

Beechen Cliff Wellbeing and Mental Health Strategy 2022/23 Impact Review and 2023/24 Strategy

The school vision:

To enable pupils to achieve their aspirations and become well-rounded, confident and compassionate individuals who go on to live a fulfilled life and make a positive contribution to society.

Best hope for wellbeing & mental health:

Pupils lead happy and healthy lives, thriving as individuals and making a positive contribution to society.

The school's goal for its wellbeing and mental health strategy is:

To create a culture of openness about wellbeing and mental health, encouraging everyone to talk about feelings, listen to one another and promote their ability to bring about change for the better.

The strategy has three broad aims:

1. Creating a proactive positive mental health culture - placing a high priority on wellbeing and mental health as part of our vision for pupils and students and staff.
2. Keeping mentally fit and healthy - developing pupils' and students' emotional literacy and teaching them how to be proactive about keeping mentally fit and healthy.
3. Responding when things are difficult - ensuring pupils and students have somewhere to turn when they have a crisis, need some help or just want to talk.

The aim for Staff

Staff to feel positive about their wellbeing and to feel listened to and supported by school leadership. Staff to feel their wellbeing is considered important.

Summary of Objectives for 2022-23:

1. Improve understanding of mental wellbeing, how to support others and where to access further support
2. Continue to develop the role of the mental health / wellbeing ambassadors
3. Introduce anonymous reporting tool to ensure students are comfortable in coming forwards with concerns
4. Promotion of 'can-do' culture rather than a deficit focus, including the pivot from talking about mental health to wellbeing and mental health.
5. Ensure staff feel their wellbeing is considered by the school leadership and feel supported in their role

The following actions are planned to help us work towards our objectives

Actions	Responsible	Impact	RAG rating
<i>Pupils/Students</i>			
Maintain funding for Solution Focussed and other counselling (Off the Record and Mentoring Plus) in school	TDM	<p><u>Off the Record - counselling support</u> 30 pupils completed a 6 weeks programme and others received some support.</p> <p><u>Mentoring Plus - Mentoring Support</u> 25 pupils supported.</p> <p><u>Project 28</u> 13 pupils supported.</p> <p><u>Public Health Nurse</u> 7 referrals to the Public Health nurse as well as weekly drop in sessions.</p> <p><u>Solution Focussed Counselling with Tara Gretton</u> 65 pupils supported.</p> <p><u>External Agency Support</u></p>	

		<p>11 CAMHS referrals made some of which they referred to alternative Mental Health support</p> <p><u>Sixth Form Students Accessing Solution Focussed support (Susie Ingram)</u> SF sessions Yr 12 - 22 students SF sessions Yr 13 - 34 students</p>	
<p>Ensure wellbeing provision through the PSHE curriculum is strong (PSHE lessons and tutor sessions)</p>	ALW/PEN	<p>Mental health and wellbeing taught for a term in every year group 7-13</p> <p>Pupils know the importance of good mental health and wellbeing (97% in pupil surveys in 2022/23). Pupils know how to access support.</p> <p>2023 Ofsted report: <i>'The school recognises the value of talk and the importance of developing pupils' emotional literacy. Pupils are taught how to be a good friend when their peers need them. The curriculum is designed so that mental health themes are revisited regularly. All of this has led to a culture where pupils are confident to speak about their worries and know they will be supported.'</i></p>	
<p>Ensure the Mental Health Lead completes the B&NES training</p>	PEN/MAM	<p>£1200 received July 2022 and used in the provision of counselling services. Completion of training by MAM/PEN in 2022/23 fulfils DfE advice that schools have a senior mental health lead.</p>	
<p>Implement two wellbeing and mental health assemblies per year group through the academic year (one with testimony assemblies)</p>	MAM/SLI/TGR	<p>Student feedback on assemblies is generally positive, particularly about peer-led aspect. Uptake in seeking support as a result.</p>	
<p>Additional Solution Focussed training for Staff</p>	TGR	<p>Staff training increases confidence in delivering SF content through PSHE lessons and tutor time programme .</p>	
<p>Work with Boys in Mind on</p>	KMa/MAM	<p>New set of videos published</p>	

another set of films		Addition of Jim Cumpson (from BIM) to the staff team has increased support available for pupils.	
Ensure mental wellbeing has a constant presence in the school newsletter	SLI/TGR	Reinforces mental well-being as a whole school focus, and informs parents of SF approach. Parents have attended Solution Focussed online forums/meetings run by the school.	
Ensure parental engagement through Solution Focussed online forums/meetings	SLI/TGR	Two sessions run, around 100 parents signed up.	
Update information on the School website	MAM/TDM	Link to Mental Health is under the 'about us' section of school website to signpost as a school priority. Website up-to-date and Mental Health and Wellbeing Strategy published.	
Develop the role of the Mental Wellbeing Ambassadors (working with Boys in Mind)	ALW/PEN	Anti-bullying ambassadors were appointed in the lower school who have incorporated mental health and wellbeing into pupil-led assemblies. Mental health senior prefects appointed in Sixth Form who led testimony assemblies. Three students were appointed as Boys in Mind youth ambassadors. The mental health ambassador role was not further developed.	
Undertake pupil surveys for feedback	TDM/MAM /LGB	Completed - 97% students state they understand the important of good mental health and wellbeing .	
Undertake pupil focus groups	TDM/LGB	These have taken place and findings have been incorporated into the school development plan ensuring pupil voice is considered and acted upon.	
Development and promotion of anonymous reporting form for concerns	MAM	This was launched and is accessible for all students via their school login page (it is currently not used a lot).	
Zero tolerance to bullying and discrimination clearly explained to students and	MAM	All students signed the Pledge of Respect and Beechen Cliff Charter. As a result of the Equalities review in May 2023 the procedures for tackling	

demonstrated by actions including support, sanctions and education (education through lessons, assemblies and tutor sessions and the annual Pledge of Respect)		<p>equalities incidents were amended.</p> <p>Equalities covered via the tutor and assembly programme and whole school events throughout the year, such as Show Racism the Red Card, Black History Month, anti-bullying week, IDAHOBIT - Yrs 7-13</p> <p>Pupils have a good understanding of equalities and what bullying is (</p>	
Introduce anti-bullying ambassadors	ALW	20 Students in KS3 have been appointed and received training which will continue next year. Ambassadors led assemblies for Yrs 7-11 and did a poster campaign ensuring anti-bullying became higher profile.	
Write Wellbeing Hot Topics for Staff around well-being to promote knowledge as part of the Safeguarding Hot Topics Programme	MAM	Two Hot Topics covered mental health and wellbeing ensuring it remained high profile for staff.	
Introduce and enforce consistent routines into tutor time to provide clarity of expectations for pupils, reduce anxiety and set up effectively for the day ahead	MAM	Tutor routines written and shared with staff. Implementation completed in 2022-23. This has ensured better set up for the day ahead.	
Review and update the reflection element of sanctions (e.g. detention reflection sheets) to enable a Solution Focussed approach and restoration.	MAM	Review completed. C2 slips include a reflection for students to complete ensuring reflection on behaviour takes place regularly.	
Pupil Passports to be created	MAM	SEMH profiles developed and shared with staff.	

for SEMH pupils to support staff in working with them.		Best practice for SEMH learners shared with staff. Some training in de-escalation techniques provided for staff ensuring better understanding of strategies but further development on this is needed. ADHD training for staff scheduled in 2023/24.	
<i>Staff</i>			
Staff wellbeing to be considered when designing and implementing new initiatives	All of SLT	This is considered by SLT and has led to initiating a plan to reduce reports from three to two per year group per year and beginning to using the DfE Workload Reduction Toolkit with the Workload Group.	
Undertake staff surveys for feedback	TDM/MAM	This was undertaken twice - findings have fed into school development plan ensuring staff views are considered in school development.	
Undertake staff focus groups	TDM	This was undertaken by ECTs and a female staff group ensuring a better understanding of things that are going well and things that aren't which has led to some changes to policy and process (e.g. updates to the staff induction programme fro 2023/24..	
Implement staff wellbeing suggestion form	CCA	This is available as a tile on the staff home page. This means all colleagues have the opportunity to make suggestions. Currently not used a lot. NEU representative has also collated feedback and presented to SLT, which has been incorporated into the school development plan.	
Ensure there is a comprehensive CPD Programme in place	SSU	OLEVI programme in place through the Trust, SSU signed the school up for a National College school subscription, NPQs and exam Board training are supported and a budget is in place for staff to request additional CPD opportunities. This had ensured a wealth of CPD is available.	
Implement Headteacher's Q&A sessions	TDM	Staff were invited to two Q&A sessions with TDM giving the opportunity to question, listen and feed back.	
Ensure nice activities are in	TDM/AJS	Staff thanked in weekly briefing notes/meeting for reports/parents	

place e.g. staff socials, free INSET lunches, pastries after parents evenings etc. Staff to be thanked in staff briefings.		<p>evenings/sporting fixtures/outdoor education trips etc. Staff 'shout out' notice board in staff room and 'you got mugged' in place.</p> <p>Cookies/pastries provided regularly and Friday tea and toast re-introduced. Staff socials took place at the end of each term with food funded.</p> <p>Postcards for colleagues recognised by parents or pupils were circulated.</p> <p>The hope is this made colleagues feel more valued.</p> <p>Pilates sessions part-funded.</p>	
Create staff workload group to review this.	TDM	The group met for the first time and agreed to continue with a working party. More work on this to be continued next academic year following the DfE Workload Reduction Toolkit.	
SF reflection to be added to staff appraisal	SSU/PEN	Three SF questions added to appraisal paperwork for staff to reflect on the previous year and look forward with a SF approach (what were you pleased to notice, how did you overcome challenges, what are your best hopes for the year ahead). This has given the opportunity for SF approaches to be embedded in conversation.	

Summary of Objectives for 2023-24:

1. Further improve understanding of mental wellbeing, how to support others and where to access further support
2. Continue to ensure students have access to counselling support and develop the role of student ambassadors
3. Ensure staff continue to have appropriate safeguarding training and continue to understand mental health and wellbeing in order to be able to refer students in crisis for timely support (coordinated by pastoral team)
4. Ensure SF training is available for staff as part of a wider programme to develop SF culture across the school, and to support staff with their teaching practice and wellbeing
5. Further promote a 'can-do' culture rather than a deficit focus, including shifting the focus from talking about mental health to wellbeing and mental health in line with SF principles
6. Ensure staff feel their wellbeing is considered by the school leadership and feel supported in their role

The following actions are planned to help us work towards our objectives

Actions	Responsible
<i>Pupils/Students</i>	
Maintain funding for Solution Focussed and other counselling (Off the Record and Mentoring Plus) in school. Increase mentoring capacity through mentoring with JCU and Off the Record group sessions.	TDM
Continue to ensure wellbeing provision through the PSHE curriculum is strong (PSHE lessons and tutor programme) from Year 7-13. PSHE lessons extended to Year 12 and 13 as timetabled lessons. Ensure Year 12 complete SHEU survey and programme is adapted in light of the results SMSC audit to be completed and areas for development identified and acted upon.	KMO/ ALW
Ensure the Mental Health Lead utilises resources from the B&NES training	MAM
Ensure the Mental Health Lead utilises resources from the 'digital hub for mental health leads' provided by Anna Freud in partnership with the DfE.	MAM
Continue to provide high quality safeguarding and mental health training which enables staff to refer students in mental health crisis for the appropriate intervention	MAM
Implement two wellbeing and mental health assemblies per year group (7-13) through the academic year (one from HoY and one peer-led testimony assemblies)	MAM/KMO/SLI/TGR /PEN/NBA
Additional Solution Focussed training for staff: <ul style="list-style-type: none"> • Staff meeting SF overview training to be delivered October 23 • TGR to deliver SF training January 24 INSET • SF training with TGR to be offered from January 24 (staff completing training wear green lanyard - more to be ordered) • SF in the classroom T&L briefing to be delivered December 23 • SF resources to be shared with staff to support their training 	TGR/PEN

Continue work with Boys in Mind	KMa/MAM/JCU
Ensure wellbeing has a constant presence in the school newsletter	SLI/TGR
Ensure parental engagement with Solution Focussed Approach through online forums/meetings, including session for parents with neurodiverse children	SLI/TGR/JLB
Update information on the School website	MAM/TDM
Develop the role of student ambassadors, including BIM youth ambassadors, anti-bullying ambassadors and Sixth Form senior prefects. Sixth Form students who have received training to have badges visible on lanyards.	ALW/PEN/KMa/JCU/ NBL
Self-care journal to be produced and available for Sixth Form students.	MaG
Undertake pupil/student surveys for feedback	TDM/MAM/LGB
Maintain zero tolerance to bullying and discrimination clearly explained to students and demonstrated by actions including support, sanctions and education (education through lessons, assemblies and tutor sessions) All students to sign the Pledge of Respect and Beechen Cliff Charter in Term 1 23	MAM/KMO/KMa
Continue to work with anti-bullying ambassadors: <ul style="list-style-type: none"> • Ambassadors to be identified by badges • Yr 8 and 9 ambassadors to attend Diana Award training • Ambassadors to train new Yr 7 ambassadors • Ambassadors to choose and implement action plan for the year • Work with other anti-bullying ambassadors in Bath Hub 	ALW
Write Mental Health Hot Topics for staff to promote knowledge as part of the safeguarding Hot Topics programme (self harm and depression)	MAM/PEN
Maintain and enforce consistent routines into tutor time to provide clarity of expectations for pupils,	KMO/MAM

reduce anxiety and set up effectively for the day ahead	
Ensure staff are informed about all SEMH pupils and their needs in order to support them - shared in September 23 and January 24	MAM/JBL/KMa
Whole school mental health and wellbeing events to be celebrated throughout the year: <ul style="list-style-type: none"> • World Mental Health Day October 23 (wear green clothing and/or green ribbon badges) • Mental Health Awareness Week May 24 	ALW/PEN
Introduce a wellbeing and mindfulness focus to Outdoor Ed activities and training, such as DoE	JFO/PEN
Continue to make the benefits of Outdoor Ed for mental health and wellbeing explicit for students: <ul style="list-style-type: none"> • Introduce Growth for Life mental health and wellbeing project (10 week programme aimed at supporting vulnerable learners) • Duke of Edinburgh award to be included in an extended curriculum (introduced for SEND students in Yr 9) to support their self-esteem, resilience and encourage volunteering as part of their five ways to wellbeing • SF and mindfulness to be used in training and expeditions 	JBL/JCU/JFO/PEN
<i>Staff</i>	
Staff wellbeing to be considered when designing and implementing new initiatives: <ul style="list-style-type: none"> • PR2 reports to be completed centrally • Teach Meets reduced from 9 to 6 • Ongoing consideration at SLT meetings • PENAJS to attend SLT meetings to discuss wellbeing/workload 	All SLT
Undertake staff surveys for feedback	TDM/KSM/MAM
Undertake staff focus groups	TDM
Remind staff of wellbeing suggestion form and support available	CCA
Maintain a comprehensive CPD programme	SSU

Ensure there are two Headteacher's Q&A sessions offered during the year	TDM
<p>Continue to ensure positive activities are in place</p> <ul style="list-style-type: none"> • e.g. staff socials, free INSET lunches, pastries after parents evenings • Continue to subsidise pilates for staff • Relaunch staff shout out board and 'you've been mugged' • Implement 'Elving' Christmas wellbeing initiative • Wellbeing garden maintained for staff use - staff to be made aware • Conduct parents' survey in Term 2 and ask parents to reference staff members; thank you cards to be send to those staff • Financial contribution to pilates and staff socials to continue 	TDM/AJS/SSU/MAM
<p>Continue staff workload group meetings, suggestions from which to be fed back to SLT for consideration. These are to take place termly from Term 2 onwards. Additional steps taken to reduce workload.</p>	TDM/AJS
<p>Offer parents' SF training sessions (coffee mornings) Maintain SF and wellbeing input in parents' newsletter</p>	TGR/SLI
<p>Remind staff about schedule function on work emails to support 'switching off' from work Remind parents about the policy that staff endeavour to reply to correspondence within 48 <u>working</u> hours</p>	TDM

Updated September 2023

PEN/MAM/TDM