

## St. Andrew's CE Junior school – SACRE Case Study

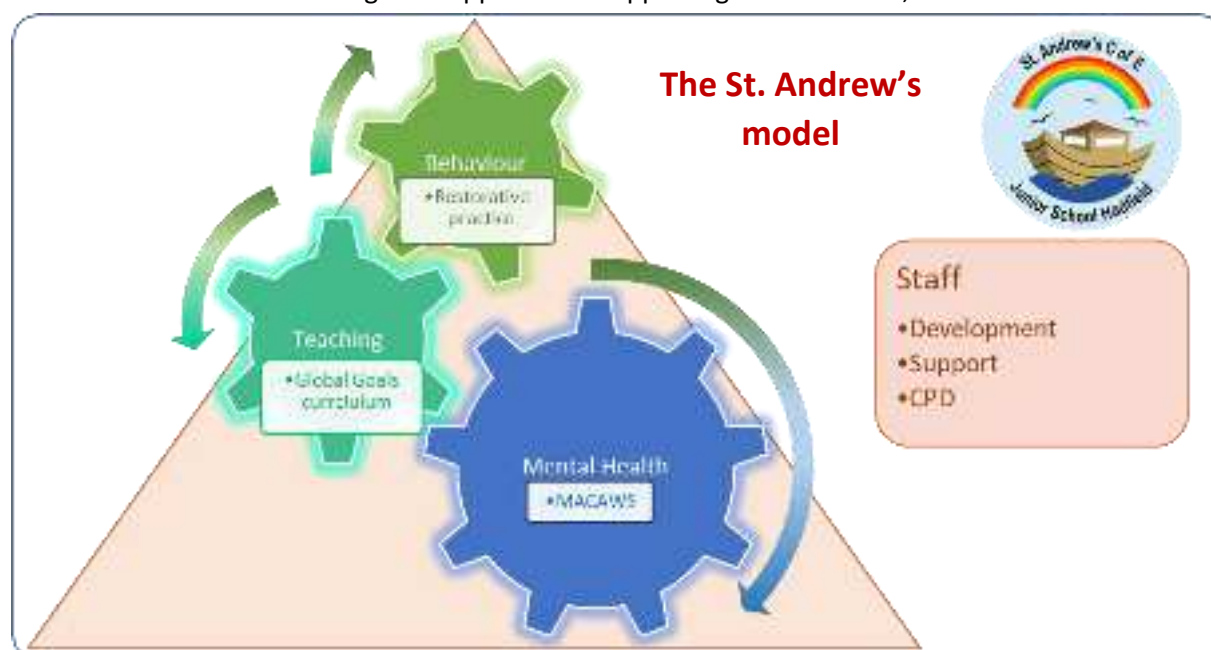
### Our Vision

*Through experiences rooted in Christian Values and through mutual Respect, we guide children to develop Compassion, Responsibility and Resilience in a caring environment.*

St. Andrew's CE Junior school is located in the small town of Hadfield, North West Derbyshire with just over 200 pupils and is double form intake. Our recent OFSTED inspection (November 2021) resulted in a strong Good rating overall with Personal Development rated as Outstanding<sup>i</sup>. As a Church of England school, the Christian ethos is at the centre of everything we do. Jesus recognised that true healing was not just about the physical, but the inner person; time and again he addressed that inner aspect of people's lives.

Recognising this, we seek to develop the inner-self alongside teaching and learning with a focus on moral integrity and the development of courageous advocacy. We realised that a strong, resilient self-image is key to good learning, so focusing on mental health is just as important as effective teaching. We want our children to become self-aware, problem solvers who are resilient and able to resolve conflict effectively. What does this mean in practice?

It means that we have an integrated approach to supporting mental health, illustrated below.



At the centre of our mental health provision lies MACAWS (**M**otivating **A**ll **C**hildren to **A**chieve **W**ith **S**upport)<sup>ii</sup>. It is our main priority to help all children to achieve the best they can, both academically and personally. However, we understand that sometimes life doesn't always go to plan and that children may need a little extra support to ensure both mental and emotional well-being whilst they are in our care.

MACAWS does this in a number of ways including a special sensory quiet area where children can go if they need time alone, a MACAWS room where lead staff can help children with their issues, and Mental Health Champions – year 5 and 6 pupils who provide a mentoring and support role within the school. We also run Relax Kids sessions to help children regulate their emotions and learn self-soothing techniques. MACAWS is fully integrated with our SEND provision, but is there to support all children who might need it.

We encourage roles of responsibility as an important part of personal development, and alongside our Mental Health Champions there are various roles including Head Boy and Girl, Garden Gang, Pupil Task Force, Collective Worship Leaders, Dojo Den Crew, House Captains and Sports Leaders.

Our curriculum is based on Oxfam Global Goals<sup>iii</sup> and is both linked in to our Christian values (one value is selected each half-term alongside the current Global Goal) and this is reflected in our daily celebration

services and formal teaching; embedded within RHSE but linked through into all subjects. Hadfield has a predominantly White demographic, so we are keen to bring world culture to our children, giving them a knowledge and appreciation of the wonderful diversity of human culture, and imparting a sense of equality and justice. We use the Lyfta application<sup>iv</sup> to support this, with its extensive library of worldwide cultural showcases. Just one example of how this works its way out, is that our Year 6 pupils independently decided to get involved with, and campaign for, a local environmental concern “Save Roughfields”<sup>v</sup>. They wrote to the local MP and had a front page article in the local newspaper.

At St. Andrew’s you’ll find a happy, mutually respectful environment where children work well together, behaviour is good, bullying is rare and the atmosphere is positive and enthusiastic. We link our approach to mental health and behaviour management using restorative practice<sup>vi</sup> – both children and staff learn a vocabulary of positive engagement, and where things do go wrong, the emphasis is on restoration, not punishment.



Alongside this sits our staffing resource. There is a strong emphasis on giving staff the support they need both in terms of professional development and personal need. The result is high morale and trust at all levels, and a genuine collaboration between teaching and non-teaching staff.

<sup>i</sup> <https://reports.ofsted.gov.uk/provider/21/112869>

<sup>ii</sup> <https://www.standrewshadfield.org/macaws-1/>

<sup>iii</sup> <https://oxfamilibrary.openrepository.com/bitstream/handle/10546/620105/edu-global-citizenship-schools-guide-091115-en.pdf>

<sup>iv</sup> <https://www.lyfta.com/>

<sup>v</sup> <https://www.questmedianetwork.co.uk/news/glossop-chronicle/hadfield-school-pupils-make-personal-plea-about-green-space/>

<sup>vi</sup> <https://primarysite-prod-sorted.s3.amazonaws.com/st-andrews-cofe-junior-school/UploadedDocument/6039a86145f2488fa2496eea5e525c4a/st-andrews-restorative-practice-and-behaviour-policy-2021-final.docx.pdf>