



Joseph Leckie
Academy

Mental Health and Wellbeing Policy

Approved by JLA Trust Board: 03/2021

Last reviewed on: 03/2021

Next review due by: 03/2022

1. Mission Statement

1.1 At Joseph Leckie Academy the wellbeing and positive mental health of our students and all of our stakeholders is a core focus. We aim to promote a caring, supportive environment in which each individual is valued and respected and to consider the wellbeing and mental health needs of our staff, students, parents and carers in both our educational provision and outreach support. We recognise that mental health and wellbeing are as important as physical health and educational support and, to this end; we have high expectations for all and aspire to achieve excellence.

1.2 Joseph Leckie Academy recognises that mental health and wellbeing underpin children's social, emotional and academic achievement and happiness and recognise that this can affect their learning and attainment. We also understand that all children and young people need the foundation of positive mental health to benefit fully from all of the opportunities available to them. We understand that students will go through ups and downs during their time in education and that many significant life events can occur during this time. According to 2020 research, 1 in 6 children between the ages of 5 and 16 have been identified as having a clinically recognisable mental disorder in any one year. Many of these afflictions will be life limiting. At times, any of the Academy students, staff or wider stakeholders may need additional support to maintain wellbeing and mental health.

1.3 At Joseph Leckie Academy, we recognise that the mental health and wellbeing of children and young people, adults in schools, parents and carers and the wider whole Academy community will impact on all areas of development, learning, achievement and experiences.

1.4 Our aim is to help develop the protective factors that build resilience to mental health problems and develop an Academy community whereby students and staff are listened to and in both the curriculum and our wider responsibilities, we act to protect and engender a positive environment. This is underpinned by our beliefs that:

- All members of the Academy community, students, staff, parents and carers, are valued.
- All children and young people have the right to be educated in an environment that supports and promotes positive mental health and wellbeing for all.
- All adults have the right to work in an environment that supports and promotes positive mental health and wellbeing for all.
- The Academy teaching and learning environment should be one built around promoting positive mental health and wellbeing ideals.
- Children and young people should be able to talk openly with trusted adults about their problems without any feelings of stigma.
- Bullying and victimisation of all sorts should not be tolerated.

1.5 Joseph Leckie Academy recognises these needs and rights. It is committed to raising awareness, increasing understanding and ensuring that all schools can and do make a difference by providing a place where all children and young people feel safe, secure and able to achieve and experience success and wellbeing. The Academy aims for a consistent approach and seeks, at every opportunity, to promote the mental health and wellbeing of the whole Academy community. Healthy relationships underpin positive mental health and have a significant impact.

1.6 Fundamental to the Academy approach is the creation of a mentally healthy environment. A healthy learning environment provides opportunities that promote positive mental health, through the standard curriculum and extended provision, e.g. differentiated learning activities, individual timetables, parents/carers groups, challenging stereotypes, etc.

2. Academy approach to promoting positive mental health and wellbeing

2.1 Joseph Leckie Academy practices a unified approach to promotion, sustenance and guidance of positive mental health and wellbeing. This has four rungs that work together to provide a robust provision that we feel ensures that all students and staff can access our mental health and wellbeing delivery, while ensuring that those who need the most guidance and direction get a more specified provision.

2.2 The four rungs are:

- Management and co-ordination of wellbeing provision.
- Safeguarding and child protection.
- Student Support and Mentoring.
- Academic Mental Health and Wellbeing provision.

2.3 These rungs are essential in providing the holistic wellbeing and mental health provision that we strive for. For example, while the PDP and form time teaching provision will provide an educational guide and improve awareness of mental health and wellbeing strategies that will be important for all students and staff, the directed mentoring and student support team are required to ensure that a more specified provision can be directed to those most in need.

3. Staff Roles and Responsibilities within Mental Health and Wellbeing

3.1 Core Wellbeing Team

Assistant Principal & Mental Health and Wellbeing Lead: Mr J. Greaves

Associate Assistant Principal & Safeguarding Lead: Mrs M. De Rome

Student Wellbeing Coordinator: Mrs J. Manning

Staff Wellbeing Coordinator: Mrs H. Van Daalen

Associate Assistant Principal & Transition Lead: Miss N. Ravat

SEND Coordinator: Mr K. Wallworth

Head of PDP/Careers/Induction & PDP Wellbeing Provision: Mr B. Edge

Assistant Safeguarding Lead: Mrs R. Owen

Student Support Manager: Mrs S. Smith

Mentoring and Support: Dr. C. Gardiner

3.2 Year Group Referral Mentors

Year 7: Mrs D. Ram

Year 8: Mr R. Poppleton

Year 9: Mrs N. Kumar

Year 10: Dr C. Gardiner

Year 11: Mrs A. Iddles

Sixth Form: Mrs S. Wood/Miss S. Hill

The staff named above all have a role to play in this structure, ensuring that:

- Internal procedures for safeguarding, child protection, SEND and mentoring referral are robust and that the hierarchy of need is clear.

- Students and staff are aware of the procedures and appropriate staff to go to/make referrals to an open and welcoming attitude is maintained by all staff to ensure mental health and wellbeing provision is well received and effective.
- A range of mental health and wellbeing activities and materials are provided
- Wellbeing and mental health advice, materials and activities are up to date and accessible.
- Contact is established and maintained with those in need of mental health or wellbeing support
- Staff have received, and continue to receive the necessary CPD to ensure they can perform roles successfully.
- External organisations are utilised and outreach provision is suitable and builds on internal mental health and wellbeing provisions.
- classroom and online promotions of mental health and wellbeing provision are updated and maintained.

4. Supporting Student Mental Health and Wellbeing

4.1 Joseph Leckie Academy acknowledges the importance of student mental health and wellbeing and the role it plays within children and young people's behaviour, academic progression and overall life outcomes. To ensure that the needs of the students at Joseph Leckie Academy are met, the Academy has several strategies and programmes which are used to support and educate all students within the Academy, not just those who are deemed as most vulnerable. All the strategies in place are conducted in conjunction with Joseph Leckie Academy's Staff code of conduct and Safeguarding policies.

4.2 Current and planned wellbeing initiatives are outlined in the Mental Health and Wellbeing Development Plan published alongside this policy

5. Current Student Provision Outline

5.1 **Student Support.** Student Support (SS) works with identified students, through a referral scheme, on specific and individualised needs. Further information on the specific roles of those within SS can be found in the Academy's 'Positive Behaviour Management Policy' and Wellbeing development plan. Currently SS provides the following intervention and support programmes:

- Anger Management
- Health and hygiene
- Healthy friendships
- Anti-smoking
- Anxiety
- Healthy relationships
- Self-esteem
- Knife and gun crime
- Drugs and alcohol
- Wellbeing Programme
- Year group mentoring

Students identified as needing additional mental health and wellbeing support, though not deemed a safeguarding risk (decided by DSL), are referred to the Student Wellbeing Coordinator for mentoring provision.

5.2 Positive Wellbeing Programme (Year Mentor Provision). Through assigned year mentors, the Academy has developed a support system that allows students to achieve directed support through mentoring staff. This is supplemented for students identified with a mental health or wellbeing need through an 8 week Positive Wellbeing Programme, developed through the work of Dr Coral Gardiner. For further information, see the Wellbeing Development Plan.

5.3 PDP Provision. PDP provision is delivered both through subject's normal curriculum and through isolated weekly PDP sessions in Years 9-11. In 2020-21, this has been expanded to also include 15 hours of teacher led PDP specific delivery at Key Stage 3 and rewritten to include new statutory requirements regarding Relationships and Sex Education (RSE) Curriculum 2020. Mental health and wellbeing are specifically addressed in PDP provision to all year groups regarding RSE and drug and alcohol education. For further details, see the Wellbeing Development Plan and PDP curriculum outline.

5.4 SHARP system and Worry Box. The Student Help Advice Reporting Page System (SHARP) is available on the Joseph Leckie Academy website for students to access at any time to report anonymously any concerns they may be having about themselves or others. The web-based tool also provides advice on support on a range of topics such as bullying, health and drug use. The system is promoted routinely to students through form time, assemblies and The Weekly Wellbeing slides

5.5 Social, Moral, Spiritual and Cultural Education (SMSC). All students at Joseph Leckie Academy receive SMSC through a weekly email and assemblies during form time. For further details, see the Wellbeing Development Plan and SMSC SharePoint site.

5.6 Student Mental Health and Wellbeing SharePoint. Joseph Leckie Academy provides a space which is dedicated to student overall mental health and wellbeing through SharePoint. The pages provide information, support and activities for students to engage with focusing on Positive emotions and gratitude, engagement and mindfulness, relationships and empathy, meaning and purpose, accomplishment and optimism and finally, health and strengths.

5.7 The Weekly Wellbeing Publication. Each week students receive an email which is designed by the Student Wellbeing Coordinator to help support their wellbeing. The publication provides advice, signposting and ideas on how to maintain a positive wellbeing and improve overall mental health.

5.8 Working with External Services. Joseph Leckie Academy has developed strong links with several external agencies which provide a wealth of resources and support for students, including online support services. We are committed to continuing these links and establishing new working relations with other services where possible:

- www.kooth.com
- www.youngminds.org.uk
- www.mind.org.uk
- Swing Bereavement
- WPH Counselling Services
- West Midlands Police Services

5.9 Transition Provision. The appointment of Nafisa Ravat as Associate Assistant Principal

for Transition from year 6 to 7 is aimed to combat the issues caused by a lack of transition opportunity caused by the COVID-19 pandemic. She has incorporated contact with feeder primary schools, a welcome and introductory video as well as transition days on arrival in September to combat this issue. Her role continues throughout the academic year to ensure a further layer of wellbeing and mental health support in this difficult transition process.

6. Supporting Staff Mental Health and Wellbeing

6.1 Joseph Leckie Academy recognises that good staff wellbeing is essential to our Academy community. Through cultivating a mentally healthy workforce staff retention is improved and there is a positive knock-on effect on students. High levels of stress have been shown to lead to teacher burnout and reduce productivity, whereas motivating staff; helping them feel supported and valued will have the adverse effect.

6.2 Joseph Leckie Academy recognises the importance of improved staff resilience and how that in turn can also prompt student wellbeing and attainment. Our aim is to take steps to improve mental health, decreasing stress and improve resilience. When both physical and mental health is supported, we are more able to 'bounce back' from life's challenges.

6.3 Our policy is inclusive of all Academy staff, no matter their role. When working alongside other people, no two days are the same. The demands of the staff around you, students, parents and community can all effect the requirements that fall within our duties each day. Therefore, the ever responsive and adaptable nature of the Academy means that all job roles take on a multitude of demands. With each day presenting new challenges, it is important to us that everyone within Joseph Leckie Academy is given the right emotional and practical support.

6.4 Current and planned staff wellbeing initiatives are outlined in the Mental Health and Wellbeing Development Plan, published alongside this policy.

7. Links to Other Policies

7.1 Please read in conjunction with:

- Wellbeing Development Plan
- Academy Improvement Plan
- Positive Behaviour Management Policy
- Safeguarding and Child Protection Policy
- Teaching and Learning Policy
- Online Learning Expectations Policy
- Equality Policy
- Bereavement Policy
- Anti-Bullying Policy
- SEND Policy