

Mental Health and Wellbeing Principles – appendix

Samuel Barlow Primary Academy

March 2022

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“Mental health is a state of wellbeing in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.”

(World Health Organisation)

1 Executive summary

This statement applies to all Diverse Academies stakeholders including children in our academies, employees and associated governors, trustees and volunteers.

In the context of the COVID-19 pandemic (March 2020 to present) and the need to prepare for and deliver effective support for the expected rise in mental health referrals Diverse Academies continues to take the mental health and well-being of all stakeholders and children very seriously.

To this end, our Trust continues to follow the key principles outlined in the CASCADE framework devised by Children’s Integrated Commissioning Hub (ICH), Nottinghamshire LA, revised guidance from the DfE publication <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>, using resources from Young Minds <https://www.youngminds.org.uk/>, the NSPCC <https://www.nspcc.org.uk/search/?query=mental%20health> alongside the ongoing research and resources from the Anna Freud Centre for Children and Families (Mentally Healthy Schools) <https://www.mentallyhealthyschools.org.uk/mental-health-needs/>

Diverse Academies ensures each academy is committed to providing:

- clarity over roles, remit and responsibilities of all partners involved in supporting the mental health of children, young people and adults working within our academies
- an agreed point of contact with mental health services
- structures to support shared planning and collaborative working
- common approaches to baselining children and young people to provide comparative outcomes measures across academies
- reflection on and learning from best-practice in mental health provision – from within our trust, the local authority and using national research
- a fully integrated access to support across a range of external providers and agencies
- an evidence-based approach to intervention – using effective triage to target in-house counselling and pastoral support

- staff training to enhance the in-house provision of identification, support, and referral – for example investment in and a commitment to Poverty Proofing, CACHE L2 and ELSA (Emotional Literacy Support Assistant) trained staff

In creating these principles, detailed attention continues to be given to the following key elements of best practice, as outlined in the DfE document [‘Supporting mental health in schools and colleges – pen portraits of provision,’ May 2018](#) and [‘Teaching about mental wellbeing’ June 2020.](#)

Samuel Barlow Primary Academy continue the commitment to providing outstanding mental health practice through the provision of:

- **a designated academy mental health lead (MHL)** – the gatekeeper and first point of contact **for all student based mental health practice** and protocols
- **a designated mental health ambassador** – the first point of contact **for staff-based concerns** via the human resources team
- a mechanism for identifying mental health need across each academy
- a mechanism for identifying mental health need and curriculum coverage across each academy – My Concern linked to the PD programme – under the direction of the respective SDLs, safeguarding and PD
- adherence to the Trust principles on mental health and the formulation of a local offer in each academy
- the incorporation of effective, pre-emptive mental health education and provision in the curriculum
- the use of summative and formative data to identify mental health need, to provide bespoke support for students and demonstrate impact
- an engagement with parents/carers and other stakeholders in supporting children and young people’s mental health
- ensuring that student voice is captured, analysed and helps to shape the direction of the respective academy mental health offer / RSE curriculum
- the creation of a single point of contact with all mental health services
- whole academy approaches to mental health in conjunction with the Safeguarding SDG (Strategic Development Group), the Personal Development SDG and the regular sharing of information between respective strategic development leaders (safeguarding, personal development and curriculum)

- whole academy and Trust-wide approaches to mental health through sharing of best-practice via the Mental Health TNG (Team Network Group) - a group comprising of mental health leaders and counsellors across the MAT
- investing in suitably relevant student-centred initiatives such as 'Take 5'

2 Roles and responsibilities

All adults working with or on behalf of children have a responsibility to promote their well-being, and each academy has their own point of contact. There are, however, key people within the Diverse Academies who have specific overview of mental health provision across the trust.

Role	Name	Contact Details
Designated trustee for mental health	Margaret Blore	mblore@dalpgov-ac.org.uk
Designated mental health lead (trust)	Patrick Knight, Strategic Development Leader, Safeguarding	pknight@dalp.org.uk
Designated Mental Health & Well-being Lead / Youth Mental Health First Aider (academy)	Hannah Crosby, Family Support Advisor / DDSL	hcrosby@samuelbarlowprimary-ac.org.uk
Youth Mental Health First Aider / Lead ELSA	Kele Burrell, Teaching Assistant	kburrell@samuelbarlowprimary-ac.org.uk
Personal, Social, Health & Economic Education Lead	Zoe Palmer, Class Teacher	zpalmer@samuelbarlowprimary-ac.org.uk
Children & Adolescent Mental Health Service (CAMHS)		www.nottinghamshirehealthcare.nhs.uk/camhs Tel: 0115 969 1300 Nottinghamshire Healthcare NHS Foundation Trust Duncan Macmillan House Porchester Road Nottingham NG3 6AA

Referrals

Referrals will be carried out in conjunction with the academy Designated Safeguarding Lead following the protocols outlined in the over-arching Diverse Academies safeguarding policy.

3 Training

Diverse Academies has a continuing commitment to providing the most up-to-date training.

Staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection training in order to enable them to keep all student's safe.

The Diverse Academies dedicated MS Teams 'Mental Health Leads' area will host relevant information and resources for lead staff in mental health provision.

Training opportunities for staff who require more in-depth knowledge will continue to be offered as part of our over-arching and strategic approach, particularly around leadership, counselling and mental health first aid. Staff are encouraged to contribute to their CPD via BlueSky and feed into, when appropriate, the appraisal process. Additional CPD will be supported throughout the year where it becomes an identified Trust and/or academy need.

Formal Level 3 designated safeguarding lead training will be undertaken every two years and within this training mental health will be covered.

Samuel Barlow Primary was successful in securing DfE funding for Designated Mental Health Strategic Lead training through Anna Freud. In addition, we have two Emotional Literacy Support Assistant's and two Youth Mental Health First Aiders.

The Trust continues to offer online National College modules on 'adverse childhood experiences', 'dealing with bereavement & loss', 'mental wellbeing in children & young people', 'online safety' and 'child neglect' to ALL staff.

Additional awareness training is offered for example, via Equation (domestic abuse) and our working relationship with the Nottinghamshire Tackling Emerging Threats to Children (TETC) Team.

The Trust is committed to providing suitable and timely professional development and awareness opportunities on mental health in the context of COVID-19. The Trust formulates a MAT-wide approach to MH, audits current provision and projected future needs under the overall direction of the respective SDLs for safeguarding and personal development.

It is the expectation that the results of this process continue to inform respective academy MH&WB best-practice documents. See attached template at the end of the statement.

4 Designated Mental Health Lead and Senior Leadership

Due to the exceptional context of the COVID-19 pandemic and the resulting increase in mental health diagnoses and referrals the Designated Mental Health Lead and Senior Leadership at Samuel Barlow Primary Academy will continue to:

- ensure the academy's mental health offer to students and parents is updated and reviewed annually in line with the safeguarding policy review and mental health principles updates
- ensure that the mental health provision / audit document is continually updated and revised to reflect current practice and provision in each academy
- identify best practice and feed into respective strategic development groups (SDG)

- work strategically on the academy’s post-COVID-19 response to ensure mental health provision and procedures are responsive to need, up to date, pre-emptive where possible and support development work within the Trust
- ensure that agreed Trust-wide initiatives to improve mental health are carried out locally in the academy
- ensure parents are aware of the Trust mental health principles statement and the local academy appendix; that they are given opportunities for parental engagement, that they understand how to access the services available and have information about the local offer in the respective academy – through the website
- ensure, along with the DSL and MHL, that any further accredited staff training on mental health is recorded in the SCR in accordance with Diverse Academies expectations.

5 Trustees and academy committees

The trustees and local academy committees will be collectively responsible for ensuring that mental health arrangements are fully embedded and understood within each academy and operate alongside the safeguarding policy and protocols:

- ensuring there is an individual member of the academy committee to oversee mental health issues within each academy
- ensuring that each academy has effective policies and procedures in line with statutory guidance on safeguarding, as well as with local authority safeguarding partnerships and CAMHS guidance
- monitoring each academy’s compliance with current guidance
- nominate a lead trustee to liaise directly with the SDL, safeguarding and / or personal development.

6 Appendix to principles statement

How mental health provision will be addressed at Samuel Barlow Primary Academy

Level of mental health provision	Examples	For
Green – Universal <i>pre-emptive</i> Ensuring there is a whole school approach to mental health helps with this because it removes the stigma	Taught through curriculum / Wellbeing Wednesday /	All students

around mental health and encourages children to talk about their feelings.	Take 5 / Daily Mile / Drop down days	
<p>Amber – Targeted support – <i>pre-emptive and responsive</i></p> <p>Trained staff with the skills and confidence to step in, offer first aid and guide students towards the support they need. This can speed up a young person’s recovery, stop issues from developing into a crisis, and ultimately save lives.</p>	ELSA / Zones of Regulation / Healthy Family Team / MHFA / SENCO support / bereavement centre / Family Support Advisor / Children’s Centre	Students who need one to one support with their mental health and wellbeing
<p>Red – Critical support – <i>responsive / referral</i></p> <p>Counselling staff support students by providing a psychological counselling, assessment and intervention service. They work collaboratively with principals, teachers, learning and support teams, parents and carers, and other agencies to support learning and wellbeing outcomes for students.</p>	Access to a counselling service / CAMHS / Educational Psychologist	Students who need specialist support with their wellbeing and mental health

Contact points / directory for mental health services (not exhaustive):

www.nottinghamshirehealthcare.nhs.uk/camhs

www.nottinghamshirehealthcare.nhs.uk/camhs-crisis-team

www.annafreud.org (mental health charity and pioneer)

www.kooth.com (confidential online portal for 11-25-year-olds)

www.freedbeeches.org.uk (eating disorders in young people service)

www.youngminds.org.uk (young people’s mental health service)

www.papyrus-uk.org (prevention of young suicide)

www.nottinghamshire.gov.uk/media/115467/childrens-society-cse-and-csa-service (children’s society / safetime support – sexual abuse)

www.nottinghamshire.gov.uk/fanotts/health-and-wellbeing/emotional-wellbeing

7 Mental health academy best practice proforma – exemplar



Academy mental health and well-being best practice

Samuel Barlow Primary Academy has a working document detailing our response to mental health & well-being within the academy. This document is based upon the pro forma below.

This is a generic example of a working document for MHL to track actions and provision around a respective academy mental health offer – it is purely for guidance and is not exhaustive in terms of content

	Strategies in place	Notes/staff	Timeline
1. Designated mental health lead	Continued emphasis on staff rewarding students with merits from the PBFL policy. Postcards home, positive re-enforcement	Designated mental health lead working with inclusion team and MIND. Staff training session held in Summer HT 6 by MIND representative. SLT training on INSET day with EH	
2. Identifying mental health need	Students with need/ support identified by staff and pastoral team during weekly inclusion meetings and house meetings mental health topics covered in life skills curriculum at KS3 and KS4. Mental health is covered through safeguarding yearly audit.	Students identified working with HoH. Also, referrals to TETC team or MIND staff	
3. Plan mission statement or policy for mental health	MHL and inclusion team to work closely together to put together a policy with the trust SDL and	Mental health statement/ offer to be created and share with all stakeholders and placed on website	

	<p>place around academy site and on the website.</p> <p>Year 11 peer mentor scheme.</p>	<p>36 Year 11 peer mentors trained in July. Assigned year 7 and 8 students who they meet each week to support transition and other SEMH issues.</p>	
<p>4. Incorporating mental health into the curriculum</p>	<p>Weekly lessons at KS3 and 4 covers mental health awareness, as well as a bespoke life weeks programme with workshops scheduled throughout the academic year.</p> <p>TETC team are working with MHL in embedding tutorials with students who have asked for support regarding MH issues.</p> <p>LGBTQ group already established and has lots of members and support. Pride event last July at ELA was well supported.</p> <p>Also using school health advice and appointment line telephone numbers as sources for students, parents/carers.</p> <p>Assemblies from internal and external staff. MHL started promoting MH in assemblies before HT.</p>	<p>HoHs have started to focus on delivery during VT sessions. Posters already on display on house notice boards.</p> <p>MHL has forged links with Kooth. Posters around the site advertising the site and how students can utilise the site.</p> <p>LGBTQ group will also lead another assembly on diversity within our community. They all wear flag pin badges on a daily basis, and the noticeboard has lots of information for students to read.</p>	
<p>5. Using universal data and measurement to identify need</p>	<p>Attendance, rewards and behaviour data is analysed once a week by MHL/HoH/AO – shared with students by their tutor during VT time –</p>	<p>Data dashboard is monitored by MHL lead and AO once a week and disseminated to HoH</p>	

	<p>intervention/support put in place for students not meeting expectations.</p> <p>SEND outcomes are tracked separately in consultation with the Inclusion team by SENDCo – intervention/support put in place</p> <p>MyConcern dashboard data analysed by DSL and HoH periodically during the week – intervention/support put in place from inclusion team meeting each week</p>	<p>Critical cohorts for attendance and behaviour are created and reviewed once a half term – monitored every week (HoH/AO)</p> <p>SENDCo feeds back at weekly inclusion team meetings- involving HoH and VT tutors with updated information.</p> <p>MyConcern is reviewed and analysed once a week at least by DSL and shared with core SG team.</p> <p>Feedback from weekly inclusion team meeting is used to support intervention and vulnerable students on individual support plans if needed.</p>	
<p>6. Engaging parents and carers in supporting children's mental health</p>	<p>Topic at parent focus group meetings held throughout the year.</p> <p>Mental health focus to be placed on the academy website.</p> <p>Access to a counselling service offering 1:1 sessions with students</p> <p>Social media promoting events in school e.g., mental health awareness day etc.</p>	<p>MHL hosting these meetings with parent focus group throughout the year</p> <p>MHL to liaise with principal to place information on academy website.</p> <p>Access to a counselling service 5 days a week. Also available out of school hours via e-mail (this includes academy holidays)</p>	

		Working with peer mentors and inclusion group - especially for mental health awareness week	
7. Having a single point of contact with external mental health services	The academy uses the following external agencies all of which are available to parents and student on the website Kooth counselling MIND School Health - Notts / Lincs CAMHs	Contacts will be placed clearly on the academy website Contacts are included in each mental health newsletter each term	
8. Offering counselling to support pupils' mental health	Previously mentioned in box numbers 2 and 3 Support from FT student councillor Year 11 peer mentors Year 12 academic mentors	Access to a counselling service available 5 days per week and out of hours via e-mail. Year 11 mentors work with vulnerable year 7 and 8 students. Also run a drop-in session at lunchtimes and also have an e-mail address	
9. Taking a whole school approach to mental health	Part of AIP through curriculum and safeguarding provision / identified priorities Peer mentors to work with years 7 and 8 students Linked to VT tutor programme within the SMSC curriculum (subject lessons) and the life skills programme. Staff awareness training delivered	Peer mentors implemented in September and are now embedded and developed within the academy HoH and MHL to set yearly overview for tutor programme to include mental health focus	

Audit of academy practice based around the identified areas in the latest DfE publication:

'Supporting mental health in schools and colleges- pen portraits of provision' - May 2018

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/705083/Supporting_Mental-Health_pen_portraits.pdf

8 Review

The mental health principles review will be carried out each spring term by the strategic development leaders, safeguarding and personal development.