



GREENWOOD ACADEMIES TRUST



# Mental Health and Wellbeing Policy



Newark Hill Academy

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| Approved by:        | Sonia Kendal<br>(Principal) | Date: 13.06.24 |
| Last reviewed on:   | June 2024                   |                |
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## **Definition of Mental Health and Wellbeing**

*“Mental health is 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.”*

(World Health Organization)

## **Policy Statement**

At Newark Hill Academy, we aim to promote positive mental health for every member of our Academy community (children, staff, parents, carers and partners). We recognise how important mental health and wellbeing is in our lives, and that it is equally as important as physical health.

Mental health is a critical part of a child’s wellbeing, and we recognise that poor mental health can adversely affect a child’s learning and progress. Our whole Academy values are at the root of all we do in Academy, and we use these positively to promote good mental health and wellbeing for all of our community. In addition to promoting positive mental health, we aim to recognise and respond to mental ill health.

By making our Academy mentally healthy, we strive to ensure a nurturing, welcoming and supportive environment, where all children can build on their potential, no matter their life experiences. By developing and implementing practical, relevant and effective mental health policies and procedures we can promote a safe and stable environment for our pupils: those who are affected both directly, and indirectly by mental ill health. We aim to provide a safe, healthy and fun place for all our community to be. We want to ensure we help the children deal with their own mental health, support others who may be suffering from poor mental health, and understand what they can do in order to have a positive mind-set.

This document describes Academy’s approach to promoting positive mental health and wellbeing. This policy is intended as guidance for all stake holders.

This policy should be read in conjunction with our medical policy in cases where a student’s mental health overlaps with or is linked to a medical issue and the SEND policy where a student has an identified special educational need.

The purpose of this policy is to have:

### **General**

- Resilient, happier and motivated pupils and staff who get more out of life

### **Teaching and Learning**

- Pupils who are more engaged in the learning process
- Pupils who can concentrate and learn better
- Improved standards in all subjects, including literacy and numeracy
- Improved attainment
- More effective teaching

- Parents and carers who are more involved in Academy life and learning

### **Behaviour and Attendance**

- Pupils with high self-esteem and confidence
- Pupils who have a say in what happens at Academy
- More engaged learners
- Good concentration, behaviour and attendance
- Positive peer relationships

### **Staff Confidence and Development**

- High morale
- Staff with high wellbeing
- Stable, content and consistent workforce
- Positive and effective relationships with pupils

### ***We promote a mentally healthy environment through:***

- Promoting our Academy values and encouraging a sense of belonging.
- Promoting pupil voice and opportunities to participate in decision-making.
- Celebrating academic and non-academic achievements.
- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others.
- Providing opportunities to reflect.
- Enabling access to appropriate support.
- Mental Health and PSHE for all year groups
- Wellbeing week and access to information around the Academy

### ***We pursue our aims through:***

- Universal, whole Academy approaches
- Support for pupils going through recent difficulties including bereavement.
- Specialised, targeted approaches aimed at pupils with more complex or long-term difficulties including attachment disorder.
- Nurture groups to focus on mental health, resilience and wellbeing.

### **Early identification and Tracking**

Our identification system involves a range of processes. We aim to identify children with mental health needs as early as possible to prevent things getting worse. We do this in a variety of ways including:

- Pupil questionnaires
- CPOMs log
- Boxall scales (for pupil highlighted as needing more support)
- Analysing behaviour
- Pastoral Lead notes/reports

- Staff report concerns about individual children to the relevant lead person
- Pupil progress review meetings
- Gathering information from a previous Academy
- Parental meetings
- Enabling children to raise concerns to any member of staff
- Enabling parents and carers to raise concerns to any member of staff

## **Signposting**

We will ensure that staff, pupils and parents are aware of sources of support within Academy and in the local community. What support is available within our Academy and local community, who it is aimed at and how to access it.

We will display relevant sources of support in appropriate communal areas and will regularly highlight sources of support to students within relevant parts of the curriculum. Whenever we highlight sources of support, we will increase the chance of student help-seeking by ensuring children understand:

- What help is available
- Who it is aimed at
- How to access it
- Why to access it
- What is likely to happen next

## **Assessment, interventions and support**

All concerns are reported to the designated adults within Academy and needs are assessed through a triage approach with SLT, class teachers and SENDCO to ensure the child gets the support they need, either from within the Academy or from an external specialist service, as quickly as possible.

## **Working with parents and carers.**

Parents or carers can approach their child/children's class teacher if they have mental health concerns. This will be cascaded to the Mental Health Lead for assessment.

## ***To support parents and carers we will:***

- Provide information online on mental health issues and local wellbeing and parenting programmes.
- Share ideas about how parents and carers can support positive mental health in their children.
- Make our emotional wellbeing and mental health policy easily accessible to parents.
- Keep parents informed about the mental health topics taught in PSHE and share ideas for extending and exploring this at home.
- Organise workshops and presentations on mental health, anxiety, resilience and steps to wellbeing.

**When a concern has been raised, teachers or the Mental Health Lead and SENDCO will:**

- Contact parents to discuss the outcome of any assessment (Although there may be cases, parents and carers cannot be involved due to child protection issues.)
- Discuss any relevant referrals to external agencies.
- Signpost parents to further information or provide resources to take away.
- Create a chronology of actions and events.
- Agree mental health care and protection plan where appropriate
- Discuss how parents can support their child through strategies or signposts to parenting support groups

**Working with specialist services**

As part of our targeted provision, the Academy will work with other agencies to support children's emotional health and wellbeing. Children may be referred to one of the following services for additional support.

- Behaviour support
- Educational Psychology Services
- MHST-Mental health services
- CAMHS (child and adolescent mental health service)
- Academy Nursing Service
- Children's and Family Services
- Therapists
- Family support workers- Bernardos
- Counselling Services

**Training**

As a minimum, all 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 pupils safe.

Training opportunities for staff who require more in depth knowledge will be considered as part of our performance management process and additional CPD will be supported throughout the year where it becomes appropriate due to developing situations with one or more pupils.