

# Marlborough Road Academy

## The Therapeutic Offer

Mental health problems affect about 1 in 10 children and young people. They include depression, anxiety and conduct disorder, and are often a direct response to what is happening in their lives. Alarming, however, 70% of children and young people who experience a mental health problem have not had appropriate interventions at a sufficiently early age. The emotional wellbeing of children is just as important as their physical health. Good mental health allows children and young people to develop the resilience to cope with whatever life throws at them and grow into well-rounded, healthy adults. Things that can help keep children and young people mentally well include: being in good physical health, eating a balanced diet and getting regular exercise, having time and the freedom to play, indoors and outdoors, being part of a family that gets along well most of the time, going to a school that looks after the wellbeing of all its pupils, taking part in local activities for young people. Other factors are also important, including: feeling loved, trusted, understood, valued and safe, being interested in life and having opportunities to enjoy themselves, being hopeful and optimistic, being able to learn and having opportunities to succeed, accepting who they are and recognising what they are good at, having a sense of belonging in their family, school and community, feeling they have some control over their own life, having the strength to cope when something is wrong (resilience) and the ability to solve problems. Most children grow up mentally healthy, but surveys suggest that more children and young people have problems with their mental health today than 30 years ago. That's probably because of changes in the way we live now and how that affects the experience of growing up.

At Marlborough Road Academy, we believe strongly that everyone needs good quality therapeutic approaches to thrive, enjoy their learning, make progress towards their potential and be happy. As such, we aim to offer every child an opportunity to be in a school with a great discipline, dedicated wellbeing and safeguarding support and therapeutic approaches every day. We closely monitor all our children so that we can be ready to respond to their needs should they require additional support or an intervention. We encourage and welcome parents and carers seeking support from us, should they have a concern about their child in the home setting.

<https://www.mentalhealth.org.uk>

Every member of staff in school is trained in therapeutic language and emotion coaching. We have 6 members of staff who are accredited level 1 resilience coaches, the SENCO has completed a course in counselling and has been trained as our mental health lead practitioner. A team of three key workers are available to support pupils and their families throughout the school day.

Our behaviour management systems are built around a coaching model and we work hard to provide children rich opportunities to learn from mistakes. We use conflict resolution strategies to support children when there have friendships breakdowns and when there are bullying incidents. We believe strongly, that everyone can grow from this model of support.

Sometimes children need more support to be happy and get the very best from their education and care. If children are having repeated issues with their behaviour, have difficulty making and keeping friends or have issues in their home life, we can offer support from our Nurture Team. Dependent upon need, families may be offered some of the following: Play Therapy, Pastoral Behaviour Plans, a Key Worker and/or 1:1 support.



Once a child is having interventions, we will review how well it is supporting them on a regular basis. Should we and the family feel that they need more support, we are able to provide: Full time or partial Nurture Curriculum, Early Help Support for Families and referrals to External Agencies.

There are 3 different quiet rooms in school which offer a space for children to sit quietly, reflect on their emotions and work with an adult to support them. There is always an adult available during breaktimes and lunchtimes to support children.

Marlborough Road has 3 key workers who support children throughout the school day. They have attended training with both Salford and Manchester's nurture teams. Weekly meetings take place with the school SENCO and Principal to ensure support is allocated to children as soon as a need is identified. Parents, class teachers or pupils can request this support.

For children who, despite input from our key workers, require further support a referral can be made to Salford's Primary inclusion team (PIT). With the permission of parents, a member of the PIT team will come into school, observe the child, speak to teachers and SENCO and offer advice. Recommendations will be built into a programme of support for the child.

Further support can also be requested from the school educational psychologist once all school based and primary inclusion team recommendations have been acted upon. This will involve meetings with parents and members of staff from school and a process of plan, do, review (meetings approximately 6 weeks apart where targeted interventions are recommended and reviewed).

### **The Nurture Classroom at Marlborough Road Academy**

Marlborough Road Academy also has a small nurture classroom. To access this provision, all advice will be considered from key workers and external agencies, including Salford's Primary inclusion team, CAMHS and the educational psychologist.

Three members of staff have completed training from Nurture Network UK and the nurture classroom provision is based around the 6 principles of nurture.

1. Learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of self-esteem
4. Language as a vital means of communication
5. All behaviour is communication
6. The importance of transition in the lives of children and young people.

The nurture group classroom is a hybrid of home and school environments, with soft furnishings, kitchen and dining facilities – a space the students have to share with two nurture group staff and up to 5 other children. At Marlborough road, we also have a separate outdoor space where children can play and access outdoor learning such as gardening and den building.

The two adults are always present in the room and their positive interactions serve as a model for cooperation. The nurture group staff engage intensely with each student within a daily routine that is clear and predictable; activities undertaken include emotional nurture sessions, news-sharing, group activities, curriculum tasks and nurture breakfasts. The social and developmental targets for each student in the nurture group are devised on the Boxall Profile, which is a detailed assessment of their social, emotional and behavioural functioning (as well as academic progress).

Integrating students back into mainstream classes is a fundamental priority of nurture groups. The pupil's connection to the school outside of the nurture group is maintained by keeping all pupils on the roll in their main



class, and regularly returning pupils to their mainstream classroom to participate in curriculum time. A whole-school policy is fundamental to the success of nurture groups, and mainstream teachers are regularly invited to join in with activities in the nurture group, as well as participating in shared planning and target setting with nurture group staff to offer consistent expectations and routines across both settings.

