Mental Health and Wellbeing Statement 2026-27

At Dixons Ashton Academy, our commitment to fostering positive mental health and wellbeing is unwavering. We extend this pledge to our entire school community, encompassing our students, dedicated staff, as well as parents and caregivers. We firmly acknowledge that mental health and emotional wellbeing hold equal importance to physical health in shaping the lives of our community members. Young people's mental health stands as a pivotal element of their overall wellbeing, impacting their emotional regulation, learning capabilities, personal development, and ultimately, their academic achievements. We understand that the challenges young people face in their educational journey can vary in scale, from everyday difficulties to life-altering traumas, and mental health plays an influential role, often with life-limiting consequences.

Dixons Ashton Academy is not just an institution for education but a safe place, where we want our students to thrive within a supportive environment. We foster a relationally inclusive atmosphere, where each student is celebrated as an individual, encouraging their innate curiosity through a spectrum of challenges, experiences, and opportunities.

Our Vision of Emotional Health and Wellbeing at Dixons Ashton Academy:

- Proficiency in recognising, expressing, and managing one's emotions.
- Cultivation of empathy and compassion towards others.
- Building meaningful, positive, and enduring relationships.
- Encouragement to take responsibility for one's safety, wellbeing, and decision-making skills.

We aspire for our young community members to:

- Be not just healthy, but also happy.
- Emerge as effective and successful learners.
- Demonstrate resilience by bouncing back from setbacks and persisting through challenges.
- Establish and nurture friendships and other significant relationships.
- Exhibit the ability to independently resolve conflicts and manage strong emotions like frustration, anger, and anxiety.
- Embrace diversity, acknowledging and respecting differing beliefs and values.

The Promotion of Positive Mental Health and Wellbeing:

In a school environment that prioritises the enhancement of emotional wellbeing and relational inclusion, students develop better self-awareness, emotional resilience, and experience a reduction in poor mental health incidents.

At Dixons Ashton Academy, we promote positive mental health and wellbeing by:

- Adopting a comprehensive, school-wide relationally inclusive approach that fosters a culture of high expectations and appropriate therapeutic support.
- Nurturing a dedicated and skilled staff community that champions positive mental health, offers unwavering support, and instils our shared academy values and Dixons Trust drivers.
- Providing training to our staff members, equipping them to recognise and understand changes in behaviour that might indicate potential issues and offer the necessary guidance and support.
- Incorporating mental health topics into our Personal Values curriculum, raising awareness, imparting understanding, and equipping students with strategies to develop emotional health and manage their mental wellbeing.
- Offering personalised mental wellbeing support and targeted interventions tailored to the specific needs of our students.
- Actively promoting our academy values, trust drivers and the cultivation of resilience throughout our curriculum.
- Training pastoral staff to become Mental Health First Aiders to support the school community.
- Forging constructive partnerships with students, parents, and caregivers.

- Cultivating strong connections with external support and specialist agencies, such as the school nurse, MHST, CAMHS, to provide interventions for those grappling with mental health challenges.

Referrals:

In cases of concern regarding a student's mental health and wellbeing, any member of our staff, student body, or parents/carers can reach out to our designated safeguarding & senior mental health lead, Rachel Gill, our emotional health and wellbeing officer, Nathan Bagnall, or another member of the safeguarding team.

We consider individual student's need at our ITAS (Internal Team Around the Student) meetings to establish the appropriate next steps required to support the young person. Identified staff will provide the necessary monitoring, support, and, if required, make referrals to external agencies for further intervention. We are dedicated to ensuring that no one within our school community faces these challenges alone, and together, we can help overcome them.