

Appendix to Mental Health and Wellbeing Principles

Tuxford Primary Academy

Sept 2023

Contents

1	Academy Statement.....	3
2	Roles and Responsibilities	3
3	Appendix to principles statement	4
4	Mental health academy best practice proforma.....	5
5	Review.....	6

“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 Academy Statement

1.1 We follow the over-arching guidance set out in the [Mental Health and Wellbeing Principles](#)

1.2 In addition to the policy, our local academy appendix outlines specific operational approaches to managing behaviour below.

2 Roles and Responsibilities

All adults working with or on behalf of children have a responsibility to promote their wellbeing. In Tuxford Primary Academy the following people have a specific overview of aspects of our mental health provision.

Wellbeing Champion – Amelia Hewgill

Mental Health Lead – Rachael Cottam (SENDCo)

Designated Safeguarding Lead – Tracy Blacknell

Specialist TA – Bev Le Floch (Emotional Literacy Support Assistant-ELSA)

Family Support Advisor – Julia Farrell

SENDCo – Rachael Cottam

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

3 Appendix to principles statement

How mental health provision will be addressed across the trust's academies from 2021

Level of mental health provision	Examples	For
<p>Green – Universal <i>pre-emptive</i> Ensuring there is a whole school approach to mental health helps with this because it removes the stigma around mental health and encourages children to talk about their feelings.</p>	Wellbeing lessons and/or drop-down days	All children
<p>Amber – Targeted support – <i>pre-emptive and responsive</i> Trained staff with the skills and confidence to step in, offer first aid and guide children 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>	Mental health first aider	Children who need one to one support with their mental health and wellbeing
<p>Red – Critical support – <i>responsive / referral</i> School counselling staff support children 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 children.</p>	Access to a counselling service	Children 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.freedbeeches.org.uk (eating disorders in young people service)

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

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

4 Mental health academy best practice proforma

Academy mental health and well-being best practice

	Strategies in place
1. Identifying mental health need	Children with need/ support identified by staff and discussed with Mental Health Lead. Mental health is covered through safeguarding yearly audit.
2. Incorporating mental health into the curriculum	Mental health is discussed through PHSE lessons. Assemblies also highlight mental health issues such as anxiety, self-esteem etc.
3. Using universal data and measurement to identify need	Attendance, rewards and behaviour data is analysed half termly. Intervention/support put in place for children where necessary. SEND outcomes are tracked by SENDCo – intervention/support put in place MyConcern dashboard data analysed by Designated Safeguarding Lead and reported to SLT - intervention/support put in place where necessary.
4. Engaging parents and carers in supporting children's mental health	Information on Weduc Hub and newsletter Parent voice collected throughout the year. One to one and small group interventions offered to children within school through ELSA. Social media promoting events in school e.g., mental health awareness day etc.
5. Having a single point of contact with external mental health services	The academy uses the following external agencies: Notts Help Yourself MIND Sue's Place (Bereavement Centre) Healthy Families Team - Nottinghamshire

	CAMHS Anna Freud BPBP
6. Offering counselling to support pupils' mental health	Children supported by class teacher and specialist TAs (Graduated response)
7. Taking a whole school approach to mental health	Delivered through PHSE curriculum and assemblies Staff awareness training delivered Support for staff from Mental Health Lead.

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

5 Review

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