



BROOKVALE GROBY LEARNING CAMPUS

Valuing Everyone, Achieving Excellence

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Mental Health Strategy 2022-2023

Introduction:

Brookvale Groby Learning Campus 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.

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.

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 Senior Deputy Headteacher 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 planning to ensure that gaps are not left.

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 experiencing mental ill health. These include:

- A Senior 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 who are available throughout the day to support a range of pastoral needs for students in Y7 to Y13. Staff receive regular training, including on mental health issues.
- 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.
- Access to Teenage Health Clinics is overseen by the Pastoral Team.
- Character Education which is now an overt part of the pastoral curriculum - LORIC and PIXL Edge
- The introduction of PIXL LORIC tutor time activities. Key among these is a focus on Resilience.
- A team of 19 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's character education and motto are designed to help foster a community where students achieve, feel safe and are valued.
- The SENDCo and assistant SENDCo ensure that provision for all students with special educational needs enables them to achieve and feel supported. The SENDCos are supported by extensive TA and LSA teams.
- The Attendance Officer and the Attendance Administrative Assistant, who support the commissioning of provision for students whose individual needs impact on their attendance at school.
- Big Brothers and Big Sisters – a Peer Mentoring Team overseen by a member of the Pastoral Team and run by older students.
- Lunchtime club in The Hub provides a safe place for students who feel vulnerable at that time, running a range of different activities.
- An extensive extra-curricular and enrichment programme supports mental well-being.
- An assembly programme with regular safeguarding and well-being input 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.
- A 'Removal Room' procedure is in operation during all lessons. This is a classroom, supervised by a member of the teaching team, where students can be directed to go to work, in order to alleviate any disruption to lessons and allow all students to study and learn in a calm, controlled environment.
- An 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 the use of Kooth - NHS online Teenage Health service – as well as information and guidance with relation to sexual and mental health support services.
- A new Praise & Rewards Policy which was implemented and introduced in September 2021 and which promotes community spirit, aspiration, resilience and excellence.
- A Mindfulness and Meditation Coach who offers one-to-one and group sessions with students.

Provision for staff includes:

- A line management structure that ensures all members of staff have a formal means of communication with their leaders.
- An annual staff questionnaire which identifies staff morale and informs strategic decisions.
- A Growth Management system which has replaced Performance Management.
- 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.
- Access to mediation services when professional relationships break down.
- Induction 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 counselling for 6 sessions when appropriate
- ITT students are made aware by Professional Development Co-ordinator of support resource that is available at University.
- Opportunity for staff to be part of a Campus Wellbeing Committee.
- Staff invitations to breakfast twice a year and chocolates at Christmas and Easter.
- Monthly cake days and Toast Fridays.
- Care Packages which are distributed to all staff at various points during the year.
- Staff welfare as a standing agenda item at SLT meetings.
- Meeting free weeks identified in the calendar.
- Duty requirements which are lower than at other schools.
- Staff are consulted about key changes and their views used to inform practice eg Parents Evening timings.
- Regular meetings between the headteacher and staff unions to address issues.
- Increased recognition for staff via the Friday Shout outs, Headteacher's Letters of Recognition and the 'Unsung Hero' nomination process.
- A Mindfulness and Meditation coach who offers one-to-one and faculty sessions.

Mental Health First Aiders:

Over time we hope to have all Heads of Year trained as MHFAs.

3 staff members trained as Adult Mental Health Champions.

One member of SLT is the Senior Lead for Mental Health and Well-being.

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.

As a campus we have implemented a [BGLC Workload Charter.pdf](#)

A provision map for Mental Health and Well-being can be found here : [MH&WB Provision Map .pdf](#)