

Appendix to Mental Health and Wellbeing Principles March 2021

Published:	Next review:	Statutory/non:	Lead:
March 2021	March 2022	Non-statutory	R Cottam
Associated documents:			
Safeguarding and child protection policy Staff wellbeing strategy 2018 https://www.gov.uk/guidance/teaching-about-mental-wellbeing		Mental Health in Childhood, APPG report, May 2018 – pp74 recommendations Mental Health and Behaviour in Schools, DfE Nov 2018	
Links to:			
<ul style="list-style-type: none"> • Department of Health - Future in mind • www.mentalhealth.org.uk/a-to-z/c/children-and-young-people • Department for Education – Supporting mental health in schools and colleges • www.annafreud.org • www.annafreud.org/what-we-do/schools-in-mind/our-work-with-schools/mental-health-services-and-schools-link-programme-cascade/ • Department of Health and Department for Education – Transforming Children and Young People’s Mental Health Provision: A Green Paper 		www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-teaching-about-mental-health	

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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

Tuxford Primary Academy follows all aspects set out in the Diverse Academies Mental Health and Wellbeing Principles.

<https://www.diverseacademies.org.uk/wp-content/uploads/sites/25/2019/05/Mental-Health-and-Wellbeing-Principles.pdf>

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 – Lynne Machin

Mental Health Lead – Rachael Cottam (SENDCo)

DSL – Jo Witham

Specialist TAs – Bev Le Floch (Emotional Literacy Support Assistant-ELSA) and Lacy Morris (Counselling)

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 Training

Tuxford Primary Academy follows all aspects set out in the Diverse Academies Mental Health and Wellbeing Principles.

<https://www.diverseacademies.org.uk/wp-content/uploads/sites/25/2019/05/Mental-Health-and-Wellbeing-Principles.pdf>

4 Designated mental health lead

Tuxford Primary Academy follows all aspects set out in the Diverse Academies Mental Health and Wellbeing Principles.

<https://www.diverseacademies.org.uk/wp-content/uploads/sites/25/2019/05/Mental-Health-and-Wellbeing-Principles.pdf>

5 Trustees and academy committees

Tuxford Primary Academy follows all aspects set out in the Diverse Academies Mental Health and Wellbeing Principles.

<https://www.diverseacademies.org.uk/wp-content/uploads/sites/25/2019/05/Mental-Health-and-Wellbeing-Principles.pdf>

6 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
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.	Wellbeing lessons and/or drop-down days	All childrens

<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 childrens 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	Childrens who need one to one support with their mental health and wellbeing
<p>Red – Critical support – <i>responsive / referral</i></p> <p>School counselling staff support childrens 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 childrens.</p>	Access to a counselling service	Childrens 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

Academy mental health and well-being best practice

	Strategies in place	Notes/staff	Timeline
1. Designated mental health lead	Continued emphasis on staff rewarding children from the PBFL policy.	Designated mental health lead working with staff and MIND.	
2. Identifying mental health need	Children with need/ support identified by staff and discussed with MHL. Mental health is covered through safeguarding yearly audit.	Children identified working with support staff. Also, referrals to TETC team or MIND staff	
3. Plan mission statement or policy for mental health	MHL to work closely together to put together a policy with the trust SDL and place around academy site and on the website.	Mental health statement/ offer to be created and share with all stakeholders and placed on website.	
4. Incorporating mental health into the curriculum	Mental health is discussed through PHSE lessons. Assemblies also highlight MH issues such as anxiety, self-esteem etc.	PHSE curriculum in place	
5. Using universal data and measurement to identify need	Attendance, rewards and behaviour data is analysed half termly. Intervention/support put in place for children not meeting expectations. SEND outcomes are tracked by SENDCo – intervention/support put in place	Data dashboard is monitored by MHL lead and Principal. Critical cohorts for attendance and behaviour are tracked. SENDCo works closely with support staff, class teachers and SLT . MyConcern is reviewed and analysed regularly by	

	MyConcern dashboard data analysed by DSL and reported to SLT	DSL and shared with core SG team. Feedback is used to support intervention and vulnerable children on individual support plans if needed.	
6. Engaging parents and carers in supporting children's mental health	<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 childrens</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> <p>Working with peer mentors and inclusion group - especially for mental health awareness week</p>	
7. Having a single point of contact with external mental health services	<p>The academy uses the following external agencies all of which are available to parents and children on the website</p> <p>Kooth counselling</p> <p>MIND</p> <p>School Health - Notts</p> <p>CAMHs</p>	<p>Contact can be organised through the MHL and Parent Support Advisor.</p> <p>Parents made aware through school newsletter.</p>	
8. Offering counselling to	Children supported by class teacher and specialist TAs	Access to a counselling available and referrals for further external support can be made.	

support pupils' mental health			
9. Taking a whole school approach to mental health	<p>Part of AIP through curriculum and safeguarding provision / identified priorities</p> <p>Delivered through PHSE curriculum and assemblies</p> <p>Staff awareness training delivered</p>	MHL, PHSE lead and SLT to monitor	

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.