

# Visit Report

Name: Jenny Horton	Date: 02/09/2019
Purpose of visit: To attend the training day on mental health.	
<p><b><u>SDP Priorities 2019/2020</u></b></p> <ul style="list-style-type: none"> <li>• Writing – approaches to teaching and application of spelling across school (Trust priority)</li> <li>• Curriculum – further development to ensure ensure progression in all subjects (eg introduction of knowledge organisers)</li> <li>• Arts Mark – embedding the arts within the curriculum</li> <li>• PSHE/Mindmate – whole school training around anxiety/attachment, review of SRE in light of new Relationships Education in Sept 2020</li> </ul> <p>In addition, governors should be mindful of provision made for groups of pupils in class- PP, SEND, EAL, Boys, MA and GAP.</p> <p>My visit was to attend the whole school training on mental health with a particular focus on Anxiety. The training was delivered by Hayley Riggs from the charity Young Minds.</p>	
<p>Governor observations and comments:</p> <p>(e.g. What did you see? How long did the visit last? What did you learn? What would you like clarified?)</p> <p>The training lasted 4 hours approx, and it aimed to help us 'Understand how anxiety affects children and young people and develop strategies to help them manage it.'</p> <p>Hayley also shared with us the Young Minds definition of mental health –</p> <p>'The strength and capacity of our minds to grow and develop, so that we are able to overcome difficulties and challenges, and are able to make the most of our abilities and opportunities.'</p> <ol style="list-style-type: none"> <li>1. The session was interactive with opportunities for staff to share their understandings, experiences balanced with comments and information from Hayley.</li> <li>2. A comprehensive list of signifiers of good mental health was shared.</li> <li>3. It was recognised that we all become anxious in certain situations, and we were encouraged to share those with each other. Hayley encouraged us to hold in our minds what the experience of anxiety felt like.</li> <li>4. It was highlighted that many children today spend less time in free unstructured play settings without adult supervision. This meant they had less 'down time' and did not have the opportunities to explore socially and sort out issues between themselves by themselves as there was an instant response from an adult. Also, less opportunity to take risks, and develop problem solving skills as part of their play, which was mostly indoors.</li> <li>5. Various conditions of anxiety were explored with staff invited to share their understanding of what the names meant.</li> <li>6. Anxiety is a bodily response – part of our fight/ flight/ freeze armoury. We try to avoid it, or we excessively try to control it. Hayley said it was important that we stayed in touch with our anxiety in order to empathise with children.</li> <li>7. Strategies used by CBT practitioners can be helpful. Important to think what we can do at the time to help a child experiencing anxiety, and what we can do in the longer term.</li> <li>8. Various strategies were outlined to break the event/ thought/ feeling/ action cycle, and to prevent the anxiety spreading from one thing to another and ending up controlling the child's responses.</li> <li>9. A list of things that help build resilience was shared, along with research that showed that children from disadvantaged backgrounds can thrive given access to things that build their resilience, and a framework of this was circulated.</li> </ol>	

## Visit Report

---

<p>Any key issues arising from the governing body: (e.g. the way resources are allocated, the way the school communicates, progress in implementing a key policy, evidence of the impact of the governing body's work on pupils' achievement)</p> <p>1. As governor with responsibility for PHSE and Equalities, I learnt a lot from this training that will inform my work in these areas over the coming year, and my discussions with Mrs Drinkall.</p> <p>2. I think the school is to be commended for allocating this staff training time to this subject at the beginning of the new school year.</p>
<p>Action following governing body meeting: (Record any action agreed by the governing body with regard to this visit)</p>