



BROOKVALE GROBY LEARNING CAMPUS

Valuing Everyone, Achieving Excellence

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Mental Health Strategy 2020/21

Introduction

Brookvale Groby has a long and proud tradition of high quality pastoral support for young people and care and provision for the wellbeing of staff. These strengths have been amongst the highest priorities to preserve for senior leaders as we have developed our working relationship as a single campus. Our motto "Work hard, be kind" exemplifies this aim.

The continuing national awareness of mental health issues, coupled with an observed increase of need amongst our students and the challenge of meeting this need via external support at a time of reduced funding and availability, has caused us to consider our response to this issue.

This strategy is designed to formalise that response in order that all stakeholders can be reassured about the value we place on supporting mental health, informed about our existing provision and notified of our planned developments in this area.

Objectives

In this strategy we will:

- Audit existing provision for staff and students that directly or otherwise promotes positive mental health or supports the needs of those experiencing mental ill health.
- Outline the mechanisms by which needs can be assessed.
- Promote the strategic developments planned in this area during the academic year.

Aims

On this campus we aim to support the mental health of staff and students by;

- Promoting mental wellbeing by ensuring an environment where staff and students feel safe, valued and happy.
- Identifying student's specific mental health needs.
- Providing in house support for students with particular needs.
- Referring staff and students to specialist therapeutic provision.

1. Mechanisms for identifying need amongst students

Mental Health needs may be identified by a range of routes across the campus. The identifying of these needs is not the primary function of the vast majority of these provisions but is amongst a range of needs that may be identified through:

- Tutor meets with pupils each morning. Where possible the tutor will remain that first point of contact for all years from 7 - 13
- Head of Year collects data and receives information from a wide range of sources which can inform us of individual needs including concerns around mental health.
- Easy access contact systems through our 'contact us' provision on the website means that parents and carers can contact any member of staff easily to alert us to any cause for concern.
- Impero monitoring software alerts the Deputy Headteacher Pastoral to any use of the internal IT systems by students to access information or write about a vast range of safeguarding issues

- Student Voice activities and Pupil Surveys are used each year in a range of situations to gather student views of a range of issues around the campus including welfare issues.
- The campus uses the Gridmaker mapping tool to analyse coverage of a range of cross curricular themes, several of which impact upon Mental Health. This tool informs faculty and whole school curriculum curriculum planning to ensure that gaps are not left.

2a. Provision for students

As in the case of mechanisms for identifying needs there are a significant number of supportive provisions in place to both preserve and protect mental well being and support students suffering from mental ill health. These include.

- A Pastoral Deputy Headteacher with dedicated, strategic oversight of this area of school life. This strategic leadership is no longer the norm in many other secondary settings.
- A large and experienced non teaching pastoral staff (11 staff) who are available throughout the day to support a range of pastoral needs. Staff receive regular training including mental health issues. Years 7 - 13.
- Individual tutors who are able to build strong relationships with their tutees who they will look after from years 7 - 11. Post 16 tutors look after tutees for two years.
- A trained Emotional Literacy Support Assistant.
- Weekly teenage health clinics run by the School Nurse.
- Character Education now an overt part of the pastoral curriculum - evidenced in student planners - promotes development of protective character traits eg Grit.
- The introduction of PIXL LORIC tutor time activities. Key amongst this is a focus on Resilience.
- A team of 15 fully trained Designated Safeguarding Leads.
- Weekly Lifeskills lessons in years 7 - 11 which cover health issues including mental health but also many of the risk factors that impact on mental ill health including drugs, relationships, stress, careers etc.
- The school ethos and characteristics - " Work Hard, Be Kind" etc are designed to help foster a community where students achieve, feel safe and are valued.
- The SENDCo and assistant SENDCos ensure that provision for all students with needs, that will impact on them in school, enables them to achieve and feel supported. The SENCos are supported by extensive TA and LSA teams.
- Attendance Support Officer and assistant who support the commissioning of provision for students whose individual needs impact on their attendance at school.
- Big Brothers and Big Sisters - Peer Mentoring Team overseen by a member of the Pastoral Team and run by older students.
- Student Leadership Mental Health and Wellbeing team have been established to develop provision for students. Their first project will be an online peer support scheme.
- Oasis lunchtime club (KS3) provides a safe place for students who feel vulnerable at that time, running a range of different activities. The Hub (Learning Support Area) is available to older students on the same basis.
- Extensive extra curricular and enrichment programme supports mental well being.
- An assembly programme with regular safeguarding and well being inputs for all years from 7 - 13.
- Work with outside agencies. The campus has a collaborative approach to working with Educational Psychology, Social Care, Health, CAMHs and other specialist support services to commission support for students.
- Achievement Support Centre with a variety of rooms where individuals / small groups can be withdrawn including a dedicated family room for supporting families in crisis.
- All students are alerted to use of Kooth - NHS online Teenage Health service.
- Interim Rewards policy launched with a new full policy to be in place SEptember 2021.

2b. Provision for staff

- A line management structure that ensures all members of staff have a formal means of communication with their leaders.
- Annual staff questionnaire which identifies staff morale and informs strategic decisions.

- Performance Management process and access to Professional Development Reviews (PDR) throughout the year in order to address identified CPD needs.
- Data collection points reduced to 3 points a year for teachers.
- Observation is via 3 short drop ins for most teaching staff - lesson plans are not required.
- No Peer Review for 2019/20 or 2020/21
- Access to mediation services when professional relationships break down.
- Probation process that provides mentoring and training for new staff.
- Stress action plan - used with and by individual members of staff as appropriate.
- Referral to Occupational Health in order to provide employees and the campus on clear guidance on how to protect the wellbeing of the member of staff.
- Human Resources Service at County Hall used for advice.
- School refers to paid counselling for 6 sessions when appropriate
- ITT students are made aware by School Direct Lead of support resource that is available at University.
- Hospitality - staff are invited to breakfast twice a year and receive chocolates at Christmas.
- Monthly cake days.
- Staff welfare regularly discussed at SLT.
- Meeting free weeks are identified in the calendar at pressure points eg during peer review week.
- Duty requirements are lower than at other schools.
- Staff are consulted about key changes and their views used to inform practice eg Parents Evening timings.
- SLT work with staff unions to address issues.

Mental Health First Aiders

We have identified training for two members of staff. The intention is that, as well as providing Mental First Aid support for students and staff, information will be cascaded to other members of the Inclusion Team to inform their working with young people.

Over time we hope to have all Heads of Year trained as MHFA's.

In 2019/20 - TMA, EFR and GGO trained as Adult Mental Mental Health Champions.

Reducing Teacher Workload

As a senior team and with staff we have taken on board the recommendations from the joint union guidance with regard to reducing teacher workload. This guidance comprises 3 reports relating to marking, planning and resources, and data management. We have checked our practice against the guidance and have made adjustments accordingly. We continue to maintain a positive dialogue with staff unions to ensure workload issues are addressed.

Planned developments for 2020/21

Continuing collection of student voice to inform further developments.

Student Mental Health and Wellbeing central to reopening plans in Autumn 2020. Same will now be true in Spring 2021.

Staff Wellbeing Group re- configured and relaunched to ensure wider staff representation.

Trialling of the PIXL EDGE programme with intention to launch whole school September 2021.