourages me to look after my physical health	<ul style="list-style-type: none"> • Agree • Neither agree or disagree • Disagree 	<ul style="list-style-type: none"> • 84% • 14% • 2%
My school encourages me to look after my emotional and mental health	<ul style="list-style-type: none"> • Agree • Neither agree or disagree • Disagree 	<ul style="list-style-type: none"> • 81% • 17% • 2%

I take part in activities outside of lessons, like clubs, sports, music and art	<ul style="list-style-type: none">• Frequently• Sometimes• Not very often• Never	<ul style="list-style-type: none">• 42%• 40%• 8%• 10%
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* highlighted questions relate closely to the IMHARS questions which got a lower response during the survey of pupils in 2019