

Leadership and Management

Area	RAG Rating	Evidence
The Senior Leadership Team champion health and wellbeing.		<ul style="list-style-type: none"> • Inclusion coordinator and Safeguarding officer sit on SLT. • VP, Inclusion Co-ordinator and Safeguarding Officer are SGL • VP and Inclusion Co-ordinator chair weekly inclusion meeting • Regular agenda item at SLT meetings. • ‘Students in Crisis’ are identified and issues shared on a weekly basis. • Two SLT members have planned and implement VMG projects that include the promotion of mental health and wellbeing. These include; student voice, anti-bullying, diversity, tolerance, teamwork, etc. • SLT regularly present assemblies that promote positive health and well-being. • Two SLT members run Student Voice, and are in contact with the student voice team regularly. • All SLT members, as well as the rest of the staff in the school, have Year 11 students that they mentor. They regularly check up on their progress and general thoughts and feelings and act on this if required.
A governor is equipped with the knowledge and understanding to champion health and wellbeing.		<ul style="list-style-type: none"> • Governors are aware but no single champion.
Addressing social and emotional wellbeing is referenced in policies such as safeguarding, behaviour and rewards as well as in the school improvement plan.		<ul style="list-style-type: none"> • Emotional wellbeing is evident in School Development Plan • Health and wellbeing has been evaluated against previous Improvement Plan. • Safeguarding policy includes reference to social and emotional wellbeing.
Teaching and support staff have an understanding of health and wellbeing in order to support the work of the senior team.		<ul style="list-style-type: none"> • Staff are safeguarding trained. • Clear understanding of issues connected with wellbeing such as self harm. • Advice is shared during L&P sessions. • LM report straight to VP who reports to SLT • All staff are designated mentors for at least one Year 11 student, who they check up on regularly.
The academy has a single point		<ul style="list-style-type: none"> • Safeguarding officer has responsibility for REACH which supports students. This service makes referrals

of contact (SPOC) for GPs, CAMHs and local mental health commissioning groups.		<ul style="list-style-type: none"> to CAMHs and GPs. Learning Managers make referrals. School coach makes referrals. This is collated in the inclusion tracker.
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School Ethos and Environment

Area	RAG Rating	Evidence
The school environment is maintained to a high standard.		<ul style="list-style-type: none"> Site managers take meticulous care of buildings and grounds. Classrooms have high quality displays to inspire learning. Screens around school showcase excellence in the academy. Corridors feature a range of subject specific and careers displays.
Staff and students have strong relationships which encourages a sense of belonging.		<ul style="list-style-type: none"> Each student has a tutor which is the first point of contact for relationship problems. All staff are trained in being a 'good tutor'. All staff are involved in mentoring Year 11 students. Bridge provision supports students in developing relationships All staff are designated mentors for at least one Year 11 student, who they check up on regularly.
Students enjoy strong relationships which encourages a sense of belonging. Any issues arising between students is dealt with quickly and students are supported to find solutions.		<ul style="list-style-type: none"> Bullying logs record incidents, interventions and outcomes of any problems in school. Incident reports are kept and tracked. Learning managers act quickly to support students in the academy and find solutions. Peer support is provided through Peer Mentoring and Anti-Bullying Ambassadors.
The Academy fosters a sense of inclusiveness.		<ul style="list-style-type: none"> Two members of staff are SENCo trained and support inclusion in lessons. Bridge and PLC provision are used to allow students to feel included within the academy. Differentiation is present in lessons to allow all students to access learning. The site is fully wheelchair accessible. School Admissions gives priority to SEND students
Communication between staff is strong ensuring young		<ul style="list-style-type: none"> Safeguarding officer is proactive in communicating with staff. Bridge and Learning Managers work together to deal with young people's problems.

people's problems and concerns are dealt with quickly.		<ul style="list-style-type: none"> • Attendance and Inclusion team work together and meet weekly • Staff understand the chain of communication for reporting concerns. • School uses CPOMS to record information and notify staff
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Curriculum, teaching and learning.

Area	RAG Rating	Evidence
The wider curriculum develops and promotes social and emotional wellbeing.		<ul style="list-style-type: none"> • SMSC audit is completed to ensure all departments taken responsibility for social and moral wellbeing. • Enrichment opportunities are open to all students four nights a week.
Students are taught skills to cope with difficult periods such as transition and exam time. This may also be in response to a local issue.		<ul style="list-style-type: none"> • Year 6 into 7 students are offered additional transition activities to support their move. • Primary visits are carried out by inclusion staff. • Exam halls are equipped with panic rooms to support students who are anxious during exams. • Master classes/Praising stars allow students opportunities to understand and experience exam settings and the skills needed to cope. • The academy has a set of peer mentors who are externally trained to support their peers.
Staff are confident in using a range of assessment for learning tools to assess students' progress.		<ul style="list-style-type: none"> • Regular L&P sessions focus on assessment. • A toolkit has been developed and shared with staff to enable a wider range of assessment tools. • Praising stars assessments are used and reported regularly. Students are clear on expectations for praising stars.
There is a range of forums used to gain an insight into student needs, including student council or youth groups.		<ul style="list-style-type: none"> • Student voice is an integral part of the academy. A student president and three vice-presidents support the student body by liaising between them and the senior leadership team. • Anti-bullying ambassadors and peer mentors take an active role in supporting students and listening to their needs. • Inclusion meetings and multi-agency meetings will include student's views in decision making.

Student Voice

Area	RAG Rating	Evidence
Students are involved in decisions about the Academy.		<ul style="list-style-type: none"> • Student voice is an integral part of the academy and meets with leaders throughout the school. . All students in the academy had the opportunity to vote to elect this student voice team and feedback any ideas/initiatives that they would like to implement. • Students take part in a range of satellite groups, which include student leaders, where students implement initiatives around the school that they have a particular passion for. For example Anti-Bullying champions have planned VMG sessions that will be used the project time in VMG. • Survey Monkey is used for Student Voice feedback, this has previously been used to inform T&L and suggestions of how to implement this into lessons were shared with all teaching staff in the T&L Newsletter.
Students are given the opportunities to develop belief in their own capabilities and independence.		<ul style="list-style-type: none"> • 5 part lesson is standard across the academy and places an emphasis on developing skills and knowledge. • ACE dictionaries and Collin’s dictionaries are present in every classroom to develop independence in all students. • Enrichment such as sport leaders and community leaders aims to develop essential leadership skills in students. • Bridge provision is used to support transition back to lessons. This often involves aspects of developing self esteem.
Students are given forums to express their views and develop social networks.		<ul style="list-style-type: none"> • VMG is a valued part of the day which allows students opportunities through projects and thought for the week to express their views and work in a collaborative way. • Each lesson has collaborative structures to encourage social development. • Peer mentors are active members of the school who promote friendships and communication between students. • Anti-bullying ambassadors have presented in assembly to make students aware of whom they are. Students can talk to them at any time about any issues they have. They also meet on a weekly basis, and students are able to access this session to share concerns.

Staff development, health and wellbeing

Area	RAG Rating	Evidence
Staff have access to CPD which enables them to identify mental health risk in students.		<ul style="list-style-type: none"> • All staff are safeguarding trained but this is not exclusively to do with mental health risk. • Annual Northern Conference
Staff understand key agencies and how to make referrals to CAMHS.		<ul style="list-style-type: none"> • Learning managers and the inclusion team have a detailed knowledge of referrals to CAMHS. This is not through the whole school.
Staff mental health is taken seriously and actions taken to enhance staff wellbeing.		<ul style="list-style-type: none"> • Team building funds are awarded to each department for staff wellbeing. • School coach employed who staff have access too • L&P time provides CPD to all staff. • The academy undertakes back to work interviews with all staff that are ill and makes adjustments to support their return to work.

Identifying need and monitoring impact

Area	RAG Rating	Evidence
The Academy takes a proactive approach to identifying mental health needs of students.		<ul style="list-style-type: none"> • Weekly inclusion meetings are student focussed and make proactive approaches to identifying students. • A dedicated school counsellor is part of the inclusion team and makes referrals when required. • Students are able to talk to their peers through the Peer Mentors and Anti-Bullying Ambassadors. • Two staff members run a mentoring scheme for vulnerable students. This scheme identifies and rewards students for engagement in school.
Appropriate records are kept of needs and impact which help inform commissioning decisions.		<ul style="list-style-type: none"> • Learning managers and school counsellor keep records of interventions. • Case studies are used to monitor impact. • The Academy has a provision map for all students and a vulnerable register for all students

Working with parents / carers

Area	RAG Rating	Evidence
The academy keeps parents / carers informed of initiatives to support mental health and wellbeing.		<ul style="list-style-type: none"> • School nurse runs regular sessions in school. • Parents evenings are open to all parents to discuss progress of their child as well as regular half term reports. • Learning managers are pro active in meeting and communicating with parents.
interventions are used to support parenting and family life including emotional and practical life circumstances.		<ul style="list-style-type: none"> • The academy provides a discount on school uniforms to support the most disadvantaged students. • School employs a school coach who works with students • The academy work closely with Stronger Families and make referrals when needed. • Team around the family meetings are attended diligently and by a single, dedicated member of staff. • The bridge provision is used to support students who require support.

Targeted support and appropriate referrals.

Area	RAG Rating	Evidence
Measures are used to identify students who are at risk of developing mental health problems such as LAC, carers and those who have already accessed CAMHS.		<ul style="list-style-type: none"> • Vulnerable register monitors students and takes steps to identify those at risk. • Inclusion meetings focus on students and interventions. • Provision map shows what support and intervention has been provided over that student's time at the academy. • Learning managers know their year groups and take steps to support students at risk.
The Academy can sign post to local offers for mental health and wellbeing.		<ul style="list-style-type: none"> • LM's use MBC First Contact as a point of call • School employs a Educational Psychologist • School works closely with parents to support referrals
In school support such as school nurses are used to provide support for families, communities and the academy as a whole.		<ul style="list-style-type: none"> • School nurse liaises with attendance and LM to provide support where necessary • Children involved with outside agencies also access the school nurse. • School makes referrals to the school nurse for support. • School nurse visits every Tuesday for health clinic which is for drop-ins.
The Academy actively monitors and reviews its performance by using AcSEED Award as a framework for excellence.		<ul style="list-style-type: none"> • The AcSEED framework is being introduced as a way of monitoring quality of provision.