

Success Academy Trust Newsletter

SUCCESS  **Spring
2025**



BUILDING
LEADERSHIP AND
CHARACTER
TOGETHER

This term, we wanted to share some of our Trust and school wellbeing initiatives with you.

You will find this newsletter crammed full with a variety of wellbeing provision, strategies and events, which we are proud to have embedded into our schools, and into our Trust as a whole.

You can read about staff and student wellbeing ambassadors, special events and programmes, and our commitment as Success Academy Trust to an ever improving menu of wellbeing support.

We are committed to the Educational Staff Wellbeing Charter and you can read about some of our efforts to achieve all of its objectives.

We believe that mental and physical health are inextricably linked to wellbeing, and we feature some of our provision and achievements in this area here too, for our children and young people.

We have also had two cross Trust pupil leadership and character events this term, including our annual Science Fair and Trust photography competition, featured here, in addition to eleven cross phase leadership and character masterclasses and outreach, from cricket to performing arts and from Maths to History, facilitated by college staff and student leaders.

We hope that you are enjoying reading our Spring Success Academy Trust newsletter.

Mandi Collins, Trust Leader





Hallbrook pupil **Wellbeing Leaders** have put together a programme of events each day focusing on key themes.

The finale of the week before half-term was a PJ day where everyone wore their very best PJs.

Well done to our Wellbeing leaders for such a great week of activities. Did you know there is a dedicated Wellbeing area on their website for parents and children to access various wellbeing support?

yoga



The Wellbeing Ambassadors have been hard at work promoting less screen time and better sleep at Hallbrook.

They have delivered an assembly on what it mental health means and thought about ways to promote better mental health.

The girls are excited for Mental Health week and have organised lots of exciting activities for the pupils and staff including: a scavenger hunt, yoga, dancing,





Cosby hosted their Mental Health week during February

The Wellbeing Ambassadors have been very busy at Cosby Primary School. Benji, Emily, Evie and Reuben have helped deliver an assembly about the Zones of Regulation and who to turn to when you are in the red, blue or yellow zone.

They have also run a successful Wellbeing Club which looked at better sleep (making dreamcatchers) and finished with a sweet treat of making chocolate rice crispy cakes!

The Wellbeing Ambassadors have also set up a fun-filled Mental Health week which includes: dancing, mindfulness, a scavenger hunt, exercise and Fidget Friday!



Parents – Please find a link to Miss Knox's Padlet for Wellbeing Signposts –
<https://padlet.com/hmottram2/wellbeing-signposts-42wmk6pnmx9ksaxj>

Trust Staff Wellbeing



Congratulations to our new Trust Thomas Estley, Cosby and Hallbrook Staff Wellbeing Ambassadors, and a special well done to Thomas Estley's Mrs Hartley, who received a special award for five years' contribution to promoting staff wellbeing training across the local area, in association with Learning South Leicestershire School Sports Partnership.



Student Wellbeing Zone

CRYSTAL MENTAL HEALTH

As well as our usual curriculum which incorporates a focus on wellbeing, we have a dedicated, staffed wellbeing zone. The Wellbeing zone is a key resource for our students and provides them with a safe place if they need it. As well as being a quiet area, it is also a base for 1-1 support sessions, small group work and study time for students accessing a part-time timetable.

Sometimes it's just the reassurance that there's somewhere and someone there on the bad days" – Year 10 boy

It's a great supportive and nurturing environment where young people can be themselves, a real asset to the school" – Local Authority Youth worker


THOMAS ESTLEY COMMUNITY COLLEGE
Community of courage and commitment to success

It's a place of safety you can go, if any student needs to talk something through and have someone there you can confide in" – Year 11 girl

"The Well-being Zone has really helped me at school. It is a quiet place to go for support for the times you really need to calm down, then I can get back into lessons" – Year 10 girl

THOMAS ESTLEY COMMUNITY COLLEGE
Community of courage and commitment to success

'The Thomas Estley Way'



Supporting Mental Health and Wellbeing at Thomas Estley Community College

Here are just some of our student wellbeing initiatives.

ssat

the schools, students and teachers network

Peer Mentoring Programme

A part of the SSAT Leadership Programme students set up a peer mentoring programme to support other students with a range of issues.



We are proud to have a strong partnership with LCFC Community Trust and are lucky to have three Wellbeing Mentors from Leicester City delivering 1-1 and small group sessions with some of our young people working on development around their confidence, character and positive engagement. Lunchtimes are also busy for our Wellbeing Mentors, organising extra sport activities two days a week, which are very well attended!

Leicester City
in the Community

Learning South Leicestershire School Sports Partnership

Learning South Leicestershire School Sports Partnership provide sporting activities for our young people to engage in, promoting their emotional health and wellbeing. They support us with providing an extra-curricular inter-school competition schedule that our school teams participate in.





Thomas Estley's sporting highlights this term have incorporated a fantastic showcase of teamwork and athleticism, as many of our young people participated in a variety of sporting matches and tournaments.

These included cricket, Futsal, boys' and girls' football, netball, and dance. A huge well done to all the students who competed and represented the school with such enthusiasm and dedication.

Being physically active supports students' wellbeing and mental health.





Richmond provide after school sports clubs for football, netball, and table tennis which is a wonderful way to promote both physical **health and wellbeing** among pupils.

Opportunities like these that cater to pupils' interests encourage them to stay active.

Sports can also help build teamwork, discipline, and confidence, which are valuable skills both on and off the field.





Thomas Estley pre-schoolers are taking part in the '**Move it March**' initiative. They are filling in trackers to show how they moved more, and learning that movement can take on lots of forms, swimming, gardening, football, playing at the park, plus lots of other activities.

We have supported this with extra yoga & HIIT sessions in preschool, alongside helping the children to make obstacle courses, to improve balance and coordination, spending more time outside **being active in their play**, using bikes, scooters and the trampoline. We have also created some active story times, which have worked really well.

Activities have all been both healthy and fun! –

Nikki Sadler



Our primary schools follow a whole school approach called 'Zones of Regulation' which provides a common language to discuss emotions.

Children and adults are able to;

- Recognise and name emotions in ourselves and others
- Follow strategies to support self-regulation



The ZONES of Regulation

			
<p>Blue Zone</p> <p>Sad Bored Tired Sick</p>	<p>Green Zone</p> <p>Happy Focused Calm Proud</p>	<p>Yellow Zone</p> <p>Worried Frustrated Silly Excited</p>	<p>Red Zone</p> <p>overjoyed/Elated Panicked Angry Terrified</p>



Oosc has enjoyed a very active and insightful term.

Children have participated in lively tennis and gym sessions, alongside exploring the world of emotions.

We've focused on understanding happiness and developing supportive relationships.

This term has been a blend of physical activity and emotional learning

Sarah Quittenton



Trust school events

Our secondary school Thomas Estley Community College was thrilled to host our Trust's annual Science Fair in March. It was a fantastic evening showcasing the talent of our pupils from Cosby Primary, Richmond Primary and Hallbrook Primary School

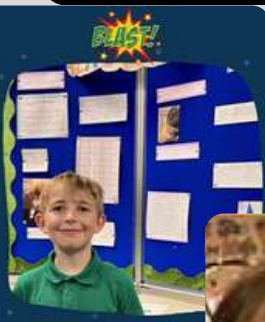
They worked alongside an adult mentor and brought in their crafted science projects. They confidently presented their findings and demonstrated their understanding to a panel of science judges.

The atmosphere was buzzing with excitement as pupils showcased a diverse range of projects, reflecting their passion for science.

After careful deliberation, a winner was announced.

We were incredibly impressed by the dedication and enthusiasm of all the participants.

Congratulations to all the pupils who participated, and a huge thank you to the judges, staff, and parents who made the evening such a success.



Establish a clear communications policy

We have:

- Slimmed down communications from senior leaders to staff, e.g. a weekly email, so staff know when communication is due and can read it in an allocated slot (LSAs have time allotted to access this) and at smaller primary school most communications are face to face where possible in calendared sessions.
- No expectation that staff should respond to queries and emails outside paid working hours, although all staff can email and access emails when they prefer to fit in with their own personal work life commitments.

Give staff a voice in decision making

We have:

- Regular proactive and collaborative engagement with union representatives where these are present, and with external trade union representatives where these are involved as part of developments and processes.
- Formal consultation around changes to HR and similar policies within each school in the Trust
- Consultation around new strategic initiatives within forums such as whole staff meetings, middle leaders' meetings, consultation@ email addresses, communication channels to staff wellbeing steering groups where these exist.
- Return to work meetings and other channels where staff with mental health issues or with other challenges can share their experience confidently and safely.
- Wellbeing champions within every school across the Trust.

Champion flexible working and diversity

We have:

- Adopted a flexible working policy which recognises employees' legal right to request flexible working and acknowledges that for some staff working flexibly can be a key means of protecting and enhancing their personal wellbeing, whilst maintaining the need for pupil facing staff to be present with pupils and the need for the business of the organisation to work effectively and efficiently.
- Allowed a small number of staff where appropriate (e.g. TELA and central Trust staff) to work some hours from home and made slight adjustments for a small number of staff to support childcare or other commitments where this can be achieved through timetabling without detriment to pupils or the needs of the business.
- Promoted diversity through embedded curriculum in all schools, diversity assemblies and theme days and events, including staff as well as pupils in sharing and celebrating experiences, e.g. What3Pics and PSHE DropDown days at secondary school. Celebrated diversity through Trust initiatives such as Trust Poetry Diversity competition.
- Monitored all new and existing policies through an equality and wellbeing audit.

Create a good behaviour culture

We have:

- Introduced and embedded new behaviour policy in the 2022-23 academic year reflecting and responding to new needs post pandemic in all Trust schools.
- Ensured that the new policy contains clear enforceable expectations for good behaviour and routines which are shared with all stakeholders including staff, parents and pupils, and that training is provided for all relevant staff to help them to put the policy into practice.
- Reviewed and improved the rewards systems within all schools so that good behaviour is targeted, recognised and rewarded regularly and consistently.
- Increased support to help staff manage behaviour, including for example appointing more non-teaching pastoral staff and instituting centralised detentions within the secondary school.
- Prioritised training around culture and behaviour management hand in hand with training in de-escalation, managing complex SEMH needs etc.
- Aiming to respond to all behaviour related concerns from staff, pupils and parents in a supportive fashion but with high expectations of improvement in all Trust schools.

Trust Staff Wellbeing

SUCCESS ACADEMY TRUST STAFF WELLBEING PROVISION

Hold ourselves accountable, including by measuring staff wellbeing

We have:

- Already carried our Wellbeing surveys within most of our Trust schools this year
- Created a summer term 2023 Trust Staff Wellbeing survey allowing national benchmarking to be included as well as benchmarking across the Trust
- Carried out wellbeing group discussions and feedback within most of our Trust schools this year to enable planning to be put into place to address issues raised which impact on wellbeing

Include a sub-strategy for protecting leader wellbeing and mental health

We have:

- Introduced Success AT leadership coaching for executive leaders, heads and heads of school from a qualified independent consultant
- Signposted to DfE leadership coaching support for deputy heads and vice principals
- Provided access to confidential counselling if needed through the SAS Wellbeing package
- Included discussion around leader wellbeing within headteacher and executive leader performance reviews.

Support staff to progress in their careers

We have:

- A Success Academy Trust Career Plan in place for teaching and support staff to support reflection and proactive approaches to career progression
- A phase and stage entitlement to Early Career Framework Training and Mentoring, National Professional Qualifications (leading teaching, leading training and development, leading behaviour and culture, leading literacy, leading early years, senior leadership, headship and executive leadership) in place for teaching staff and those lead early years, culture and behaviour
- Our own TELA learning alliance and #SuccessTogether groups supporting professional development across all areas for teaching and support staff within the Trust, in line with the Standard for Teachers' Professional Development.
- Our own DfE accredited TELA Steps to Success programme for improving pedagogy.
- Individualised CPD opportunities for teaching and support staff to support their development and advance their careers.
- A commitment to provide time and support for all CPD opportunities, to avoid adverse impact on workload.

Drive down unnecessary workload

We have:

Used a range of strategies from the Workload Reduction Kit including but not limited to:

- Reduced the number of data entry/analysis/reporting windows to three times an academic year, and full written reports to once a year
- Reduced marking/written feedback expectations to focus on key pieces of work and assessments for detailed feedback
- Allowed meeting time and planning time for curriculum planning changes as well as allowing a year for wholesale changes to be embedded
- Reduced meetings expectations to one hour per week
- Provided remote parent evenings for some subject based secondary school parents evenings to reduce workload and allow flexible working from home if preferred
- Clear strategic CPD foci which allow time to trial and embed new training and learning into practice around targeted areas within each school and the Trust
- Clear and updated behaviour management policies including support for teachers from staff outside the classroom and some centralised interventions and sanctions.
- Moved preschool learning journeys to online in the moment capture.
- Moved whole school and departmental reviews to the deep dive model, where paperwork such as planning documents and lesson planning are not required.
- Removed the need for detailed short term lesson planning as a part of normal expectation.



Prioritise staff mental health

We have:

- Introduced a Success AT Staff Wellbeing Strategy
- Agreed a culture and ethos where mental health is equally prioritised with physical health within staff related policies
- Dedicated and trained staff within each school within the Trust as mental health champions for staff and pupils, and regular agenda items on Strategic Heads meetings around prioritising staff wellbeing.
- An embedded staff wellbeing commitment within the Trust and its schools
- A commitment to work on all risks identified around work-related stress through surveys and ongoing reports, with action plans in place in schools.
- Clinical supervision support for pastoral staff
- Staff trained in using referral routes for specialist support confidently and appropriately, with regular reviews and updates to ensure awareness.
- Access to occupational health services when needed
- An effective supportive absence management policy
- Line management for staff involved in delivering pastoral support to support them in delivering it effectively and sensitively and provide further support and advice for them where needed.
- Two Trust HR experts who work alongside head teachers and other staff to provide advice and support for staff and for those working with staff, and second line HR advice from bought in LA service.

Give staff and line managers the support they need to take responsibility for their own and other people's wellbeing.

We have:

- Line management and performance management training for line managers around how to challenge and support those they manage, in a culture that supports staff wellbeing.
- Staff wellbeing training ongoing in schools and arranged as a whole Trust training day session
- Staff wellbeing entitlement from April 2023 includes for all staff access to SAS premium cover, including counselling, instant GP referrals, nurse support, weight loss management, maternity support, physical health and training support, physio, relaxation room and mindfulness, complementary therapy for cancer and feeling good app, discounted local leisure centre membership.
- Menopause support group
- A range of staff wellbeing activities within our schools including Stressbuster and Wellbeing weeks and days including activities to support physical and mental health and to have fun together as a team of staff, as well as activities such as staff sport, staff teas, etc, on an ongoing basis.
- Within Learning South Leicestershire, and Hinckley and Bosworth Sports Alliance, access to staff wellbeing packages from the Sports and Wellbeing partnership, e.g., staff sport tournaments, Move it March, access to wellbeing activities, as well as, for all schools, access to similar activities signposted through Leicestershire LA.
- All school staff have access to a team of trained mental health first aiders



We were absolutely amazed by the fantastic photography competition entries from our Trust schools!

The theme was Winter, and we believe the winning photographs truly capture the beauty of this season.





Teacher Trainees 24/25.

In January we saw our 15 primary and secondary trainees continue their journey at their first placements until the end of January (primary mid-January)

Secondary then had sixth form experience for a week followed by a week's SEND placement.

Primary started their second placements earlier as they have three placements.

After the half term, secondary trainees began their second placement in various schools across South Leicestershire which takes them to the end of their journey.



**TEACHING IS A
WORK OF HEART**

TELA Continual Professional Development

We have facilitated 21 subject networks this term, many being hosted at alliance schools as well as at our TELA base.

The one common agenda point this term...

‘Best practice in Assessment and Moderation of outcomes’


This is a great opportunity to explore teaching as a career!

The 'Day in the Classroom' initiative is an excellent way for individuals to experience firsthand what it's like to be a teacher.

It could truly help decide if this rewarding profession is the right path, while also enhancing a teacher training application.

If you or someone you know is passionate about inspiring and shaping young minds, this might be the perfect first step towards a teaching career.

Visit telaonline.co.uk to learn more and to register interest.



The poster features a photograph of two male students in school uniforms sitting at a desk. On the left is a QR code with the text 'SCAN TO REGISTER YOUR INTEREST' below it. The main title 'SECONDARY SCHOOL EXPERIENCE DAY' is in large purple letters. Below this, a purple rounded rectangle contains the text 'AT THOMAS ESTLEY COMMUNITY COLLEGE'. Further down, a globe icon is next to the email 'Achieve with TELA - TELA@thomasesstley.org.uk'. A calendar icon is next to the dates 'Secondary - Thursday 27 March & Thursday 08 May 8.30am to 3.15pm'. Logos for 'SUCCESS AT Achieve' and 'SUCCESS AT' are also present.

**SECONDARY
SCHOOL EXPERIENCE DAY**

**AT THOMAS ESTLEY
COMMUNITY COLLEGE**

Achieve with TELA - TELA@thomasesstley.org.uk

Secondary -
Thursday 27 March & Thursday 08 May
8.30am to 3.15pm



<https://telaonline.co.uk/get-school-experience>



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