

OVERVIEW OF WAYS TO CREATE AN ETHOS AND ENVIRONMENT THAT PROMOTES RESPECT AND VALUES DIVERSITY



GENERAL:

- Use DfE's [Respectful School Communities Tool](#) to help audit provision
- Values-based approach to foster culture of lived daily values by pupils & staff
- Reinforcing values, including challenging stigma around mental health issues and around diversity/differences, and celebrating & championing diversity, with displays, assemblies and focus weeks
- Weekly PSHE lessons, including Social and Emotional Learning with social skills taught and modelled throughout the school day, as well as Citizenship focus
- Senior Mental Health Lead and other SLT members and Leads meet and communicate regularly e.g. Head, Deputy/Ass't Head, Mental Health & Wellbeing Governor, SENDCo, Safeguarding Lead/s, PSHE Lead, School Council Lead, Staff Wellbeing Lead, Family Liaison Lead etc.
- Coordinated and integrated working with non-school key people & agencies e.g. social workers, foster carers
- Strong anti-bullying message throughout the year, with appropriate support for victims and perpetrators (bullies have often experienced or are experiencing trauma or adversity themselves)
- Trauma-informed relationship-building approach to promote safe relationships, connection, compassion for self (and others), and to avoid exacerbating issues for vulnerable students
- When behavioural issues occur, focussing less on rules having been broken, and more on the relationship that's been broken and is now in need of repair
- Strong pastoral care focus
- Pupils know who to talk to in and out of school when they need to
- Students are helped to map out a sense of future: aspirations, hope and purpose meaningful to each individual
- Efforts and achievements of all staff and students regularly celebrated
- Information on all areas relating to mental health and wellbeing is easily accessible for pupils, staff and parents via the website, leaflets etc.
- Student voice - genuine regular opportunities e.g. student council, worry boxes, and regular feedback questionnaires regarding bullying, discrimination etc.
- Commitment to mental health and wellbeing is communicated to the whole school community
- Quiet drop-in spaces (and support) for pupils to regulate their emotions
- Interlinked policies and robust procedures in place, including referrals for further support (see opposite)
- Staff are treated equally, with diversity of backgrounds, experiences and perspectives valued
- Staff training on relevant areas (see opposite)
- Regular outside speakers with diverse backgrounds/experiences & visits on a range of topics (see next page)

TRAINING FOR STAFF:

- Adverse Childhood Experiences (ACEs), trauma, and Trauma-Informed Practice - could consider 1 hour online if budget an issue - from [Public Health England](#) (free)
- Psychological First Aid to support children and young people - [UK Health Security Agency](#) (online)
- Mental health awareness and challenging stigma
- Suicide prevention e.g. [Zero Suicide Alliance](#) (free online)
- Harmful sexual behaviour in schools e.g. [NSPCC](#) (online)
- Anti-Bullying including cyberbullying e.g. [Anti-Bullying Alliance](#) (free online)
- LGBT+
- Online safety
- Unconscious bias

POLICIES & PROCESSES TO BE LINKED WOULD/MAY INCLUDE:

- | | |
|--|----------------------|
| - Equality, diversity & accessibility | - Online safety |
| - Bullying & harassment | - PSHE & Citizenship |
| - Behaviour | - Values |
| - Safeguarding | - Uniform |
| - Special Educational Needs & Disabilities / Inclusion | - Parental Behaviour |
| - EAL | - Staff Wellbeing |
| - Medical needs | - Complaints |
| | - Whistleblowing |

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LOCAL SERVICES & RESOURCES FROM OUTSIDE SCHOOL:

- CAMHS
- Mental Health Support Teams, where available
- PRUs (Pupil Referral Units) and advice from Behaviour Outreach
- Youth crime prevention programmes - teachers/schools can refer at risk pupils. <https://www.gov.uk/youth-crime-prevention-programmes>
- Other local links with positive role models and organisations in the community e.g. charities, churches, temples etc.
- Outside speakers with lived experience of issues e.g. bullying, discrimination, mental illness, addiction, criminal behaviour, gangs
- Student mentoring services e.g. Chance UK
- Signpost support to parents and carers within the local community (parent support groups etc.) and providers online and nationally / internationally including GP / doctor, wellbeing apps, charities, hotlines etc.

IDEAS TO MEASURE AND EVALUATE IMPACT:

- Pupils know who to talk to in and out of school when they need to
- Pupils report feeling safe at school in regular anonymous questionnaires
- Pupils report a sense of belonging within the school community in conversations and regular anonymous questionnaires
- Pupils and staff do not attempt to hide elements of their identity (e.g. financial background, faith etc.)
- Attendance, lateness and attainment data could further support monitoring of impact, especially when triangulated with other data
- Staff report feeling valued and appreciated at school in regular anonymous questionnaires
- Parents feel supported and valued in regular anonymous questionnaires