



Joseph Leckie  
Academy

**Mental Health and  
Wellbeing Policy and  
Development Plan**

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## 1. Mission Statement

At Joseph Leckie Academy the wellbeing and positive mental health of our students and all of our stakeholders is a core aim. 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.

1.1 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.

1.2 Further findings of the 2020 NHS report into mental health of children and young people<sup>1</sup> suggest that:

- Rates of probable mental disorders among young people between ages of 5 and 16 have risen from 1 in 10 in 2017 to 1 in 6 in 2020
- The likelihood of probable mental disorder increases with age with a noticeable difference in gender for the older age group among young people (17 to 22 years); 27.2% of young women and 13.3% of young men were identified as having a probable mental disorder
- Among those between 5 and 22 with a probable mental health disorder, 58.9% have sleep problems. The propensity with which sleep problems manifest among young people also increases with age- with 69.6% of 17 to 22 year olds and 50.5% of 11 to 16 year olds reporting sleep problems when identified as having a probable mental disorder.
- Around 6 in 10 children aged 5 to 16 (62.6%) suggest that they have support from their Academy with their wellbeing and mental health.
- Children aged 5 to 16 with a probable mental health disorder are more likely to live in a household suffering financial problems and 'having fallen behind on payments' (16.3%) than children who are unlikely to have a mental disorder (6.4%)
- Children and young people with a probable mental disorder are more likely to say that lockdown and the effects of the COVID-19 Pandemic have 'made their life worse' (54.1% of 11 to 16 year olds and 59% of 17 to 22 year olds) than those who are unlikely to have a mental disorder (39.2% and 37.3% respectively).<sup>2</sup>

These issues are not limited to childhood and we recognise our responsibilities for the development of young people and their role in adult life, their family and work environment and their mental health and wellbeing beyond school years. Adult mental health research suggests that:

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<sup>1</sup> NHS, **Mental Health of Children and Young People in England, 2020: Wave One Follow up to 2017 Survey**, (2020) <https://digital.nhs.uk/data-and-information/publications/statistical/mental-health-of-children-and-young-people-in-england/2020-wave-1-follow-up#summary>

<sup>2</sup> Ibid.

- 1 in 4 adults will experience mental health difficulties; at least half of these difficulties can be traced back to childhood.
- Adults with mental health issues are more likely to be victims, rather than perpetrators of violent crime.
- People with mental health issues are 'more dangerous to themselves than others' and 80-90% of suicides are committed by people with mental health issues.
- Poor mental health impacts on individuals and their families, in lost income, lower educational attainment, quality of life and a much shorter life span.<sup>3</sup>

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.

1.3 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 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.

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.

## 2. Definitions of Mental Health and Wellbeing

The World Health Organisation (WHO) defines mental health and wellbeing as "... a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community."<sup>4</sup>

This definition is further explored by the charity organisation MIND, who outline the belief that positive mental health and wellbeing is best achieved when "You care about yourself and you care

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<sup>3</sup> Mental Health Statistics, MHFA England, updated 15/10/2020, can be found at, <https://mhfaengland.org/mhfa-centre/research-and-evaluation/mental-health-statistics/>

<sup>4</sup> WHO statement, <https://www.who.int/en/>

for yourself. You love yourself, not hate yourself. You look after your physical health – eat well, sleep well, exercise and enjoy yourself.”<sup>5</sup>

These definitions underpin the Academy approach to mental health and wellbeing in which we support the role that all schools and learning environments play in promoting and enhancing positive mental health and wellbeing. A consistent approach means that the Academy 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.

2.1 Fundamental to the Academy approach is the creation of a mentally healthy environment.

A mentally healthy environment has:

- A clear and agreed ethos and culture that accords value and respect to all
- A commitment to being responsive to children and young people’s needs
- Clearly defined mental health links in Academy policies
- Clear guidelines for internal and external referrals
- Strong links with external agencies to provide access to support and information
- A named lead for mental health promotion with the expectation that there is support and involvement and an ethos that ‘mental health is everyone’s business’

A mentally healthy environment is a place where children and young people:

- Have opportunities to participate in activities that encourage belonging
- Have opportunities to participate in decision making
- Have opportunities to celebrate academic and non-academic achievements
- Have their unique talents and abilities identified and developed
- Have opportunities to develop a sense of worth through taking responsibility for themselves and others
- Have opportunities to reflect
- Have access to appropriate support that meets their needs
- Have a right to be in an environment that is safe, clean, attractive and well cared for
- Are surrounded by adults who model positive and appropriate behaviours, interactions and ways of relating at all times

A mentally healthy environment is a place where staff:

- Have their individual needs recognised and responded to in a holistic way
- Have a range of strategies that support their mental health, e.g. a named person to speak to, signposting
- Have recognition of their work-life balance
- Have the mental health and well-being of the staff reviewed regularly
- Feel valued and have opportunities to contribute to decision making processes
- Celebrate and recognise success
- Are able to carry out roles and responsibilities effectively
- Are provided with opportunities for CPD both personally and professionally

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<sup>5</sup> MIND booklet, **Mental Health and Wellbeing**, (Oct 2017), accessed at, <https://www.mind.org.uk/information-support/types-of-mental-health-problems/mental-health-problems-introduction/about-mental-health-problems/>

- Have their unique talents and skills recognised and opportunities are provided for development
- Have time to reflect
- Can access proactive strategies and systems to support them at times of emotional needs in both the short term and the long term

A mentally healthy environment is a place where parents/carers:

- Are recognised for their significant contribution to children and young people's mental health
- Are welcomed, included and work in partnership with the Academy and agencies
- Are provided with opportunities where they can ask for help when needed
- Are signposted to appropriate agencies for support
- Are clear about their roles and expectations of their responsibilities in working in partnership with the Academy
- Opinions are sought and valued and responded to
- Strengths and difficulties are recognised, acknowledged and challenged appropriately

A mentally healthy environment is a place where the whole Academy community:

- Is involved in promoting positive mental health
- Is valued for the role it plays in promoting positive mental health
- Contributes towards the ethos of the Academy

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.

### **3. Academy approach to promoting positive mental health and wellbeing**

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.

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

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.

### **4. Staff Roles and Responsibilities within Mental Health and Wellbeing**

#### 4.1 Core Wellbeing Team

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

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

**Student Wellbeing Co-ordinator:** Mrs J. Manning

**Staff Wellbeing Co-ordinator:** Mrs H. Van Daalen

**Associate Assistant Principal & Transition Lead:** Miss N. Ravat

**SEND Co-Ordinator:** 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

#### 4.2 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

### 5. Supporting Student Mental Health and Wellbeing

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.

## 6. Current Student Provisions

### 6.1 Student Support

Student Support Link (SSL) works with identified students, through a referral scheme, on specific and individualised needs. These needs can range from behaviour, academic engagement and aspects of wellbeing. Those students referred to SSL can engage with specific programs which are created and ran by both internal and external staff. Further information on the specific roles of those within SSL can be found in the Academy's 'Positive Behaviour Management Policy'. Currently the SSL 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 Co-ordinator. The Student Wellbeing Co-ordinator will mentor and support those identified students in overcoming challenges, with a weekly phone call that is formally logged (while the Academy is providing remote learning) and email.

### 6.2 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 the Positive Wellbeing Programme, developed through the work of Dr Coral Gardiner. Dr Gardiner carried out an 8-week programme to 10 Year 7 students concerned with wellbeing, resilience and self-care. This has been delivered as a six-week programme (every half term) and another two cohorts of Year 7 students completed the programme. This was rolled out to all student support mentors who were trained to deliver the six-week programme, which was altered to be suitable for older year groups. The wider roll-out provision of the programme was stalled by the COVID-19 pandemic outbreak in March 2020 but has been integrated into all year mentors' roles and sees termly cohorts receive this provision from years 7-11 on a rolling basis. This, alongside year mentors' regular meetings and 'open door' accessibility to mentors ensures that mentees know that they have a first point of call to assist with their wellbeing needs.

### 6.3 Curriculum Teaching through 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 as well as the following content that is incorporated into PDP sessions across the five years of Key Stages 3 and 4:

- How to talk about emotions accurately and sensitively, using appropriate vocabulary.
- The links between happiness and being connected to others.
- How to recognise the early signs of mental wellbeing concerns.
- Common types of mental ill health (e.g. anxiety and depression).
- How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.
- The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

Additionally, a Sixth Form PDP session is incorporated into Enrichment Provision, where all year 12 and 13 students undertake a 6-week programme covering drug and alcohol abuse, financial wellbeing and also wellbeing at university and in adulthood.

#### 6.4 The 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. Alongside the SHARP System tool, students also have access to a virtual worry box. This is where students can report any problems or worries, they are having and can be contacted personally by the Student Wellbeing Co-ordinator to discuss the worry and specific measures put in place if this is required. Students also have the option to share this worry with other student (anonymously) so that other students who may also feel the same can all receive the same advice which is disseminated through The Weekly Wellbeing.

#### 6.5 Social, Moral, Spiritual and Cultural Education (SMSC)

All students at Joseph Leckie Academy received SMSC through a weekly email and assemblies during form time. The topics which are discussed are often linked to elements of physical, social, spiritual and emotional wellbeing. They also provide support and advice on who students can speak to and where they can go for advice and support on specific topics. Further information about SMSC at Joseph Leckie Academy can be found in the 'SMSC/FBV Policy'.

#### 6.6 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. Each section is designed to link to the five steps to mental wellbeing but in a student friendly approach. The pages and information are maintained and updated regularly by the Student Wellbeing Co-ordinator to ensure the information provided is current and relevant to the needs of students.

## 6.7 The Weekly Wellbeing publication

Each week students receive an email which is designed by the Student Wellbeing Co-ordinator to help support their wellbeing. The publication provides advice, signposting and ideas on how to maintain a positive wellbeing and improve overall mental health. Information comes from a range of professional sources such as mind, NHS and young minds and makes use of audio-visual resources which would appeal to the students. Student involvement within their own education is an important part of their wellbeing, this means Joseph Leckie Academy actively encourages students to get involved with The Weekly Wellbeing content by offering peer advice and support.

## 6.8 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, this also includes online support services. Joseph Leckie Academy is committed to continuing these links and establishing new working relations with other services where possible:

- [www.kooth.com](http://www.kooth.com)
- [www.youngminds.org.uk](http://www.youngminds.org.uk)
- [www.mind.org.uk](http://www.mind.org.uk)
- Swing Bereavement
- WPH Counselling Services
- West Midlands Police Services

## 6.9 Transition Provision

We recognise the difficulties faced with moving from primary to secondary school and have developed a comprehensive transition programme for this move. However, with the huge amount of schooling missed throughout the COVID-19 pandemic, transition days were missed for the new cohort of Year 7 students. The appointment of Nafisa Ravat as Associate Assistant Principal for Transition is aimed to combat this issue and 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.

# 7. Student Provisions under development

## 7.1 Student Wellbeing Survey

A whole Academy wellbeing survey is being undertaken to identify the current wellbeing levels of Joseph Leckie Academy students. The aim is to identify those students who are self-identifying as having a low wellbeing and targeting those students with individual support and guidance to help improve their overall wellbeing and mental health. The survey also aims to use student voice and suggestions to further improve mental health and wellbeing provisions across Joseph Leckie Academy. The aim is to redo the survey throughout the year to account for the natural changes in student wellbeing, so students do not miss out on additional intervention.

## 7.2 Curriculum Audits

Educating children and young people on mental health and wellbeing is a responsibility of all staff across the Academy. Many subjects already provide some form of wellbeing education within their

curriculum. The audit is designed to identify what aspects of wellbeing are being taught across Joseph Leckie Academy and where there may be gaps which the Academy can utilise and improve. Audits focus on all curriculum subjects as well as SEND, SS and Pastoral departments. This review will ensure that Student Mental Health and Wellbeing at Joseph Leckie Academy becomes fundamental within all aspects of teaching and learning and forms part of the Academy's ethos.

### 7.3 Increasing counselling services

Joseph Leckie Academy recognises the importance of one-to-one support for some students that require more in-depth psychological wellbeing and mental health support. At the time of writing, Mr Greaves, Mrs Manning and Mrs Van Daalen have all completed the Mental Health First Aid (MHFA) certificate and, along with the mentoring team, are providing informal counselling support. We recognise the need for further support and have plans to develop external counselling provision in the coming spring term.

### 7.4 Intervention programs

Joseph Leckie Academy already provides a range of intervention programs across the Academy for all students. However, as our worlds changes the needs of children and young people change along with it. This means, new problems or wellbeing issues can start to occur. In order to ensure all students at Joseph Leckie Academy are provide a mentally healthy environment, new intervention programmes need to be designed.

- Pet Therapy
- Supporting SEND and SEMH students in developing social skills
- Student Wellbeing Ambassadors
- Staff training on student wellbeing and mental health
- Health and Nutrition Programme

## 8. Impact of COVID-19 on Student Wellbeing

The COVID-19 pandemic has had an impact on both student's wellbeing and mental health and the ability for Joseph Leckie Academy to implement many of the interventions fully, especially when having to adjust to remote contact. The overall impact has made it more challenging to organise external agencies to provide training and provisions for staff and students. However, it has increased the speed of other online based support in being provided. The Wellbeing team ensure that all online resources that available to students are meticulously researched and promoted through the Wellbeing SharePoint site and Weekly Wellbeing emails. This is continual, whether students are in school or whether they are at home and will be updated throughout Academy holidays. During lockdown situations when students are largely being home educated, all ongoing provisions of mentoring, support and the updates to available resourcing and provision will continue unabated, taking on extra importance at these times.

This ongoing provision, in lockdown, remote learning situations, works alongside the Safeguarding Tracker and Student Contact phone call provision which involves all Academy pastoral staff as well as SEND support staff and year group mentors and Student Support. Through this weekly phone call system, we can ensure that Academy staff have ongoing contact and can provide direct wellbeing and mental health support, to our students and their families at this difficult time. This also allows us to signpost any arising mental health and wellbeing issues that are emergent during the pandemic so that we can signpost and direct students to the appropriate provision and ensure that mental health and wellbeing emergent needs are addressed early and effectively.



## 9. Supporting Staff Mental Health and Wellbeing

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.

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

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.

This infographic shows some of our key focuses to improve a mentally and physically healthy Academy/working environment:



## 10. Current staff provisions

To ensure that the needs of the staff at Joseph Leckie Academy are met, the Academy has several strategies and programmes already in place which are used to support and aid communication within the academy. All the strategies in place are conducted in conjunction with Joseph Leckie Academy's Staff code of conduct.

### 10.1 Staff Wellbeing sessions

These are specified allotments of time allocated to staff giving them the opportunity to take part in an activity of their choice, alongside other staff. These are scheduled on the Academy calendar with notice given to staff in order to organise the specifics of what is on offer.

In the past these have been evening sessions organised by staff members, who volunteer to put on a range of wellbeing workshops. The types of activities on offer vary, but often include crafts, sports and walks.

## 10.2 Whole Staff Communication and Lines of Support

Social interaction, for many, provides a source of happiness. Building staff relationships can aid communication and create support connections for when stressed, needing advice or to celebrate our successes with. Further to this, people with strong connections with colleagues, tend to report higher life satisfaction and hope.

Joseph Leckie Academy encourages communication between its staff members, providing several platforms within the academy to enable interaction.

Firstly, there is the whole staff email access, whereby all staff have quick and easy lines of communication, with the address book set up to aid finding individuals or groups. There is also the whole staff structure sent out throughout the year and updated regularly so that all staff have a simple way of identifying others in the academy.

Every department has access to a communal space to be able to come together with other staff in breaks and lunches. Within each team there are points of contact and a leadership structure whereby everyone has someone they can go to if they need support. In addition to these departmental meetings also provide opportunity for discussion, idea sharing and the feeling of team spirit.

Outside of departments/faculty there are cross-departmental/faculty groups to discuss TEEP and within form groups. Staff are also with different teams when on duty. This embraces a wider network of collaboration across the Academy, allowing for wider sharing of classroom experience and social interaction to build bonds.

Whole Academy events are also a great way for the Joseph Leckie Academy community to come together to be involved in a joint experience. The annual Celebration of Achievement is one such event. These along with trips are all scheduled on the Academy calendar and are open to any staff to attend.

## 10.3 Staff Mental Health and Wellbeing SharePoint

Using SharePoint, Joseph Leckie Academy provides a space which is dedicated to staff overall mental health and wellbeing. On the Staff side of the page there are ever expanding links to support, events, videos, and information looking at a full range of wellbeing topics. These are updated regularly by the Staff Wellbeing Co-ordinator in accordance with staff feedback and wider reading on current topics, targeting relevant information to help staff.

The aim is to provide meaningful support delivered in a positive way, that is concise so as not to overwhelm staff. Staff members can use this page to suit them, there is no expectation or pressure on staff to engage with all the resources. At Joseph Leckie Academy we understand that every need is different and therefore people can access what is suitable to them, however it can be useful when staff ask for specific support to be able to signpost them to the areas along with any other relevant help.

#### 10.4 The Weekly Staff Wellbeing Publication

Every Friday an email is sent out to staff with a link to a Staff wellbeing PowerPoint designed by the Staff Wellbeing Co-ordinator to help support their wellbeing. The starting point for each of the areas covered, stems from the NHS guide to wellbeing, focusing on 5 key areas. These are to stay connected, to stay physically active, to learn new skills, to give to others and mindfulness. The publication provides opportunities to be involved with each of these concepts, as well as sources for advice and ideas on how to maintain a positive wellbeing and improve overall mental health.

In addition to the NHS guidance information is also utilised from a range of mental health support pages to look at different ways of engaging staff with topics each week. Staff involvement is encouraged, with multiple opportunities for them to be featured as part of the publication, giving more of a personal more approachable look.

There are also whole staff 'events and initiatives' that staff can opt into being part of if they would like a more active role in the weekly wellbeing program. So far this has included a buddy system and a break time remote connect event. Staff are also contributing by sending in pictures, poems, own strategies and ideas each week.

After sending out the publication, it also opens a line of communication between the Staff Wellbeing Co-ordinator and all staff within the academy. This had led to staff feeling comfortable with expressing a need to see certain support and topics presented within the weekly updates. These are acted upon in the following week's information to tailor guidance to what is highlighted as an area of need.

#### 10.5 Annual staff recognition programme

Joseph Leckie Academy recognises that gratitude for staff is essential to wellbeing. It can help build stronger relationships within the Academy, help boost self-esteem, provide motivation and aid greater engagement. Experiencing gratitude has also been shown to aid sleep, reduce anger and stress as well as strengthening one's ability to deal with adversity. By spreading gratitude and positivity, a ripple effect can positively impact those around us too (including the effect on students), the more we practise gratitude, the stronger our mental health will be.

Joseph Leckie Academy has developed a survey system whereby on the lead up to Christmas each year, staff and students have the opportunity to show appreciation to a member of staff that has made positive impact to them that year. The survey is shared each week, asking for input about how a member of staff has made a positive impact on their Wellbeing. The open format allows for comments to be as detailed and personal as they would like to divulge. These comments are anonymised and shared back to staff in weekly updates so all the positivity and appreciation can be enjoyed. By allowing staff to see the appreciation of their hard work they can all be part of the gratitude shown.

In addition to the comments, staff selected at random also receive a small gift of appreciation. Different staff selected each week. All staff receive a thank you card with the comments specifically written about them, enclosed inside.

### **11. Staff Provisions under development**

#### 11.1 Staff Wellbeing Survey

A whole Staff wellbeing survey was sent out in early 2020, to staff email addresses. Although staff participation (162 staff completed the survey); feedback from some staff suggested that questions were leading and they could not be as open about how they felt. The aim is to redo the survey this year, responding to staff concerns from the previous survey. Therefore, by using an external provider for creating and analysing the questionnaire, we will hopefully see a more honest participation and a greater overview of staff feeling, in order to target initiatives supporting wellbeing.

Different providers for this service were reviewed, in Dec 2020 and Jan 2021, in terms of what would be the best fit for the Academy, looking at a range of factors including the survey platform, ease of analysis, cost and ability to implement action points identified by the results. The top 4 were presented to the Wellbeing lead and a decision was made to move forward in correspondence with the provider 'The Wellbeing Project'. It was felt that the follow up after the questionnaire and analysis stages would provide the best support for the Academy in the upkeep of wellbeing training and support. We plan for this to take place in the Summer Term of 2021.

### 11.2 Staff Garden of Remembrance

Joseph Leckie Academy recognise the importance of supporting staff after the loss of a loved one. We understand that whether that be family member, friend or colleague, the impact can be overwhelming.

The Academy, as a Community, has just faced the devastating loss of Keith Whittlestone, our dedicated and longstanding Principal. He touched many lives and will be missed by so many. To recognise this Joseph Leckie Academy felt it paramount to give Staff a space to remember and honour him.

The proposal is to create a garden of remembrance and seating space Infront of the KWB2 building with tributes to our Memory of Keith. This quiet space is for Staff access only, meaning that within Academy staff have a more private space for personal reflection. During breaks, lunchtimes or after school, staff will have a place to focus on themselves in quiet reflection or mindfulness.

Two areas of the healthy grieving process are, learning to support yourself emotionally and making connections to others in conversation, face-to-face. The benches in the garden of remembrance will allow for Staff to take this time.

Staff may also have other losses or causes to need a peaceful spot to sit and process emotions. The Garden provides this escape whilst supporting wellness through the plants, smells and outdoor stimulus. We are keen to use this space to embed aspects of wellness so that it can have a positive uplifting impact on its users.

### 11.3 Counselling services

At Joseph Leckie Academy we understand the need to provide additional help and points of contact for staff that are having emotional problems, having a bad time or just simply needing someone who will listen. Talking therapies can help with all sorts of problems and give specific help tailored to individuals.

The first way we are looking to introduce talking therapy throughout the academy is through staff co- counsel. This would buddy up staff with a contact within the academy who they might not



already have much contact with (outside of their department). It would give staff an extra person they could go to in tough times or even if they are just needing a supportive chat. By doing this it will provide staff with an opportunity to look at their problems in a different way and promote healthy discussion with a peer who will respect their opinions.

Sometimes it is easier to approach a stranger for support rather than a friend or colleague. This is where our second talking therapy option comes in, External Counselling provision. We are working with West Midlands Police to be able to provide two staff counsellors. This provision begins in Feb 2020 and will run for six weeks. This will be accessible on set days so that staff can attend sessions to talk to someone from outside the academy about their problems.

#### 11.4 Intervention programs

Joseph Leckie Academy would like to increase the amount of intervention programs across the Academy provided for all Staff. As needs arise these will also need to be developed and responsive to the Academy climate. This means when new problems or wellbeing issues start to occur, additional interventions will be devised and supplied. Each initiative will aim to ensure all staff at Joseph Leckie Academy have a secure, mentally healthy environment. Some of the areas already identified as needing further development are:

- Increased staff recognition initiatives, to feel valued at work.
- Recognition of calendared events to create opportunities for greater staff unity.
- Annual staff sponsored Run/ walk for a chosen cause each year. (This will change each year depending on what staff choose as their designated charity) Bringing staff together for a common cause whilst also promoting physical health.

#### 11.5 Staff Map

Unity and togetherness as part of the Joseph Leckie Academy community, can be supported by developing a visual staff map.

An accessible whole site map of staff, subject areas and all teams that make up our workforce will be created. This will help staff to see how they are part of a collective and bring us all closer. Showing all staff, where they are located across the Academy site and a short caption about them, will show how we are surrounded by great people. This has been shown to improve wellbeing through improving connections, embedding the idea that we are all significant, actively contributing to part of a larger picture, indicating we are all valued.

### **12. Impact of COVID-19 on Staff Wellbeing**

Staff Wellbeing has been dramatically affected by the current COVID-19 pandemic, it has also meant that our approaches to support Mental health and wellbeing have had to be adapted. In some ways it has meant that Joseph Leckie Academy cannot implement some of the interventions fully or delays to access additional networks of support has occurred. The overall impact has made it more challenging to organise external agencies to provide training and provisions for staff. However, it has increased the speed of other online based support in being provided and has allowed different ideas and support to surface.

In addition, specific advice and support has been developed (and continues to be developed) in order to target issues arising from staff working in new working conditions and home working. The Wellbeing Team and, specifically the SLT Wellbeing Lead, have taken on additional counselling

support roles to call, visit and support staff who are struggling at this time.

### **13. Involvement of Students**

Joseph Leckie Academy recognises the importance of 'student voice' both in exposing wellbeing and mental health needs, but also in developing appropriate provision and developments moving forward. This is an area we are looking to develop and have ensured that Wellbeing provision in form time is now engrained into the form time agenda, both while students are in school and in a remote learning situation. Through the introduction of form room worry boxes we are confident that many emerging wellbeing and mental health issues will be signposted and students will be guided to the appropriate provision, through the wellbeing, mentoring or safeguarding teams, as appropriate. Furthermore, Mental Health and Wellbeing is an agenda item at all Academy Council meetings that are held on a half-termly basis. Issues that arise from these meetings are then fed back to SLT through Academy Council yeargroup representatives meeting with the SLT once a half term. Finally, the open door policy and availability of the Wellbeing team is promoted through regular assemblies and the Weekly Wellbeing so that all students are aware of the provision and how to access it.

### **14. Training Staff**

Joseph Leckie Academy understands the importance of having professionally trained staff within its mental health and wellbeing provision. To this aim, yeargroup mentors have received directed wellbeing and mental health training from Dr Gardiner who has set up the directed Positive Wellbeing Programme. Similarly, three members of the Wellbeing Team have received MHFA accreditation as qualified mental health first aiders. We hope to expand this training to year mentors as well in the coming academic year (2021-22).

### **15. Monitoring and Evaluation: Student Mental Health and Wellbeing**

It is important to note that a person's wellbeing is not static and will change depending on an individual's circumstances. Therefore, it can be difficult to evaluate the effectiveness of one program on an individual student's overall wellbeing, and must be approached holistically, considering several factors which impact the student both in and outside of school. As more provisions are created to support students at JLA, monitoring and evaluation will provide more in-depth analysis.

This policy offers opportunities to measure the impact in a variety of ways:

- Academy policies
- The Academy's ethos
- Child/Staff/Volunteer wellbeing
- Staff/Governor/class and Academy Council meetings
- Feedback from the whole Academy community via questionnaires and verbally, formally and informally
- The number of external referrals.
- Training and development internally, for example 'Safeguarding, Mental Health and Wellbeing inset
- Induction and professional development of Staff and Volunteers

Both staff and students wellbeing will be surveyed on a regular basis. An initial student wellbeing survey was undertaken in December 2020 and utilisation of SIMs recording and measurements of wellbeing data will be used to track changes and impacts of interventions. As mentioned, the Staff

Wellbeing Survey will be implemented in Summer 2021 and this will. The elements below outline the current and proposed future process for monitoring and evaluating student mental health and wellbeing within the Academy:

### 15.1. Wellbeing Scores

The wellbeing scores for each student from the wellbeing survey will be tracked used SIMS. Each student will have a minimum of three wellbeing scores from across the year, relating to each term. Each data collection point will be analysed to identify those students who are displaying the lowest wellbeing scores and then referred onto relevant staff and services for additional intervention and support for example.

- Mentoring from SS year group link and/or the student wellbeing co-ordinator
- Specific intervention programs ran by SS
- Counselling referrals
- Participate in the Wellbeing Program

The wellbeing scores will provide students individual data as well as whole cohort information which can be used to monitor and evaluate the impact of other wellbeing provisions. Each term a report will be produce analysing the wellbeing data against other Academy performance data.

1. Academic Outcomes
2. Attendance Rates
3. Behaviour Points and Interventions

The report will also provide a breakdown of wellbeing across year group, gender, pupil premium and ethnicity. This information will allow JLA to target specific groups of students and not just individuals on a larger scale to further improve current provisions. As wellbeing is not static, we would expect to see fluctuations within the data. These fluctuations can be further analysed to identify patterns within the academic year to anticipate and mitigate potential drops within wellbeing.

### 15.2. Student Voice

Student voice is an important process in JLA's ability to fairly assess the effectiveness of the wellbeing provisions in place and to provide further insight in what students would find beneficial moving forward. Student voice will obtain in multiple ways across the academic year.

1. Wellbeing Survey contains opportunity to feedback on current wellbeing provisions and provide suggestions for improvements
2. Student Council contains a fixed agenda point on student wellbeing, which is then feedback to SLT
3. Student suggestion forms and student worry box form provide opportunities for all students to discuss concerns and provide ideas which are used to further improve provisions.

Further to this the student wellbeing coordinator will produce an annual report based on data collected from a whole academy questionnaire focusing on student views of the academy's wellbeing provisions and focus group analysis of resources used within that academic year. This use of student voice will provide on-going evaluations based on those who are impacted the most. Where student ideas and suggestions cannot be implemented, feedback will be provided to them

explaining why. This will ensure students continue to engage, feel valued and build trust between the Academy and students. Ultimately, we will see students who are confident in approaching and suggesting ideas and have a willingness to become actively involved in wellbeing provisions themselves such as:

- Wellbeing Ambassadors
- Creating and contributing to The Weekly Wellbeing
- High uptake in house activities, extra-curricular and Academy council
- Independent ideas or projects run by students

### 15.3. Intervention programmes

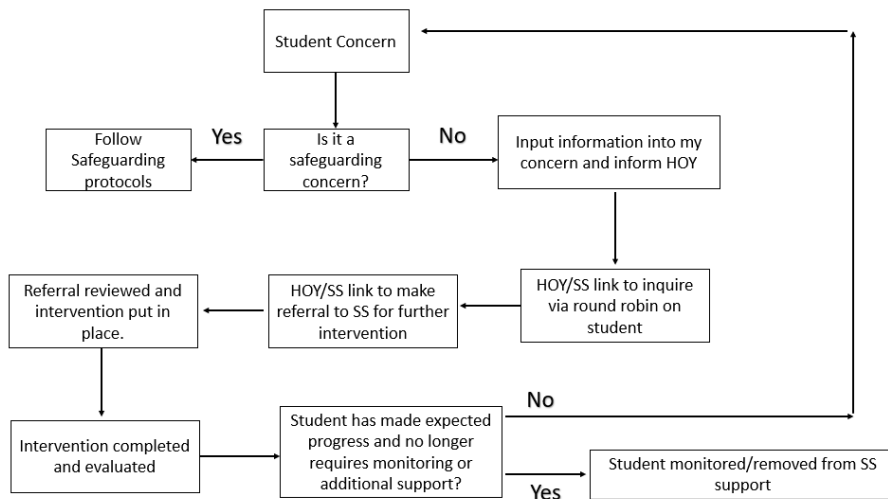
The Academy provides a wide range of interventions for students, delivered by multiple staff members, these interventions are provided on a referral basis (outlined below). Each programme is monitored by the staff member responsible for delivery. Each programme will be monitored and evaluated differently, depending on the nature of the programme and referral, which is the responsibility of the staff member who runs the program.

However, all students who receive an intervention programme, will complete an additional wellbeing survey at the end of the programme and 8 weeks later. This is to show longer term impacts of the programme on their overall wellbeing. On completion of the program parents/guardians will also be given a questionnaire to complete assessing the impact the intervention program has had on their child, where appropriate. Those students who participate in an intervention program will be tracked using SIMS, it will focus on:

- Their wellbeing scores
- Attendance percentage
- Behaviour Points
- Progress 8 score (where relevant)
- Completion dates
- Parental views
- Other interventions in place
- Re-referrals

This information can then be used to identify where JLA can improve current interventions or where there are gaps within provisions. JLA will also track referrals which are made, however an increase in referrals does not always mean wellbeing is decreasing but can be a sign that staff are more aware of identifying wellbeing needs within students or students themselves are more aware of their own needs and are engaging with support. Therefore, increased access to early intervention resources will lead to a reduction in more serious issues in the future.

Below outlines the referral system in place at JLA, which is followed when a student may need additional intervention and support. If a staff member is concerned about a student, this process should be followed for the student to gain the right support.



#### 15.4 Student Engagement and Access

Student engagement to the provisions put in place by JLA can be assessed to identify which provisions are working and which may need improvement or altering. Increased engagement of the resources will mean an increase in wellbeing education to all students across the academy. The following resources can be monitored for student engagement:

1. The Weekly Wellbeing Publication will be sent as a link which can be monitored to identify how many students are accessing this.
2. Monitor the student mental health and wellbeing page access
3. Monitor the views on the mental health and wellbeing streams channel
4. Responses to surveys, forms and questionnaires which are sent out throughout the year
5. Direct communications with the student wellbeing coordinator from students

This information will be used alongside student voice analysis to identify areas of further improvement and identify why students may not be engaging. The student wellbeing coordinator will include the access and engagement figures of all wellbeing provisions where possible in a termly and annual report.

## **16. Monitoring and Evaluation: Staff Mental Health and Wellbeing**

### **16.1 Wellbeing Questionnaire and evaluation.**

The completion of the Staff Wellbeing Questionnaire in conjunction with 'The wellbeing project' will provide every member of staff with immediate feedback as to their own wellbeing data. This data will be collated and analysed to be able to tailor and implement a targeted approach specific to our academy needs. Through using the services of 'The wellbeing project' staff have access to resources, support and training centred around them.

Examples of such resources include:

- 13 sessions made to support quality of life, Physical, emotional and mental wellbeing.
- Training in how to build and maintain healthy resilience.
- Financial programmes to support wider wellbeing concerns.
- A research-based approach to emotional intelligence and decision making to heighten focus and creativity.
- Practical tools to help with issues surrounding COVID-19.
- Hand-outs, toolkits and webinars to provide a full range of workshops.

The information provided by staff will identify areas of strength and areas of risk, enabling us to take effective action fast, in order to improve staff happiness and overall wellbeing. It will reveal correlations across the academy aiding measures so that concerns can be continually addressed, and healthy communication maintained.

This annual survey will give great insight and avenues in which immediate action can be taken. In addition, smaller surveys will be carried out throughout the year to encourage staff voice. These will aid the feedback process, to be able to evaluate the effectiveness of the strategies and support being provided. It will also enable Joseph Leckie Academy to monitor improvements made to their wellbeing. Evaluation can be drawn from comparing sets of data, before and after initiatives are introduced.

As part of this process, the wellbeing team will have access to a team of specialist psychologists that can provide detailed analysis and insight about our Academy Wellbeing.

### **16.2 Staff Voice and Email**

Through initiatives sent out, weekly bulletins that ask for staff response and Staff surveys as part of different projects, Joseph Leckie Academy will be able to establish what staff are engaging with. The current and new provisions will be able to be assessed in terms of what is proving to be most beneficial. Additional initiatives resources and plans can be discussed and implemented where appropriate and equally, the tools that staff are not engaging well with can be adapted or discontinued depending on feedback.

Staff feedback will provide on-going evaluations about what is being implemented. Staff will be kept in the loop about provisions in place and always be given the option to give their opinion, so that they can be part of the process of delivering what is right for them.

### **16.3 Intervention programmes**

The Academy currently provides a range of interventions for staff and aims to implement more. It is important to note that it is not expected for all staff to engage with every initiative. Staff will have chance to engage with all/ any that they feel are right for them, to support their own personal

wellbeing. We at Joseph Leckie Academy recognise that every member of staff has different needs and that giving too many interventions that all staff must be involved with can become overwhelming and counterproductive.

Some initiatives such as the Buddy system, will give the staff involved ownership of the process. It is up to them to decide what they put into it and how they choose to orchestrate their peer relationship. However as will all the initiatives feedback can be given to the Staff Wellbeing coordinator in order to evaluate the successes of the scheme. Each programme will be monitored and evaluated differently, depending on the nature of the programme and level of uptake. However, there will be opportunity to fill in surveys intermittently, in order to establish the impacts, it has had.

#### 16.4 Staff Engagement and access

Joseph Leckie Academy can monitor the access of resources on SharePoint and the use of forms by staff. This information will be used to inform the Staff Wellbeing Co-ordinator what staff are engaging with and where there is a lack of engagement. This will allow the Staff Wellbeing Co-ordinator to make specific changes and investigate why staff are not engaging.

Whilst this data may give an overview of use, it is important to note that a person's wellbeing is not static and will change depending on an individual's circumstances. For instances some of the resources available are for specific events or situations in a person's life, they may not be always applicable to everyone or throughout the whole year. However that does not make them any less valuable, to a staff member at their time of need. Therefore, it can be difficult to evaluate the effectiveness of one program on an individual staff members overall wellbeing, and must be approached holistically, considering several factors which impact the member of staff both in and outside of school. The resources supplied are also part of a bigger picture to be used in conjunction with other initiatives, so it will be hard to isolate the impact of just one area.

#### 16.5 Counselling services

Whilst the process of the individual sessions will remain personal and confidential to the staff member involved. Joseph Leckie Academy will be able to monitor the uptake and staff involvement through the number of people who use this service. If counselling services are found to be successful it will become evident through the continual use by staff. The amount of use can be communicated back to the Staff wellbeing coordinator to ensure there is enough availability and provision of this service.

#### 16.6 Other

There are several other avenues whereby Joseph Leckie Academy can gain insight and draw evaluation about staff feeling and wellbeing. These include platforms which encourage staff in open discussion. Staff/Governor/departmental/TEEP and Academy council meetings are minuted, any issues that are discussed regarding wellbeing can be reviewed by the wellbeing team and actioned appropriately. Feedback from the whole Academy community via questionnaires and verbally, formally and informally are also useful sources of information.

## 17. References and wider reading

- The Mental Health Promotion Strategy for Children and Young People, Wigan 2009
- Children's Health: A Guide Fundamental Health Local Government Information Unit (LGIU) 2007
- Bright Futures: Promoting children and young people's mental health, Mental Health Foundation
- Article 28, 29, 30 and 31 United Nations Convention on the Rights of the Child
- Work/Life Balance National Agreement 2003-2005
- Mental Health Statistics, MHFA England, updated 15/10/2020
- MIND booklet, **Mental Health and Wellbeing**, (Oct 2017)
- NHS, **Mental Health of Children and Young People in England, 2020: Wave One Follow up to 2017 Survey**, (2020)
- <https://thewellbeingproject.co.uk/ourservices/workplace-wellbeing-audit/>
- <https://www.mentallyhealthyschools.org.uk/whole-school-approach/supporting-staff-wellbeing/?searchTerm=staff%20wellbeing>
- <https://www.cusp.ac.uk/wp-content/uploads/pp-wellbeing-report.pdf>
- [https://link.springer.com/referenceworkentry/10.1007%2F978-94-007-0753-5\\_446#:~:text=People%20with%20good%20communication%20skills,Segrin%20%26%20Taylor%2C%202007\).&text=quality%20of%20life.-,Communication%20plays%20a%20vital%20role,or%20disrupting%20personal%20well-being.](https://link.springer.com/referenceworkentry/10.1007%2F978-94-007-0753-5_446#:~:text=People%20with%20good%20communication%20skills,Segrin%20%26%20Taylor%2C%202007).&text=quality%20of%20life.-,Communication%20plays%20a%20vital%20role,or%20disrupting%20personal%20well-being.)
- <https://www.wellbeingpeople.com>
- <https://www.mind.org.uk/information-support/guides-to-support-and-services/bereavement/about-bereavement/>

## 18. Links to Other Policies

Please read in conjunction with:

- Academy Improvement Plan
- Behaviour Policy – Attitude and Behaviour
- Child Protection Procedures
- Teaching and Learning Policy
- Online Learning Expectations Policy
- Equality Policy
- Bereavement Policy
- Anti-Bullying Policy
- SEND Policy