Mental Health and Wellbeing Policy

Related documents:

- Equality and Diversity Policy
- Child Protection and Safeguarding Policy
- SEND and Learning Policy
- Curriculum Policy (especially PSHE)
- Complaints Policy
- Whistleblowing Policy
- Staff Code of Conduct
- Anti-bullying & behaviour policy

Summary of policy:

This policy outlines how OLAAS Academies will work to promote the positive mental health and wellbeing of all pupils and staff to enable them to flourish.

Academy Mental Health Lead is:	Mrs S Drust

Mental Health and Wellbeing Policy

1. Introduction and purpose

1.1. Within our Academy, we aim to promote positive mental health and wellbeing for our whole Academy community (pupils, staff, parents and carers), and recognise how important mental health and emotional wellbeing is to our lives, in just the same way as physical health. We recognise that children and young people's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. All staff, children and young people move up and down the mental health continuum during their Academy career. However, some face significant life events which can seriously impact their emotional wellbeing and can include mental illness.

1.2. The Department for Education (DfE) recognises that: "Schools have a role to play in supporting the mental health and wellbeing of children"[1] (Mental Health and Behaviour in School, 2018). Schools can be a place for all pupils to experience a nurturing and supportive environment that has the potential to develop self-esteem and give positive experiences for overcoming adversity and building resilience. The academy is also a place of respite from difficult home lives and offers, positive role models and relationships, which are critical in promoting the wellbeing of all young people.

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[1] Mental Health and Behaviour in School, 2018

1.3. The role of the Academy is to ensure that staff and pupils are able to manage times of change and stress, and that they are supported to reach their potential or access help when they need it. We also have a role to ensure that staff and pupils are informed and learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues, and where they can go if they need help and support.

1.4. The aim is to help develop the protective factors which build resilience to mental health difficulties and to be an academy where:

- All staff, pupils and community members are valued

- All staff and pupils have a sense of belonging and feel safe

- Pupils feel able to talk openly about their problems without feeling stigma or discrimination. Staff will know who can support them and where to go to seek help and support

- Positive mental health is promoted and valued

- Bullying is not tolerated.

1.5. Workload and work-life balance is given careful consideration to ensure staff feel well supported, are happy at work and prioritise health and wellbeing in order to fulfil their roles to the best of their ability.

2.   Scope

2.1   This policy applies to all staff, pupils, parents/carers, visitors to the academy and the community.

3.   Legislation and regulation

Definition of mental health

3.1. Mental health and wellbeing is defined as *"a state of well-being 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."* [2]

3.2. Mental health and wellbeing is not just the absence of mental health problems. We want all our pupils and staff to:

- feel confident in themselves.

- be able to express a range of emotions appropriately.

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[2] World Health Organisation - http://www.who.int/features/factfiles/mental_health/en/ [3] https://www.gov.uk/guidance/equality-act-2010-guidance

- be able to make and maintain positive relationships with others.
- cope with the stresses of everyday life.
- manage times of stress and be able to deal with change.
- learn and achieve.
- Complete work to the best of their ability.
- Enjoy coming to work.

3.3. Under the Equality Act 2010[3] an adult, child or young person with a mental health illness is described as having a mental impairment and therefore a disability. A disability is described in law (the Equality Act 2010) as 'a physical or mental impairment, which has a long-term (a year or more) and substantial adverse effect on their ability to carry out normal day-today activities.'

3.4. The Equality Act requires early year's providers, schools, colleges, other educational settings and local authorities to:

- Not directly or indirectly discriminate against, harass or victimise disabled adults, children and young people;

- Make reasonable adjustments, so that disabled adults, children and young people are not disadvantaged. This duty is known as 'anticipatory'.

3.5. All academies will operate within the law. The legal framework, statutory guidance, key policies and government strategies most pertinent to mental health can be found in:

- The Mental Health Act (2007)

- Mental Health (Discrimination) Act (2013)

- The Equality Act 2010

- The Children and Families Act 2014, Part 3

- The Special Educational Needs and Disability Regulations 2014

- The SEND Code of Practice (last updated April 2015)

- Working Together to Safeguard Children (July 2018)

- Keeping Children Safe in Education (September 2021)

- Mental health and behaviour in schools (November 2018)

- Transforming children and young people's mental health provision: a green paper (last updated July 2018)

4.   Policy statement

4.1. OLAAS vision and values are at the heart of all it does and this policy strongly advocates: Partnership working across academies and utilising trust expertise, local, and specialist agencies, as well as a meaningful child centred approach to supporting pupils in line with the Ofqual Mental Health First Aid CARE approach; High aspirations and opportunity; A commitment to legal compliance and a genuine desire to support *all* adults, children and young people in line with the gospel values and canon law.

4.2.   We will ensure that:

- All academies will be proactive in identifying and supporting an adult, child or young person with mental health difficulties, ensuring that our children and staff are at the centre of all decisions and take into account their feelings, wishes and views.

- Academies will work closely with the local authority, external agencies and charitable organisations to ensure appropriate care is accessed to support the school community.

- All academies have procedures and professionals in place to enable them to fulfil their duties and to drive a caring and positive wellbeing centred ethos and vision.

Support for our Academies

4.3.   OLAAS has a MAC strategy for Mental Health and wellbeing with a Designated Mental Health lead in all academies. Each academy has the opportunity to buy into the Employee Assistance Programme to promote support for colleagues.

Approach to Positive Mental Health for Pupils

4.4.   All academies have a responsibility to promote positive mental health, and to understand about protective and risk factors for mental health (see appendix 1). Some pupils will require additional help and staff through the Ofqual MHFA training will have the skills to look out for any early warning signs of mental health problems and ensure that pupils with mental health needs get early intervention and appropriate support.

4.5.   The academies recognise that many behaviours and emotional problems can be supported within the academy environment, or with advice from external professionals. Some pupils will need more intensive support at times, and there are a range of mental health professionals and organisations that provide support to pupils with mental health needs and their families.

4.6.   All academies will be advised to have a pupil mental health champions group to support the academy in leading the promotion of positive mental health, raising awareness for pupils and within the community.

4.7.   All academies will make reasonable adjustments for children and young people experiencing emotional distress and mental health difficulties to support recovery in line with legislation.

<u>What our academies will do</u>

4.8.   Academies will designate a member of the senior leadership team to be responsible for overseeing, coordinating and championing mental health and wellbeing education and provision. The designated mental health lead for the academy is detailed on page 2.

4.9. Academies will prepare a mental health and wellbeing action plan and publish it on their website. The plan will set out the details regarding the implementation of the OLAAS Mental Health and Wellbeing Policy.

4.10. Academies recognise that many behaviours and emotional problems can be supported within the academy environment, or with advice from external professionals. Some pupils will need more intensive support at times, and there are a range of mental health professionals and organisations that provide support to students with mental health needs and their families.

4.11. Academies will ensure pupils are taught about positive mental wellbeing and mental health illnesses. This will cover knowledge and social and emotional skills that will help pupils to be more resilient, understand about mental health and be less affected by the stigma of mental health difficulties.

4.12. Academies will:

- Provide a safe environment to enable pupils to express themselves and be listened to.

- Ensure the welfare and safety of all pupils

- Identify appropriate support for pupils based on their needs.

- Involve parents and carers when their child needs support.

- Involve pupils in the care and support they have, ensuring the voice/views of the young person is always taken into account.

- Monitor, review and evaluate the support with children and keep parents and carers updated.

4.13. Academies will utilise the MHFA CARE framework to support with crisis situations and to inform support process:

C- Check for significant risk of suicide or harm

A- Apply non-judgemental communication skills

R- Reassure and provide information

E- Encourage professional support and self-help strategies

4.14. Staff are aware that mental health needs, such as anxiety, might appear as noncompliant, disruptive or aggressive behaviour which could include problems with attention or hyperactivity. This may be related to home problems, difficulties with learning, peer relationships or development.

4.15. Academy staff and the mental health lead will work alongside the SENCo to support identification and the assessment for a pupil to ascertain if they should be identified as 'SEND Support' under the category of Social, Emotional, Mental Health (SEMH) as part of the SEND Code of Practice.

4.14. If a pupil has received intensive and/or specialised external mental health professional support, the academy has a duty of care to support pupils and will seek advice from medical staff and mental health professionals on the best way to support children. We will carry out a risk assessment and produce an Individual Care Plan to support children to re-integrate successfully back to Academy.

4.15. Academies recognise that when a pupil is experiencing mental health problems it can be challenging for their friends, who often want to help them but are not sure the best thing to do and can also be emotionally affected, therefore appropriate support will be provided.

4.16. Academies also recognise the importance of support for parents/carers caring for a young person with a mental health difficulty. Academies operate an open-door policy and will ensure regular communication between home and school. Staff can signpost to additional sources of support outside of the academy through the MHFA resources.

4.17. If there is a concern that a pupil is in danger of immediate harm, then the Academy's safeguarding procedures are followed. If there is a medical emergency, then the Academy's procedures for medical emergencies are followed.

5. Training

5.1. Each OLAAS academy has a trained Mental Health lead and Adult and Youth MHFA trained staff.

6. Responsibilities

The following responsibilities apply in relation to this policy:

6.1. Headteachers are responsible for ensuring a member of the senior leadership team is the designated mental health lead within their academy.

6.2. The Mental Health Lead is responsible for overseeing, coordinating and championing mental health and wellbeing education and provision.

6.3. All staff are responsible for promoting positive wellbeing and identifying and supporting pupils experiencing mental health difficulties.

6.4. Pupil Mental Health Champions will support in the promotion of positive mental wellbeing.

6.5. Trustees and the MAC Team have overall responsibility for the implementation and approval of this policy.

7. Monitoring and compliance

7.1. MAC leaders and Board of trustees will monitor compliance with this policy within the academies in their respective regions.

Appendix 1

Protective Factors and Risk Factors

(Adapted from Mental health and behaviour in schools (November 2018)[3]:

	Risk Factors	Protective Factors
In the Child	• Genetic influences • Specific development delay • Communication difficulties • Physical illness • Academic failure • Low self-esteem • SEND	• Secure attachment experience • Outgoing temperament as an infant • Good communication skills, sociability • Being a planner and having a belief in control • Humour • Problem solving skills and a positive attitude • Experiences of success and achievement • Faith or spirituality • Capacity to reflect
In the Family	• Overt parental conflict including domestic violence • Family breakdown (including where children are taken into care or adopted) • Inconsistent or unclear discipline • Hostile and rejecting relationships • Failure to adapt to a child's changing needs • Physical, sexual, emotional abuse or neglect • Parental psychiatric illness • Parental criminality, alcoholism or personality disorder	• At least one good parent-child relationship (or one supportive adult) • Affection • Clear, consistent discipline • Support for education • Supportive long-term relationship or the absence of severe discord

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[3] https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools__.pdf

	• Death and loss – including loss of friendship	
In the Academy	Bullying Discrimination Breakdown in or lack of positive friendships Negative peer influences Peer pressure Inconsistent implementation of the behaviour policy Poor relationships with staff	• Clear policies on behaviour and bullying • 'Open door' policy for children to raise problems • A Whole-Academy approach to promoting good mental health • Positive relationships between pupils and staff

Appendix 2

For support on specific mental health needs:

- Anxiety UK www.anxietyuk.org.uk
- OCD UK www.ocduk.org
- Depression Alliance www.depressoinalliance.org
- Eating Disorders www.b-eat.co.uk and www.inourhands.com
- National Self-Harm Network www.nshn.co.uk www.selfharm.co.uk
- Suicidal thoughts Prevention of young suicide UK – PAPYRUS: www.papyrus-uk.org
- www.youngminds.org.uk champions young people's mental health and wellbeing
- www.mind.org.uk advice and support on mental health problems www.minded.org.uk (e-learning)
- www.time-to-change.org.uk tackles the stigma of mental health
- www.rethink.org challenges attitudes towards mental health

Academy Action Plan:

RAISING AWARENESS AND IMPLEMENTATION OF THE POLICY				
Objective	**Actions**	**Who is responsible?**	**Time scale**	**Evaluation / Impact**
Student led activities	Peer Listeners and/or Pupil Wellbeing Champions group who meet termly with a wellbeing focus. Pupil friendly and age appropriate notice boards. Pupil buddies / mentors to support each other. Random acts of kindness & compliments board. Pupil voice and questionnaires. Pupil friendly reporting tools e.g. worry boxes, meet and greets Pupils sharing wellbeing activities, what they enjoy, what works for them to maintain positive emotional wellbeing e.g. anxiety	Inclusion Team / Mental Health Champions All staff MHST	Yr6 Peer Listeners to complete refresher training. Pupil perceptions questionnaires to be completed twice a year.	Pupils have ownership and are actively involved with raising awareness of wellbeing and mental health and supporting each other. Pupil voice and questionnaires identifies improved wellbeing as a result of activities and actions. Pupils learn how to support themselves as well as others, recognising their emotions, level of wellbeing and how to maintain or improve it. Children will be confident knowing where they can get help and will not be ashamed or embarrassed about their mental health.
Academy activities	Assemblies to raise awareness. Mental health curriculum is delivered within PSHE lessons and Reflection time activities. This includes our jigsaw curriculum. Displays to share information about wellbeing and mental health for pupils. Promoting and taking part in key Mental Health events such as Mental Health Week etc. Mental health and wellbeing surveys. Access to a safe space to support managing emotions and receive support from staff.	Inclusion Team / Mental Health Champions All staff	MH curriculum is taught weekly and progress of learning is tracked termly. Half termly assemblies. Display boards updated termly.	Pupils will know how to recognise signs of ill mental health in themselves and others. Pupils will know where to access help and be able to support others as well as implement self-help strategies. Academy has a clear and robust system for identifying students as well as tracking and monitoring their wellbeing linked to the MHFA continuum.

			Questionnaires completed twice a year.	Academy has a clear graduated response to supporting students with SEMH needs linked to the SEND COP.
	Graduated approach to supporting students (detailed below).			Academy has access to evidenced based assessments and interventions to identify, support and track pupils.
	Clear referral form and process for staff to access support and raise concerns for a pupils MH and wellbeing.		Referral process implemented	Academy systems means no child is left behind or missed.
	Daily check-ins with every student to assess their wellbeing.			The whole academy work collaboratively to support and identify students.
	Vulnerable Pupil Provision Map utilised to track and record metal health concerns, support and impact.		Staff training delivered	The academy has an ethos of caring and kindness.
	Range of interventions available to support pupils with MH and WB difficulties, including all staff TIAAS trained, ELSA trained member of staff, etc (Further details below).			
	Training for staff on MH and WB through MHFA, E-ACT CPD and external agencies.			
	Mental health and wellbeing needs are accounted for in academy policies including the behaviour and anti-bullying policies.			
Family / community activities	Mental Health Support Practitioners to attend parents' evening, wellbeing events etc	Inclusion Team / Mental Health Champions	Parent Workshops/ Information & Training Opportunities	Parents will be able to recognise the signs of Mental health and will know where to go to get help for themselves or a family member and will know who to talk to in school if they require additional help.
	Parent / carer training opportunities to learn about MH and WB and how to support their children.			
	Coffee morning support groups for parents to understand contributors to own wellbeing led by external professionals and safeguarding team.	SISS SEMH	Coffee Mornings to promote general wellbeing	Working collaboratively with charities and other professionals widens sources of support for the community.
	Approachable outreach and safeguarding team who provide supportive listening signposting for families.	MHST		

	Flyers, notice boards and website information to share sources of support. Working collaboratively with local charities and external agencies to raise awareness. Parent / carer wellbeing surveys.		

Assessment, Interventions and Support			
Level of need	Assessment and Early Identification Indicators	Interventions and Support Available **The kinds of intervention and support provided will be decided in consultation with key members of staff, parents and children**	Monitoring
High need	Live Vulnerable Pupil Tracker that all staff are aware of. VPT is updated weekly with mental health and wellbeing being an indicator. Aim to train all staff in Level 1 Youth Mental Health First Aid Awareness. Staff to have clear indicators to look out for (At a glance booklet). Children discussed in weekly safeguarding meetings. SEND referral system. Whole school pupil wellbeing measures. SEMH specific assessments (SDQ, SCARED-R, perceived stress scale, Rosenberg self-esteem scale etc). EP assessments. External agency assessments (CAMHS, Psychologists etc). Parent concerns.	Interventions recorded Daily check ins are timetabled and can occur several times every day Risk Assessment in place and written with safeguarding team and other key members of staff Daily access to ELSA trained member of staff as needed. Regular communication and updates with parents and carers CAMHS (SOLAR) referral where deemed necessary Graduated response adhered to: Wave 2 interventions: Individual ELSA sessions, Circle of friends, Mindfulness intervention etc. Wave 3 interventions: Counselling sessions, EP sessions, CAMHS, Place to be support, Edward's Trust etc. Access to 'safe space'. Individualised support plans. Safety Plans. Crisis plans. Learning assessments where anxiety links to learning by SENTAA.	Regular reviews of the risk assessments Parental voice to be included in reviews. Child voice to be included in reviews. Baseline assessments and interventions & reviews Reports from external agencies. Attendance and behaviour data. Multi-agency meetings. Whole school wellbeing measures.
Some need	Pupil mental health signposting. Children discussed in safeguarding meetings or vulnerable pupil panels etc. Pupil voice screens	Daily check ins are timetabled. Group ELSA interventions. Access to wellbeing room during break and lunchtime. Regular communication and updates with parents and carers.	Evidence of ELSA interventions and evaluations

	Whole school wellbeing measures. Referrals to the Inclusion team. Parent concerns. SEMH specific assessments (SDQ, SCARED-R etc).	LSA intervention e.g. mentoring, 1:1 emotions coaching support. Weekly jigsaw / PSHE lessons Signposting to mental health and wellbeing display board. SEMH interventions e.g. Graduated response adhered to: Individual ELSA sessions, Mindfulness intervention, Social skills group, Emotional Regulation groups etc. Access to safe space. Learning assessments where anxiety linked to learning by SENCo. WELLCOMM screening	Pupil voice screening evidence Evaluated jigsaw lessons Baseline and impact measures from assessments and evidence based interventions e.g. SDQs. Behaviour and attendance monitoring.
Low need	Pupil mental health signposting. Children discussed with key members of staff as appropriate. Pupil voice Parent concerns. Worry boxes. Whole school wellbeing measures.	Weekly Jigsaw / PSHE lessons. Signposting to mental health and wellbeing display board. Daily check ins by classroom team. Group interventions or whole group targets. LSA support. Pupil Wellbeing Champion / Peer Listener programme. Celebration days and recognition events for the whole school e.g. world mental health day. Targeted MH and WB assemblies. All staff TIAAS trained.	Evidence of interventions and evaluations Pupil and Parent voice Evaluated jigsaw lessons. Staff to evidence assemblies and student voice.