

TIS UK Consultancy Report

School:	Wadebridge School
Headteacher:	Tina Yardley
Date:	07.06.2021
Consultant:	Suzie Franklin
Other:	Kate Pordage

Documents received prior to the visit included:

- Exclusions data
- Newsletters/website links
- Ofsted report
- Behaviour policy
- Completed implementation checklist (self-assessment)
- School agreed timetable for the day
- Evidence and self/assessment implementation checklist for Protect, Relate, Regulate, Reflect (Used by the consultants during the visit)

Scoring descriptors

0	Not yet in place/ School has no awareness
1	School has an awareness of this, but practice is not yet secure
2	Securely in place
3	Embedded/good or outstanding practice evident

Protect			
	Criteria	Evidence	Score
1	Ensuring children feel psychologically safe in school due to an established culture of warmth and social engagement in staff-pupil interactions	Wadebridge School is calm and welcoming. Students arrive at school knowing that the adults value them and are invested in them. Social engagement is supported through a range of staff – pupil interactions including nurture breakfast, tutors who support the transition from home to school each morning and staff who actively engage with students across the day. Students make eye contact with staff, can name trusted adults and enjoy being in their company. All staff have had TIS training, and the school invests heavily in ensuring that staff have regular training to help them better support vulnerable students. They buy training in regularly from Di Lobbett and have over 100 staff attend the 2 day Mental Health First Aid training. The majority of staff use PACE in their engagement with students.	3
2	Key interventions implemented to support a culture of warmth and social engagement in staff-pupil interactions		3
3	Staff trained in empathic and playful modes of interaction (attending specifically to use of their language and voice)		2
4	Staff using empathic and playful modes of interaction		2

Protect			
	Criteria	Evidence	Score
	(attending specifically to use of their language and voice)	<p>All students have access to an EAA if needed and were able to describe who these might be and how to find them. Vulnerable students have access to the pastoral support team and to adults in A3. Vulnerability is recognised as a barrier to learning and staff are good at identifying those students who need pastoral support.</p> <p>The school works hard to ensure that students are recognised and valued for a range of reasons and not just academic outcomes. It has removed the elite sports programmes and now encourages all students to take part in a range of extra curricula and sporting events. It is committed to the Duke of Edinburgh Award and a large number of students take part in this. Students are encouraged to be creative and explore the world around them and staff engage alongside them in activities such as mountain biking, gardening, creative arts and exploring the local environment. Personal Support Plans, Provision Maps, Communication Passports and access to external support such as Di Lobbett all ensure that reasonable adjustments in expectations and practice support vulnerable and troubled students.</p> <p>Staff well being is a high priority for school leaders. They have supported the development of Health Champions. The Health Champions ensure that staff have someone to talk to when needed about their wellbeing needs and that senior leaders know who needs additional support to maintain positive mental health. They also ensure that wellbeing activities such as awareness raising about health issues, sport and fitness sessions, staff social events and clubs are promoted. Staff wellbeing is also built into contracted hours and they are paid to do something that supports their health and wellbeing.</p> <p>Leaders are visible around school and are socially engaged with staff. They provide regular feedback to staff about the good work they are doing. Email recognition, great job mugs and secret buddys also shine a light on great work.</p>	
5	Vulnerable children knowing when and where to find at least one specific and emotionally-available adult		3
6	Vulnerable children having daily, easy access to at least one specific and emotionally-available adult		3
7	Promote and value the development of the whole child to ensure that children understand that their self-worth and the self-worth of others cannot be measured simply by tests/exams. <i>'Educating the mind without educating the heart is no education at all' Aristotle</i>		3
8	Continually provide experiences for the children that promote and foster a child's love of learning, protect their innate joie de vivre and desire to explore the world around them and engender a sense of purpose in life		3
9	School staff adjusting expectations and practices around vulnerable children to correspond with those children's developmental capabilities and experience of traumatic stress and loss		2
10	Interventions and implementations showing that the emotional well-being of staff is high priority/ to carry out duty of care to staff		3
11	Ensuring that school staff feel valued and highly respected by Senior Leads, with frequent feedback from Senior Leads on what they are doing well with specific reference to how		3

Protect			
	Criteria	Evidence	Score
	they are enhancing the children's wellbeing.		

Relate			
	Criteria	Evidence	Score
12	A Relationship Policy (for staff) alongside Behaviour Policy (for pupils)	<p>The school will explore developing a relationships policy that supports the behaviour policy in the school. All staff understand the importance of positive relationships and have been trained in TIS models, ACEs and Mental Health First Aid. They have had training in PACE and WINE and practitioners have a good understanding of PRRRs. Staff are warm, engaging and recognise the need to support positive relational engagement.</p> <p>The school makes effective use of tutor time for staff to get to know students well. Transitions between year groups and on entry to school in year 7 are carefully planned and designed to support adults and children getting to know each other quickly so that trust is built before students arrive in the classes.</p> <p>The school makes use of every opportunity to support vulnerable students to see themselves positively and to engage in the world around them. Stereotypes and negative views are explored and students spoke about the way in which the school encourages diversity and tackles discrimination.</p> <p>There is an effective team of pastoral staff (Student Support Team) who are well trained and support children to move from blocked trust to trusting. The school makes it easy for students to access trusting adults.</p> <p>They have daily contact with their form tutors, staff are on duty and visibly engage with the students at these times and there are specific student mentors for those that need them.</p> <p>Staff are well supported on daily basis. Communication is clear and staff have contact with each other daily within teams and faculties.</p>	1
13	Staff trained in interventions that help them get to know children better on an individual basis		2
14	Staff using interventions that help them get to know children better on an individual basis		2
15	A whole-school approach to supporting vulnerable children to see themselves, their relationships and the world more positively		2
16	Helping vulnerable children shift from 'blocked trust' to trust, and from self-help to help-seeking		2
17	Provision of repeated positive experiences for children with key emotionally-available adults		3
18	Senior Leads ensuring staff have daily repeated positive relational experiences		2

Regulate			
	Criteria	Evidence	Score
19	A variety of evidence based interventions designed to bring down stress levels in vulnerable children from toxic to tolerable	The school uses a number of evidence based interventions including strategies from Mental Health First Aid training, TIS interventions, time in A3, Big Empathy Drawing and talking time with Student Support. Key adults make effective use of motional to	2

20	Evidence-based interventions that may go some way to repair brain damage caused by painful life experience where there was no social buffering	<p>help them to better understand the needs of children and to then plan successful interventions to reduce stress levels and enable them to talk about painful life experiences.</p> <p>All staff have had TIS training and have an understanding of PACE. The majority of staff use PACE in their interactions and the school is working hard to ensure that this is used with greater consistency.</p> <p>Staff wellbeing is important to Senior Leaders and the Directors and Members of the Trust. There are staff quiet areas and a well being studio. There is also a dedicated large social space in school. Staff are able to talk to Senior Leaders freely and without judgement and are well supported when needed. Senior Leaders are very visible around the school so that they have very open trusting relationships with all adults.</p>	2
21	Whole-school training in the evidence-based research on emotional regulation		2
22	Whole school approach to using PACE (play acceptance curiosity and empathy) with distressed/ stressed parents so they feel calmed, heard, connected with and valued		1
23	Senior Leaders to be aware of high stress states in staff		3
24	Senior Leaders to provide stressed staff with sufficient emotional regulation e.g. 'Reflect and Restore' staff-only spaces and evidence based stress reducing interventions, e.g. clinical supervision, timetabled time in a protected calm environment e.g. sensory zone, or for mindfulness		3

Reflect

	Criteria	Evidence	Score
25	All staff trained in the art of good listening and 'the words to say it' for empathic response to pupils, staff and parents	<p>All staff have had training in ways to listen effectively. Di Lobbett has also provided training in language of choice and all staff have had TIS and MHFA training. There are a number of TIS practitioners in school as well as a large support team who are able to support children through the use of sand tray, big empathy drawing, creative arts and other interventions to help children to talk about their painful life experiences and events. The school also works with other therapeutic providers such as HUGS, WAVE and music therapy. The PSHE curriculum has recently been reviewed and the RSHE team have all undergone training. Children access RSHE via discreet teaching as well as during Tutor time. Where appropriate specialists are invited in to school to support teaching. For example Brook. Children are taught about the science of the brain and all teaching reflects the latest research on mental health. The curriculum supports children to live life well.</p> <p>Key staff (TIS practitioners) have access to regular supervision through Headstart. They then provide support to other staff across the school on an informal basis. Di Lobbett also provides opportunities for</p>	2
26	Key staff trained in reflective conversations to enable vulnerable children to edit the inaccurate narratives they have told themselves		2
27	No child left without help to process, talk through and make sense of major painful life events when they want to, with someone trained to provide empathic response.		2
28	Children provided with the means (e.g. through poetry/music/art/sandplay/drama) to symbolise painful life experiences through images not just words		2

29	PSHE (Personal, social, and health education) informed by the latest research on the neuroscience and psychology of emotion 28	reflective listening with staff. Health champions also ensure that adults have a safe space and trusted adult to talk to about challenging matters as well as daily life events.	3
30	PSHE (Personal, social, and health education) informed by the latest research on the neuroscience and psychology of relationships that harm and relationships that heal		3
31	PSHE (Personal, social, and health education) informed by the latest research on mental health and ill-health (causes as well as symptoms)		3
32	PSHE (Personal, social, and health education) informed by the latest research on how to use life well		3
33	Senior Leaders to provide staff with a forum to talk in confidence about their feelings and particular stress triggers from their work		2

Minimum-maximum scores

Protect	0-33
Relate	0-21
Regulate	0-18
Reflect	0-27
Total	0-99

School scores

Protect	30
Relate	14
Regulate	13
Reflect	22
Total	79

The following strengths were evident:

<p>Senior Leaders have created a genuine warm caring environment where positive relationships are valued</p> <p>The importance of ensuring that the wellbeing of all adults is encouraged is evident in all aspects of the school's work.</p> <p>The newly developed RSHE curriculum is strong, and the positive messaging associated with this is highly visible within the environment.</p> <p>The commitment to ensuing positive mental health is driven by leaders that are passionate about it and recognise that it comes first. This is reflected in the ethos and the environment.</p> <p>The school values every child and seeks to ensure that all children are valued for more than just their test scores. All students are encouraged to take part in activities and there is no 'elite' sport or similar activities that discriminate against individuals.</p> <p>There is an impressive commitment to staff training and ensuring that staff know what to say and how to say it.</p>

Areas to consider developing:

To develop comprehensive provision mapping potentially identifying universal, targeted and specialist provision to the 5 wellbeing headings.

Maximise the use of outdoors for therapeutic purposes - increase access to and the use of biophilia.

Consider the introduction of meet and greet on transition into classes.

Pursue the plans in development for the therapeutic environment.

Implement a Relationships Policy

Develop the use of PACE across the school so that all adults are using this and have a clear understanding of why this is important.

Overall Assessment:

Wadebridge is a truly warm, caring and inclusive school. Students consistently talked about the support for wellbeing that they receive here and the way in which adults help them. Students have access to emotionally available adults and know where to find them. These adults are well trained and have a good understanding of best ways to support children. The school makes effective use of motional to monitor student's needs and to establish bespoke programmes/ interventions for them.

The senior leadership team model positive relationships including PACE and are fully invested in students, staff and parents. The wellbeing of all these stakeholders comes first and there is a strong awareness of the need to provide psychological safety within the environment and attachment to adults if students are to achieve their best.

School leaders are passionate about the students and the wellbeing of all those associated with the school. Their commitment, visibility and willingness to actively support wellbeing is what makes this such a core aspect of the culture of the school, and makes the school such a positive place to be.

Reported completed by:	Suzie Franklin
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