

THE
ELIZABETHAN
ACADEMY



Whole School Mental Health & Wellbeing Strategy 2022

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Our vision

Supporting and improving everyone's emotional wellbeing and mental health is a driving force for us at the Elizabethan Academy. We know every individual in our school community – our staff, students and their families – so that we can value, understand and care for each other to be a school and employer of first choice. We celebrate successes together and work through our difficulties together. This is our supportive culture which develops the strength of character and self-confidence we need to thrive and maximise our opportunities and achievements. Our school values of being respectful, responsible and resilient in all aspects of life are integral to the holistic development of all stakeholders.

It is widely recognised that a student's emotional health and wellbeing influences their cognitive development and learning, as well as their physical and social health and their mental wellbeing in adulthood. The department for Education recognises that, in order to help students succeed, schools have a role to play in supporting them to be resilient and mentally healthy.

At The Elizabethan Academy, we are changing the culture associated with mental health and wellbeing. Our ethos is that mental health is the responsibility of us all. We aim to promote positive mental health for every child, member of staff and their families. We keep our approach under regular review and utilise a variety of strategies to achieve this end.

What are we going to do?

The Elizabethan curriculum seeks to educate beyond the confines of GCSE examinations, challenging, stimulating and supporting young people throughout their personal and academic journey. We are always mindful of this, and our approach to mental health and wellbeing is integral to this.

Aims and objectives of this Strategy

- Develop a mental health and wellbeing curriculum based on a universal 'preventative' model throughout the school community that enhances our values and curriculum
- Embed the 'Brilliance' wellbeing programme within our PSHE curriculum
- Develop the intellectual courage of all students through a programme of Cultural Literacy
- Provide more specialised intervention and support for students where higher needs are identified
- Address and tackle misconceptions and stigmas associated with mental health and wellbeing
- Ensure appropriate training and support is in place for staff mental health and wellbeing
- To ensure effective communication is in place between all stakeholders when addressing mental health and wellbeing

How are we going to do it?

We pride ourselves on our ability to be responsive to the needs of our staff and students however and will constantly keep our wellbeing provision under review and adapt it where necessary. We will take a variety of approaches within school which may include the following.

Identification

- Whole school surveys and questionnaires
- Parent, teacher, peer and self-identification of needs

PSHE curriculum, Safeguarding and Brilliant Schools Programme

- Expansion of PSHE curriculum in KS3 and KS4 to provide more time and focus on strategies to enhance mental health and wellbeing
- Implement 'Brilliant Schools Mental Wealth' programme to Year 7 and build on this with Years 8-13 by implementing the 'Brilliant Me, Brilliant We' programme to create academy 'Ninjas of Positivity'
- PSHE Curriculum covers safeguarding and keeping safe topics
- Key safeguarding topics (e.g. Drugs, Sexual exploitation, self-harm) addressed through whole school events (e.g. Mental health focus day)
- Introduce 4Rs lesson each week to Years 7 and 8 that underpins our school values of reconnecting with each other, being respectful, responsible and resilient

Tutor group activities

- Developing a targeted evidence-based program for KS3 and 4 to focus on mental resilience and to be delivered in tutor groups
- Mentoring sessions with Form Tutor to identify possible issues
- Thought for the Week and new Mindset Moment to feature weekly in tutor sessions and on tv screens around school

Pastoral Team

- Drop-in support for all
- More intensive one to one support where required
- Close work with external agencies to ensure the most appropriate support is in place
- ELSA trained staff to support students in need
- Implement Restorative Justice techniques across school

Academic Leads

- Overall monitoring of academic support
- Termly celebration and reward assemblies recognising achievements in supporting wellbeing and demonstrating resilience
- Targeted coordination of academic support where needed

Enrichment programme

- Introduction of an enrichment afternoon for all students that offers opportunities to select activities that promotes and enhances creativity, physical and mental wellbeing
- Re-establish an extra-curricular programme that all faculties contribute to beyond the classroom to include supporting our school and local community

Safeguarding and Pastoral staff training and supervision

- Dedicated safeguarding team attend regular training (e.g. Notts Safeguarding Children Partnership (NSCP), National Online Safety)
- 12 members of staff are trained to DSL level, all holding key positions in school i.e. Heads of House, Learning Support staff and Senior Leaders
- Staff trained to use the Brookes Traffic Light Tool
- Staff access safeguarding and pastoral training through The National College
- Safeguarding team access half termly supervision meetings with DSL to ensure structured support is in place
- Team of staff trained on ELSA and Restorative Justice Techniques to disseminate through the wider team

Whole staff training and support

- Wellbeing and brilliance culture forms part of staff induction
- Range of CPD opportunities in place for all staff (e.g. Mind and Body)
- Dedicated wellbeing sessions within INSET time
- Mental Health First Aid Training implemented and available through internal trainer
- Extensive mental health training available through The National College
- Continued training for all staff under Brilliant Schools Programme
- Development of staff wellbeing change group
- Appointment of Staff Wellbeing Champions with training
- Staff Coaching and continuous professional and personal development
- Regular staff questionnaires to assess and seek feedback on wellbeing
- Faculty's lead on regular staff wellbeing activities
- Wellbeing Fairy
- Commitment to sign up to The Education Staff Wellbeing Charter when available
- Access of onsite Crossfit gym and climbing wall sessions
- Staff can access Supervision support

Staff Workload & Capacity

- Performance Management Objectives are SMART
- UPR Activities are pragmatic and support whole school priorities
- Additional Capacity has been implemented in Learning Support to support staff and students
- Workload and Wellbeing Impact Assessments undertaken on policy reviews or in relation to new or changed systems of working
- Whole school calendar is planned with staff workload in mind
- Staff Going Home Checklist and removal of signing in and out times

Student voice

- Student Leadership structure that incorporates a wide range of leadership responsibilities across all ages that feed into school council
- Questionnaires to provide broader view of attitudes to mental health and wellbeing - using Brilliant Schools

Literature and website

- Booklet for students and parents, including relevant information and sign posting to advice
- Ongoing development of website wellbeing page
- Availability of relevant literature around school for staff, students and in reception for parents and visitors

Whole school and parent events/engagement

- Dylan the Wellbeing School Dog
- Mental health and wellbeing events focusing on specific areas as identified by staff and parents to include external providers.
- Mental health / wellbeing focus days
- Each Faculty will run a Parent Engagement Event each year
- Sports Day has a health and wellbeing focus
- Careers support and events support wellbeing (e.g. Developing self confidence)

SEN support

- Liaison with Director of SEND to identify and support students with SEMH (social, Emotional and Mental Health) needs.
- Inclusion staff work with Director of SEND in identifying and supporting students where students' SEN are having a detrimental impact on mental health and wellbeing
- Therapeutic conversations take place with trained school staff
- Director of SEND is Trauma Informed Trained to be rolled out and develop a common approach across all staff

Alternate Provision

- School based alternate environment and curriculum for students struggling to access mainstream setting at Idle Valley Nature Reserve. Provision in place on short and long term.
- Students in attendance range from being ARNA to social anxiety to young people with ASD and learning disabilities
- Activities are developed to enhance wellbeing and emotional resilience

Counselling

- Counsellors through CASY provides one-to-one support for students when referred by pastoral staff
- Students are signposted to online counselling and support apps such as Kooth, Talkzone, Calm and Calm Harm, Beaches.

- Review referral procedure and monitoring/review process
- Mental Health Support Trainee to be placed with the Academy by NHS MHST as part of phase 4 roll out of DfE Green paper

Library

- Provide a quiet, safe space for students
- Developing 'Shelf help' programme for staff and students – range of books covering areas of mental health and wellbeing

External agency collaboration

- Notts Mental Health Support Team
- School Nursing Service
- Eating Disorders team
- CAMHS
- School Counsellor
- Police Liaison Officer

Rewards and celebrations

- Termly celebration and reward assemblies recognise achievements in supporting wellbeing/demonstrating resilience.
- End of year rewards – Peer support awards, Headteacher's award for resilience and Mental toughness. Intellectual curiosity award.

Responsibility and Review

This strategy will be subject to regular review by the Senior Leadership Team and Governors.

Linked Policies

- Staff Health, Stress and Wellbeing Policy
- Leave of Absence Form
- SEN Policy