

# Greenhill Special School

## A Whole School Approach to Wellbeing



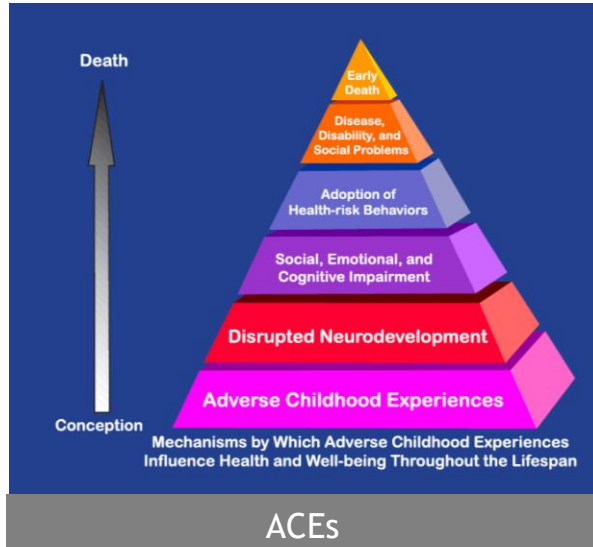
Creating the Greenhill Army  
Donna Jones and Dan Godfrey



# Organisation Context

- ▶ Specialist provision for learners with BESD, SEMH
- ▶ School currently caters for 80 KS3 & KS4 learners, and growing numbers of post 16 learners
- ▶ 88% Free school meals
- ▶ High staff-to-learner ratio (3 staff to 8 learners)
- ▶ Every learner has an IDP
- ▶ The school admits some of Cardiff's most challenging young learners from around the city





## How do the young people arrive with us ?

- ▶ Panksepp's emotional systems
- ▶ Rage, Fear, panic/grief: over active
- ▶ Care, Seeking, Play: underactive



# Greenhill the Movie

- ▶ [Greenhill The Movie \(youtube.com\)](https://www.youtube.com/watch?v=...)



# Background Context

- ▶ School run like a mainstream model
- ▶ Big change in expectations for learner outcomes from 2013
- ▶ The school environment was volatile, highly charged, extremely challenging and one where physical intervention was often necessary to keep staff and learners safe
- ▶ No post 16 provision
- ▶ Learners ended up as NEET, in the Criminal justice system
- ▶ Parents and carers had a wonky narrative



# Change Needed

Attendance floating  
around 55%

Just under 400 fixed  
term exclusions

Numerous staff  
**assaults**

Damage to school  
property

Staff morale low

Needs of the  
learners

Strained  
relationships

Growing numbers of  
young learners  
experiencing mental  
health difficulties





‘We need an army’  
Lord Layard



A photograph of a person from behind, walking away on a dirt path towards a bright, hazy light. The person is wearing a dark shirt, shorts, and a large orange backpack. The path is flanked by dry grass and leads into the distance.

# The Beginning of the Journey

- ▶ Family Therapist: TIS Practitioner diploma 2019
- ▶ New Headteacher appointed 2020
- ▶ School wide dissemination through scheduled training sessions (ACE training, PACE training, WINE )
- ▶ School Senior Leaders training for TIS practice
- ▶ School improvement plan priority
- ▶ Committed budget priority year on year
- ▶ Staff consultation about SLT
- ▶ Framework on embedding a whole school approach to emotional and mental wellbeing



# COVID-19

- ▶ Class bubbles
- ▶ Adopted primary model
- ▶ Safe spaces created
- ▶ Sense of belonging
- ▶ Relationships improved
- ▶ Support with families



# Leadership.....

‘a little bit like parenting’

(Lars Sudmann)

A responsibility to create a climate of openness, connection and creativity

Staff well being is central to the positive emotional and mental health of our young people: at risk of affects of toxic stress, empathic strain, secondary trauma





# Greenhill

A Great place to be .....



# PRRR's

## ► Protect

Consultation  
Supervision and SLT  
Open door policy

## ► Relate

Relationship policy  
Staff well-being Wednesday  
Staff recognition postcards  
Open door policy  
A member of SLT available at all times- Active listening  
Opportunities to share and offload- daily end of day meeting  
Openly thanking staff for the amazing work they do and the fantastic opportunities they offer the boys  
Encouraging the community of learning and sharing of good practice; systemic practice, supporting each other to benefit the boys  
Whole school well-being focus has strengthened relationships: all care about the same thing and making it happen

## ► Regulate

Open door policy  
Team teach interventions: Change of face and 'time out' after an incident  
End of day meetings  
Access to school therapist throughout the day and scheduled supervision  
School environment : outdoor education  
Bringing outside in  
Barber

## ► Reflect

Start of day greeting and end of day meeting- every day  
Staff consultations with therapist, with SLT, with each other  
Sharing of practice  
Restorative conversations: rupture and repair  
A new focus on intrinsic motivation and relationships

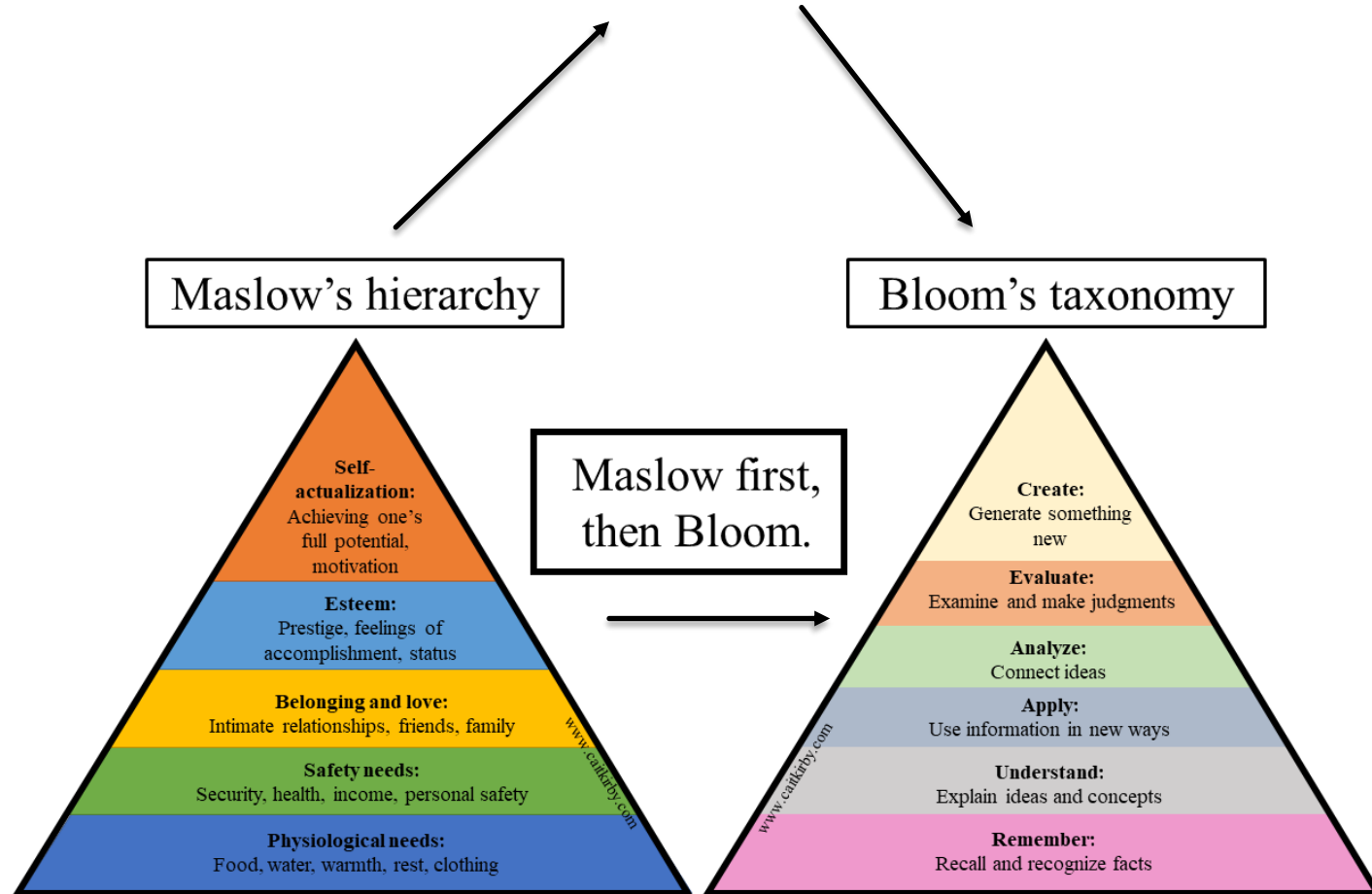








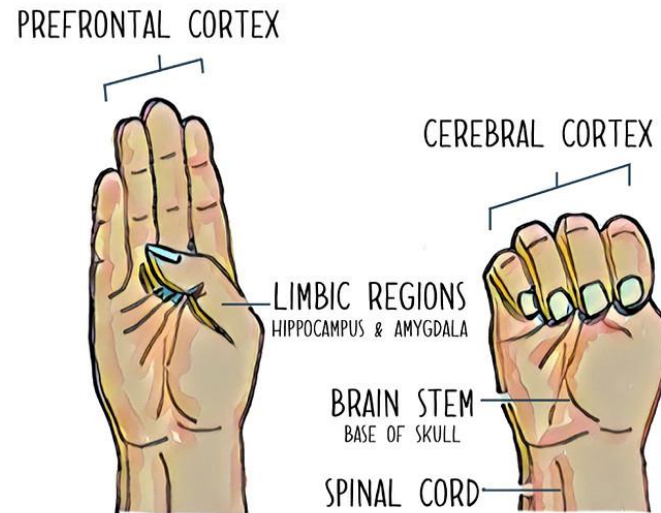
# Maslow, Nurture, Bloom



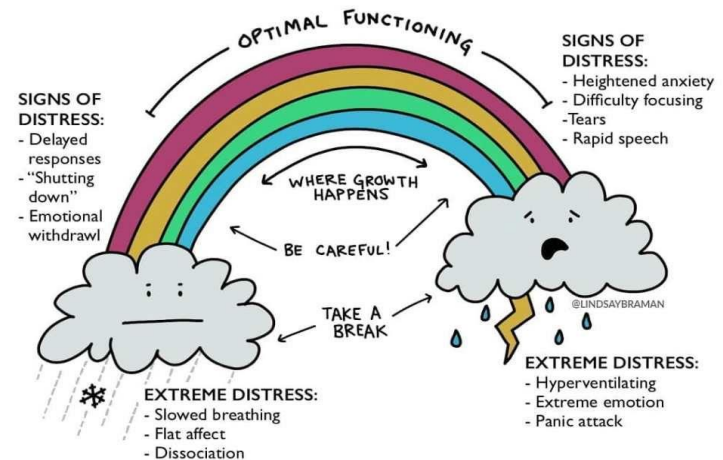
# ‘Not Naughty’: Neuroscience

Dr Dan Siegel  
‘Flipping  
your lid!’

Dr Dan Siegel’s  
Hand Model of the Brain



## WINDOW OF TOLERANCE (IN RAINBOW FORM!)



# Emotionally Available Adults

- ▶ A focus on the EAA
- ▶ “Every child deserves a champion: an adult who will never give up on them. Who understands the power of connection and insists they become the best they can possibly be.”

(Rita Pierson : Ted Talk 2013)

- ▶ Got rid of the behaviour points system







# The Power of Nature





The new  
WALES CURRICULUM

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6 AREAS OF


## 6 AREAS OF LEARNING & EXPERIENCE

A circular diagram divided into four colored quadrants, each representing a characteristic of a 21st-century learner. The quadrants are:

- Top-Left (Green):** Ambitious, Capable, learners
- Top-Right (Light Blue):** Enterprising, Creative, Contributors
- Bottom-Left (Light Purple):** Ethical, Informed, citizens
- Bottom-Right (Pink):** Healthy, Confident, individuals

## SCHOOL ACTIONS 2016

- ★ AUDIT - for school readiness  
for staff readiness
- ★ Get it right for the LNF  
& Digital Competence
- ★ Make room in the curriculum  
for innovation & collaboration
- ★ Embed the 4 purposes
- ★ Start familiarising staff  
with curriculum structure  
& expectations



LITERACY

NUMERACY

DIGITAL COMPETENCE

- Maths

English/Welsh/MFL

HEALTH & WELL-BEING

Food Tech / P.S.E. / P.L.

- Art/Drama/Music

HUMANITIES

- RE/History/Geography











# Activating Joy: Playfulness

PACE





# Community Engagement

- ▶ Coffee mornings
- ▶ Family therapist
- ▶ Food bank
- ▶ Uniform
- ▶ Food
- ▶ Clothing bank
- ▶ Salon appointments
- ▶ Support with domestic issues
- ▶ Welcoming back leavers
- ▶ Point of support
- ▶ Clinics
- ▶ Form filling



# How do we know it's been effective?

- ▶ Staff assaults negligible
- ▶ Improved attendance
- ▶ Positive handling down 90%
- ▶ Team Teach intervention negligible
- ▶ Staff enthusiasm and engagement
- ▶ School atmosphere
- ▶ IQM quality mark assessment - To quote from a famous hair product's advertising campaign: "because you're worth it"! It sums up the school.
- ▶ Well-being 'treasure hunt'
- ▶ Visits from parents and professionals
- ▶ Recent Estyn inspection
- ▶ Case study published by Estyn nationally
- ▶ Trauma informed schools UK Case study published nationally
- ▶ 15 schools have contacted us to work collaboratively



# Any Questions?

