



Boclair Academy

Mental Health and Wellbeing Strategy

Whole School Ethos

Our whole school approach to supporting young people is relationship based. We have an inclusive philosophy which underpins all the work we do. Our school values were chosen by our young people following wide consultation with all stakeholders and they reflect the ethos we have built in the school, with respect being central to this.

We have a calm, welcoming, happy school, which we work hard to create and maintain. Senior staff welcome all pupils into the school every morning and are there at the end of the day to see all the children leave. Conversations with learners are always respectful and encouraging, recognising the need to role model the behaviour we expect from our young people.

We also have a high attaining school and we have high success in ensuring our young people leave to positive and sustained destinations after school.

We work hard to meet the needs of each individual child, taking the approach of helping each child one at a time. We work with families and young people to get it right and staff are committed to the professional learning required to meet the needs of all young people.

Outlined below are some of the most significant areas of school life which support the overall mental health and wellbeing of our young people. We recognise that there is not one single thing which will ensure positive mental health and wellbeing in our young people. Rather it is a complex combination of all aspects of school life which will bring about the type of learning conducive to positive wellbeing.

New School

The new school learning environment brings huge benefits to the mental health and wellbeing of our young people. Designed at the planning stage to ensure wellbeing is at the heart of the school, with the Boclair Support Spine at the centre of the new building, the overall strategy has been to make wellbeing central to the ethos of the new school.

Our new community café further develops mental health and wellbeing as it offers new opportunities for connection and for young people to develop skills in new ways. Young people have access to the following qualifications and experiences –

Barista skills
Coffee Roasting
Social Enterprise
Social Media Influencing
Literacy and Numeracy

Events Management
Advertising
Hospitality
Community events
Work placement

Accounting
Business Management
Customer Service
Mental Health Training

Our café provides a nurturing space for connection, conversation and community all of which impact positively on Mental Health and Wellbeing.

The improved social spaces, new toilet strategy, new changing room strategy and the new learning plazas all offer opportunities to improve mental health and wellbeing.

Cost Of The school Day



Over the last six years the school has formed a strong partnership with the Child Poverty Action Group and their Campaign which focuses on Cost of the School, Day. Whole staff training has led to a poverty neutral approach to school activities, well supported through the Pupil Equity Fund and the school's own Closing the Gap Fund. The school has developed a sophisticated monitoring and tracking system, which allows all staff to identify, target, support and track the progress of young people for whom poverty is a barrier to learning.

RESPECT

HONESTY

FAIRNESS

AMBITION

Over time the school has taken steps to mitigate the impact of poverty. Following engagement with the Child Poverty Action Group staff have used the toolkit to develop approaches within the school to tackling poverty. Steps include a reduction in non-uniform days; extra support for young people to mitigate costs of uniform; grants to support school trips; packs of resources to support young people with homework and studying; and ensuring young people incur no costs in any area of the curriculum.

This approach reduces anxiety for young people with poverty related barriers to learning and helps supports overall health and wellbeing.

All staff undertook further training on the Cost of the School Day after both the first and the second lock down during In-service Training Days. Experts from the Child Poverty Action Group further developed understanding within the school of the poverty impacts of the pandemic.

Understanding the impact of poverty every day in every lesson helps support the wellbeing of all young people in Boclair Academy. Ensuring all young people have the correct resources, have the appropriate digital devices, the appropriate mifi to allow accessibility and adult understanding of their context minimises the poverty impact.



Our FAIRNESS room ensures young people have access to uniform items, school resources and toiletries at no cost and when it is needed. Pupils can 'take what they need' when they need it.

ACE Aware – Trauma Informed



Over the last six years the school has formed a strong partnership with TIGERs, the organisation responsible for delivering two ACE Aware Nation national conferences. This partnership included young people from the school gaining work experience opportunities during the conference when they acting as front of house workers, signing in delegates, acting as guides and providing delegates with packs. They also enjoyed the experience of hearing the powerful messages from the speakers at the event.

More significantly, through this relationship all members of staff were trained on ACES and the impact of trauma on the lives of young people. There have been two screenings of Resilience in the school, one to all staff during wider staff training, and one to the wider community during a community screening of Resilience.

Understanding trauma and ACES continues to be a feature of our Professional Learning and Inservice Day training. Recognising the causes of the behaviour displayed by young people allows staff to support young people more effectively in their learning and help them become more regulated.

Nurture and Wellbeing

Over the last six years the school has focused on developing a nurturing approach to school life. Boclair Academy was chosen as the lead school to pilot this within East Dunbartonshire and implemented the first of the local authority's Wellbeing Suites. The school allocates 1 FTE and 1 SLA to the Wellbeing Suite which operates on nurturing principles. In addition to this, the school's Youth Worker operates out of the Wellbeing Suite, and complements the work of the resource. The Youth Worker works with both individuals and with small groups on areas such as building resilience and anger management.

Resource staff work with young people, both individually and in groups, on various programmes to support wellbeing and to role model positive relationships. The staff provide training for the wider staff on nurturing principles to ensure a school wide approach. This recognises that in order for nurturing approaches to work it requires a nurturing ethos across the whole school. Well-being interventions offered include:

Daily soft start	Emotional Literacy
Social Skills	Growth mindset
Self Management and Regulation	Seasons for Growth
Let's Introduce Anxiety Management (LIAM)	Skills for School
Nurture Group	Self-Esteem

Data from SDQ and Boxhall questionnaires supports the identification of appropriate group or individual intervention work and targets for young people to work towards. In addition to the structured programmes that staff have been trained to deliver, well-being staff develop or source materials to meet learner's needs and develop programmes which help pupils to achieve their goals and improve their skills.



Mental Health First Aid – Be-Inn Unity

Be-Inn Unity is a Social Enterprise that supports young people and adults with their mental health and understanding themselves. We work with partners Be-Inn Unity, who deliver whole staff training and an intensive 3 day MHFA training course to S6 students and staff. The course covers -

Mental Health First Aid – Pupils/staff gain SQA award in mental health first aid at SCQF level 6 allowing learners to recognise and signpost for mental health.

Attachment - The central theme of attachment theory is that primary caregivers who are available and responsive to an infant's needs allow the child to develop a sense of security. The infant knows that the caregiver is dependable, which creates a secure base for the child to then explore the world. Four attachment styles are explored –

Ambivalent, Avoidant, Disorganised, Secure. When people understand themselves and their attachment style better they then understand their responses to various situations and their relationship style. There is no such thing as poor attachment just recognition that some attachment styles need more support than others do. When adults caring for young people have an understanding of attachment then it also helps to see others through an attachment and compassionate lens.

Brain Function and Stress Response system - a closer look at how the brain works and in particular the teenage brain. Fight, flight, freeze are stress responses. Understanding of how and why we respond to certain situations and then what we can do to regulate ourselves.

Kit Bag - Kitbag is a multi-sensory resource that helps children and young people discover ways to talk about their feelings and share their thoughts in a safe place. It works well in pairs and small groups with or without adult supervision depending on the situation. Kitbag helps school staff and peers reach out, listen and understand what children and young people are feeling. It creates a simple way to check in with them.

Over time, Kitbag can help grow empathy for others. It provides a natural way to deepen relationships, grow trust and form friendships. Our S6 Buddies are trained in use of Kitbag and use it regularly as part of their peer mentoring with S1 pupils.

Mental Health First Aid Peer Support Programme - S6 pupils work together to build their legacy. A community approach to improving how we talk about, respond to and increase awareness of mental health and mental illness. A toolkit of strategies is being developed for our school community including working towards the creation of mentally healthy classrooms. Our community cafe will also operate as an area for 'coffee and chat' and will be the base for our community 'walk and talk' opportunities in conjunction with Be-inn Unity.



Fareshare, breakfast club and pop up café

Over the last six years the school has worked in partnership with the organisation Fareshare. This provides the school with significant food resources at greatly reduced cost.

Initially, this work was planned to mitigate the costs of young people and families needing to provide food for Home Economics. In addition, it allowed the school to support the breakfast club initiative which ensured young people had access to a breakfast before the start of the day. Over the years the Wellbeing Team and the Equity Team worked together to provide an interval pop up cafe serving free healthy snacks to all year groups. Again, this ensured young people had access to a snack at interval.

This use of fareshare acts as a positive mitigation against poverty hunger and enhances the learning experience for young people. It removes the anxiety of not having money to buy a snack despite perhaps not having breakfast at home prior to school. It also removes any stigma as the breakfast club and pop up cafe are open to all pupils. Guidance staff and Equity staff discreetly target families to ensure they are aware of the resource but at the point of access it is universal and enjoyed by all.

At the start of the first lockdown a number of families experienced significant hardship and poverty. This was at a time when young people had no access to free school meals and those families were left to support their children at home. While this was quickly resolved both nationally and locally, the staff at Bocclair Academy started a food delivery scheme which targeted vulnerable families within the school community and provided weekly shopping to approximately 80 families. Sorting the weekly Fareshare delivery, making up food parcels and delivering these parcels became a weekly focus and a weekly lifeline.

At a time of great anxiety, this provided some respite for families who had been financially impacted by Covid 19 or who were already living in poverty and were further impacted by the pandemic. This work continued into second lockdown and has continued for the most vulnerable families this session.



Scottish Government Guidance for the reopening of schools caused a significant change to the life and work of Bocclair Academy. One of the big changes was to the way the school managed intervals and lunchtimes – with both breaks being split into BGE and Senior Phase breaks. In addition, the school increased the canteen capacity to ensure all young people had an allocated seat within a year group canteen area.

In order to remove queueing in line with Government Guidance, the school adopted a pre-order system for lunch times and encouraged as many children as possible to bring a packed lunch. Although this was done for Covid 19 reasons, this had a knock on impact on health and wellbeing. Young people no longer experienced long and busy queues to get lunch, but also did not have any anxiety around finding a seat in the lunch hall or a seat with their friends. The canteen became a much calmer and less anxious place and even more vulnerable learners were able to use the canteen in a way they had not been able to previously.

Perhaps the most simple yet impactful support for the health and wellbeing of our young people has come from toast. Recognising the limitations of young people getting a snack at intervals without having a queueing system, the school put in place a free toast scheme for all year groups. This has had a transformative effect on our young people. Firstly, young people are now able to have a full 15 minute break where they can have a seat with their friends without the anxiety of having to rush to get a seat. Most importantly the lack of queueing and the guarantee of a snack ensures that young people are not hungry when they return to class, feel relaxed after sitting with friends, and are in a more mentally healthy place for the rest of the day. The wonderful smell of toast also has a calming effect on the school and young people.

Wider Achievement Programme

Over the last seven years the school has developed an all through, all inclusive wider achievement programme. The purpose of the programme is to ensure all young people, every year, have the opportunity to develop skills within a wider achievement offer which is accredited by an external partner.

In S1 all young people work with the Mugdock Park Rangers to understand the importance of taking care of the local environment. They go on to put this knowledge in to practice through planting trees in the local woods around the school and through clearing up the local area on litter picks. All S1 pupils gain their first level John Muir Award by the end of S1.

In S2 all young people support the North West Foodbank and The Trussell Trust, and learn skills for life and work by raising funds, managing a school foodbank and visiting the local supermarket with a budget for a weekly shop. All S2 pupils gain their first level Saltire Award for their work on their foodbank project.

In S3 all young people work with the Alzheimer's Scotland on their Dementia Friends Award. Staff from the organisation visit the school and deliver lessons to all our young people. Pupils then go on to provide intergenerational activities such as tea and a blether, coffee in the local church and musical performances to elderly people affected by alzheimers.

In S4 all young people complete SCQF Level 6 Work Place First Aid Training. This training is part of the Senior Phase pathway to life beyond school and is delivered by an external partner.

In S5 young people work together in Groups on the Youth Philanthropy Initiative. Leaving engagement with YPI until S5 provides young people with the opportunity to engage more completely with chosen charities by visiting them at their centres as well as inviting them in to meet with them in school.

In S6 young people have the opportunity to work within a range of programmes. One of the most popular programmes is our Medics Against Violence partnership, where young people become Interns in the MAV organisation and develop a peer mentoring approach to supporting other young people. Another popular programme is our Best Buddies programme which allows young people to support S1 pupils in their transition into and through S1.

Overall, the inclusive nature of this all through programme helps young people to be included and engaged in the life and work of the school and develop skills which prepare them for life after school. This clearly has a positive impact on wellbeing as the programmes themselves support wellbeing but so too does the success young people feel as they achieve within each of the programmes.

The Wider Achievement Programme has remained largely in place following the two lockdowns and this is helping to re-engage young people within the school despite ongoing restrictions such as mask wearing and limited opportunities for group work in classes.

Work with Alzheimer's Scotland has been limited to the provision of recorded music sessions due to Covid 19. Work in S3 has instead focussed on a new partnership with Youth Scotland. Youth workers have delivered on-line and in-school sessions on the UPS Roadcode. Pupils developed an understanding of the distractions face by young drivers e.g. the use of mobile phones and how to be a responsible passenger. Pupils also had the opportunity to drive using a computer simulator and are working towards a Dynamic Youth Award.



Our Buddy system is a peer support system where S6 students are paired with S1 students to mentor. S6 pupils are trained to support S1 peers in a safe and supportive manner. This has been all the more important following the

two lockdowns and the challenge of ensuring an effective transition programme. The buddy scheme has helped reduce anxiety and add a further level of support and connection for young people

Pupil Voice/Leadership

Pupil Voice is an integral part of our school community. Young people use the pupil council forum and pupil parliament to discuss areas of school life and help contribute to school improvement. Over the last 8 years pupils have contributed significantly to school improvement and positive change, some examples include - new school ties, school values, timings of school day, learning and teaching policy, new school building, cost of the school day, SET UP toiletries drive and recruitment of staff.

Leadership at all levels - our young people have many leadership opportunities through out our curriculum delivery but also a special focus through our all through all inclusive wider achievement programme. We also include prefect opportunities for S3 pupils and S6 pupils.

S6 have a wide ranging opportunity to engage in leadership including - leadership award at SCQF level 6, prefects, senior prefects and Captaincy Team inclusive of young people who are gender neutral. Peer Support Programmes, IWIL - Inspiring Women in Leadership Mentoring Initiative and ICAN - Male mentoring programme.

Our inclusive approach ensures that young people feel valued and heard. Their voice matters and is always part of our school improvement and positive change. This has been even more important since our return from two periods of lockdown where it is vital that we consider how young people feel about their school, learning and wellbeing. Truly listening to our young people means we can adapt our school support systems to better improve the outcomes for our young people, this we believe is evident through the innovative and forward thinking approaches within our school community.



Learning, Teaching and Approaches to Assessment

We strive to ensure our learning areas are mentally healthy for our young people by reflecting the Learning and Teaching Policy in all lessons. Classrooms are a welcoming, safe environment and pupil work is displayed proudly. Resources are provided for young people if required and Learning Intentions, Success Criteria and starter activities are routinely implemented to allow each lesson to start consistently and calmly. Resources are provided for all young people to reduce stress and anxiety and ensure our learning spaces are poverty neutral.

Following consultation with pupils in the Senior Phase, and in response to the need to generate in-year assessments, we have created an assessment programme, which avoids young people experiencing an overwhelming number of assessments in any single week. A three week rolling programme of assessments is helping to minimise the impact and allow young people to plan their studies in a manageable way.

Lessons and support materials are available to all pupils via subject TEAMS and rich supported study and homework club opportunities are available to all pupils to support preparation for assessments and to assist with periods of missed learning due to ongoing covid related absences.

Boclair Learning Resource (BLR)

This is a new resource in the school charged with supporting the development of pedagogy across the school and working with individuals and groups of young people to improve grades in the senior phase. Using the monitoring and tracking system in the school, the BLR staff target resources at young people who should be attaining better than they are. For example if a young person is not on track to attain five strong highers, but their tracking suggests they should be, the BLR Team intervene to develop an Attainment Plan to help them get back on track.

Resource staff provide Family Learning activities to help families at home to support their child in achieving what they are capable of. They also provide staff training through the Professional Learning Programme to ensure high quality learning and teaching is developed across the school.

Early intervention like this leads to improved grades and, as a result, improved outcomes for young people as they progress to positive destinations beyond school. This combines with other areas of school life to help develop positive wellbeing in our young people.

Achievement Resource Centre (ARC)

Our ARC was developed in the first year of Pupil Equity Funding. It is an equity resource which is focused on targeted and universal interventions to support the attainment and achievement of young people for whom poverty is a barrier to learning. Progress of learners in SIMD 1-3 is carefully tracked and appropriate interventions implemented to support individuals and groups. Intervention Support Group meetings add a level of rigour to this process. Interventions of the ARC Team include:

- Targeted literacy support
- Targeted Numeracy Support
- Targeted Health and Wellbeing Support
- Targeted tuition across a range of subjects
- Residential study weekends
- Provision of resources and study packs
- Family Learning events

Reducing the impact of poverty has an important part to play in improving the health and wellbeing of our young people.

Staffing and Recruitment

Our whole school ethos is now based on a nurturing, trauma informed, inclusive approach to supporting young people. It is essential new staff are committed to this school ethos and the values of the school. It is now an active strategy during the recruitment process to involve groups of young people either through taking part in lessons with prospective teachers or forming part of interview panels during the selection process.

Prior to interview all new staff are also provided are helped to form clear understanding of the ethos and culture of the school. The focus on inclusion; the need to provide a calm and caring environment for learning; the need to take a restorative and relationship based approach to working with young people; and an unconditional love approach to all young people is clearly outlined to all prospective teachers.

NQTs are provided with a clear outline of expectations and the above approach from the Head Teacher during their induction into the school. Probationer mentors and charged with helping NQTs develop the knowledge and skills required to succeed in this type of learning environment.

Staff across the school are provided with ongoing refresher training on areas such as: trauma, poverty, wellbeing, nurture and promoting positive behaviour across learning.

Autism Advisors

A number of young people in the school have a diagnosis of autism and other young people show similar traits during times of anxiety. The school has three trained autism advisors to help support our young people and staff. For pupils, this includes individual support for young people as they navigate school life, providing advice and the appropriate interventions to ensure they can manage their anxiety and achieve success. Autism Week also allows young people across the school to have an understanding of autism and how it impacts on their peers.

For staff, this includes providing specific advice in dealing with individual young people and more general CLPL training for staff on supporting young people with autism.

Lockdown has had a big effect on young people with autism. This has manifested itself in challenging and anxious behaviour in classes. Having a greater understanding on how to support young people during these times has allowed staff to make appropriate interventions to support young people effectively.

Promoting Positive Relationships

Our approach to managing and supporting positive behaviour in the school has been developed through a promoting positive behaviour system which has evolved over the last seven years. This puts positive relationships at the heart of the process and uses a merit and demerit system to support young people and intervene where necessary.

Recognising the impact of lockdowns, and our improved understanding of trauma, poverty, mental health and nurturing principles, we are currently developing a new Promoting Positive Relationships policy in consultation with staff, pupils and parents to be ready for the new school.

Professional Learning Programme

Our Professional Learning Programme is an in house series of learning opportunities whereby staff can learn, grow, share and develop. Underpinned by our professional values, GTCs standards and linking to the requirements of national, local and school priorities. Looking after the needs of the adults present in the lives of children will ensure our staff are upskilled, knowledgeable and have wellbeing at the heart of all they do.

Our CLPL Programme is both in-person but also online, ensuring we use the skills that we adapted so quickly to during lockdowns. Where in person learning is safe and possible, this is our first choice, however staff can use our Professional Learning Team to deliver and share practice. Our learning over the years has always been child centred with a focus on the best outcomes for young people within our school context. Major learning has included:

- Self Evaluation
- Nurture
- ACEs and Trauma
- Cost of the School Day/Equity
- Promoting Positive Relationships
- Wellbeing and Mental Health
- Attachment Theory
- Pedagogy
- Digital Literacy
- Practitioner Enquiry and reading
- Leadership
- Whole School Improvement Groups

Mental Health Working Group

Following self-evaluation activities last session we have implemented a Mental Health Working Group led by two Middle Leaders. The focus of the group is to develop whole school strategies to further support young people, provide training for staff and ensure a coherent mental health strategy as we progress to the new school. The group has a plan to develop a mental health hub within the new Bocclair Academy.

Staff wellbeing

We recognise that staff wellbeing is an essential factor in determining positive experiences and outcomes for our young people. We want Bocclair Academy to be the best place to be for our staff and our young people. Well regulated, calm, compassionate staff will help ensure our school environment is a safe, welcoming place for our young people to thrive.

We do our best to look after the wellbeing of our staff within their workplace in a number of ways. We ensure regular communication and updates, this was particularly important during periods of lockdown and school closures and also on returning to work during the pandemic. We also ensure safety mitigations are in place and adhered to which eases staff anxiety. Giving each member of staff a laptop for use in school and at home has added another layer of support. Staff were also provided with visualizers to help with delivery of online, live lessons. Some staff have used these to deliver during lockdown but also during periods of self-isolation if well enough to do so although this is voluntary.

We have a relevant and current Professional Learning Programme that includes staff wellbeing areas such as: Self Care, Personal Leadership, Mental Health, Digital Literacy and sharing practice. All aspects of the programme are delivered by our staff for the benefit of colleagues across the school in a supportive and non-judgmental culture of learning. Our Staff Professional Learning Team includes a HWB section with information and reminders about looking after self. This comes in a variety of formats recognising that not all staff learn in the same way or at the same time.

In-service training days include a soft start for staff with breakfast provided. February in-service training is dedicated to wellbeing on an annual basis with lots of innovative ideas and workshops from staff and PT HWB. We also have reduced the number of emails being sent/received during evenings and weekends to encourage staff to switch off from work to rest and recharge.

Pupil Support

Guidance Team

We have a strong, highly skilled and experienced Guidance Team which supports young people in the school. Principal Teachers know their caseload well and engage readily with families. They provide timely interventions and work hard to develop the wellbeing of all young people. They have a full understanding of the variety of supports available to young people and make appropriate referrals to various resources both within and out with the school through the PSG and in-school Allocations Group. The Guidance Team have additional time allocated to support the wellbeing of young people, teaching only 15 periods.

PSE Programme

We understand that there can be periods of school life that are very stressful and difficult for our young people. We recognise that every young person will have their own coping mechanisms and that these will be communicated in varying ways. Staff have young people's needs central to their everyday work and are tireless in their efforts to support young people. Staff have a wealth of knowledge that will ensure young people are supported and communicate well with relevant colleagues to share concerns for those in their care. We understand that we may not always be able to fix the difficulties for young people but can listen and walk along side them helping them to explore difficult feelings and in turn recognise that with time and support life can become more positive. We help

educate young people to recognise their own stress response and cover a number of mental health and wellbeing areas to help build resilient, compassionate and confident individuals.

Support for Learning Team

Lockdown has had a significant impact on young people with additional support needs due to learning loss. The Support for Learning Team are focused on providing appropriate interventions to help overcome this loss and build confidence and resilience in our most vulnerable young people.

School Counsellor

The school counselling service operates in the school two days per week. Referral to the service comes mainly through the Guidance team although young people can self-refer. The counselling service is now provided through a local authority approach and the impact of this is yet to be fully evaluated.

Home/School worker

Our home/school worker works closely with the Guidance Team to support young people who are having difficulty attending school. Meetings take place with each guidance teacher on a monthly basis to discuss pupil attendance and agree actions to support improvement when required. The officer visits can be targeted to support parents and young people when they are experiencing difficulty leaving the house for school in the mornings. In addition to attending our Pupil Support Group meetings, the officer supports our cluster primaries and therefore attends our transition support group meetings and transition reviews.

Skills Development Scotland

We have a dedicated SDS worker for Boclair Academy who is based in the school four days per week. There is a clear programme of activities throughout the year which includes PSE inputs, year group support, individual interviews, college workshops and links with employers for young people leaving school. As a result there has been a consistently high positive destinations rate over the last five years.

Developing the Young Workforce

To support the work of the Guidance Team and SDS the school has appointed DYW Principal Teachers. The work to provide work place experience and activities for young people. The transition to life beyond school can be an anxious one, and the experiences provided by our DYW staff helps to mitigate this.

Allocations Group

In order to ensure young people have early and prompt interventions the allocation team meets every week to consider new referrals from staff. The team considers the variety of resources we have in the school to support young people and makes the most effective allocation based on need.

Pupil Support Group

We have a well established Pupil Support Group providing a forum to discuss more complex referrals from P6 through to S6. Attended by Educational Psychology, Social Work, SDS and members of staff from across the Pupil Support areas of the school, the group facilitates referrals to resources outwith the school, advice on supporting young people in school and takes appropriate action to support young people.

Referrals to external agencies

Referrals to agencies such as CAMHS have been significantly delayed by Covid impacts. This comes at a time when more young people than ever require support. It is therefore more important than ever that our staff professional learning is current, impactful and considers the needs of our staff and young people.

Health and Wellbeing Council

The Health and Wellbeing Council provides a pupil led model for mental health and wellbeing made up of 16 pupils from junior and senior year groups.

Weekly meetings are structured around the eight SHANARRI wellbeing indicators to gauge the progress and development of the indicators for pupils. Some of the work undertaken by the group includes; creating a 'Positivity Board' which was shared with all staff online, delivery of year group assemblies both online and in person, a 'Wellbeing Jamboard' ahead of Family Learning Fortnight and Staff Wellbeing sessions.

The group have also discussed the United Nations Sustainable Development Goals in depth and agreed that there are areas which they hope to develop in the new school. The council worked towards developing virtual support for teachers, staff, and pupils to bridge the gap before moving to the new building. Their final piece of work was to research and analyse the best resources to help develop understanding of mental health and wellbeing and this was shared across a range of platforms including twitter, school website and the Health and Wellbeing swag sent out to the school community monthly.

LGBTQ+ Inclusion and equality

Over the past two years Boclair Academy have been working towards gaining our Silver Charter Award through LGBT Youth Scotland. As part of this we have a group of young people and teachers who make up our 'Solace' group.

The 'Solace' group was originally named the 'Alliance' group but this year, taking on board the pupil voice, we renamed it 'Solace'. The pupils chose the name as our group is a safe space for them to meet, talk about how they are feeling and be completely themselves. It offers them a place to support each other, give advice and ask for advice. This helps promote positive mental health and wellbeing in the group as all pupils involved feel safe and have made lasting connections.

As well as our 'Solace' group staff have been working to ensure that throughout the curriculum we are representing the LGBTQ+ community through our questions and resources. A number of departments have included topics around LGBTQ+ issues and history. We have had a number of awareness raising days such as Purple Friday and International Day Against Homophobia, Transphobia and Biphobia.

To this end we working towards ensuring every young person in Boclair Academy feels safe and included in a place that they can be open, honest and themselves.

To add -

Links to National and Local Policy

<https://www.gov.scot/publications/mental-health-strategy-2017-2027/pages/1/>

EDC Mental Health Strategy –

Scottish Government Mental Health

<https://www.cypmh.co.uk/>

Info regarding SHINE survey