



Noel-Baker Academy
A L.E.A.D. Academy

Mental Health and Wellbeing Policy

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Why mental health and wellbeing is important

At Noel-Baker Academy, we aim to promote positive mental health and wellbeing for our whole school community (children, 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.

Schools can be a place for children and young people 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. For some, school will be a place of respite from difficult home lives and offer positive role models and relationships, which are critical in promoting children's wellbeing and can help engender a sense of belonging and community. Our role in school is to ensure that children are able to manage times of change and stress, and that they are well supported to reach their potential or access help when they need it.

We also have a role to ensure that children 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.

Our aim is to help develop the protective factors which build resilience to mental health problems and to be a school where:

- All children are valued.
- Children have a sense of belonging and feel safe.
- Children feel able to talk openly with trusted adults about their problems without feeling any stigma.
- Empowering individuals to develop the knowledge and understanding to make informed choices about their health, well-being and safety, and reducing risk-taking behaviour.
- Positive mental health is promoted and valued.
- Bullying is not tolerated.
- A range of services are provided which improve the physical, emotional and sexual health and wellbeing of our students and staff.
- Engaging the whole school community in developing and implementing a health and wellbeing strategy.

In addition to children's wellbeing, we recognise the importance of promoting staff mental health and wellbeing.

Covid-19 Pandemic

The mental health and wellbeing of our students, staff and school community is still at the heart of our policy and practice at Noel-Baker Academy during these unprecedented times. The Academy fully recognises the contribution it can make to protect and support students, staff and parents amid the Coronavirus pandemic. The



aim of this review to our Mental Health and Wellbeing Policy is to ensure the Academy continues to promote all aspects of mental health and wellbeing as a priority, with a clear understanding of the additional mental health issues that may occur for some as a result. It is recognised that all members of our school community will have had differing experiences throughout this challenging time and the Academy will support all members of our school community fully.

Purpose of the policy

This policy sets out:

- How we promote positive mental health.
- How we identify and support children and staff with mental health needs.
- How we train and support all staff to understand mental health issues and spot early warning signs to help prevent or address mental health problems.
- Where parents, staff and children can get further advice and support.

Definition of mental health and wellbeing:

We use the World Health Organisation's definition of mental health and wellbeing "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". Mental health and wellbeing is not just the absence of mental health problems. We want all children/young people to:

- Feel confident in themselves.
- Be able to express a range of emotions appropriately.
- 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, including changes to routines and processes as a result of Covid-19.
- Learn and achieve.

How the policy was developed

In developing this policy we have taken account of:

- Children and Young People's Mental Health: State of the Nation 2016.



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- Education, Education, Education, Mental Health 2016 (secondary).
- Promoting children and young people's emotional health and wellbeing, Public Health England 2015.
- Preparing to teach about mental health, PSHE Association 2015.
- Mental Health and Behaviour in Schools, DfE 2014.
- Supporting children with medical conditions, DfE 2014.

This Mental Health and Wellbeing policy sits alongside the Noel-Baker Academy safeguarding and behaviour policies.

A whole school approach to promoting positive mental health

We take a whole school approach to promoting positive mental health that aims to help children become more resilient, happy and successful and to prevent problems before they arise.

This encompasses the following areas:

- Creating an ethos, policies and behaviours that support mental health and resilience, and which everyone understands. Students will receive lessons regarding updated routines and processes as a result of Covid-19 on their return to school. This will ensure the transition is a smooth one with limited impact on their mental health and wellbeing.
- Helping children to develop social relationships, support each other and seek help when they need it.
- Teaching children social and emotional skills and an awareness of mental health.
- Helping children to be resilient learners.
- Early identification of children who have mental health needs and planning support to meet their needs, including working with specialist services.
- Effectively working with parents and carers. The opportunity for parents to communicate specific concerns as a result of Covid-19 will be given through a strengths and difficulties questionnaire.
- Supporting and training staff to develop their skills and their own resilience.

Staff roles and responsibilities, including those with specific responsibility.

We believe that all staff have a responsibility to promote positive mental health, and to understand about protective and risk factors for mental health. Some children will require additional help and all staff should have the skills to look out for any early warning signs of mental health problems and ensure that children with mental health needs get early intervention and the support they need.



All staff understand about possible risk factors that might make some children more likely to experience problems, such as: physical long-term illness, having a parent who has a mental health problem, death and loss, including loss of friendships, family breakdown and bullying. They should also understand the factors that protect children from adversity, such as self-esteem, communication and problem-solving skills, a sense of worth and belonging and emotional literacy (see appendix 1 on risk and protective factors).

At Noel-Baker we have a team of staff who work together to coordinate whole school activities and approaches to promote positive mental health and wellbeing. This includes teaching about mental health within PSHE. The team provides advice and support to staff.

Staff will recognise that for some students, mental health issues may occur as a result of Covid-19 or be amplified where these issues existed prior. A large proportion of staff have undertaken bereavement training to support students effectively following the pandemic.

The Employer/Governing Body shall:

- Ensure this policy is implemented and procedures are in place that recognise and deal with the issue of common mental and physical health problems, which will include: consideration of organisation of work; early recognition for staff with common mental and physical health problems; and interventions that include short-term rehabilitation and return-to-work plans and longer-term reasonable adjustments.
- Actively demonstrate recognition and acceptance of common mental and physical health problems by creating an environment where staff feel comfortable in asking for help.
- Enlist the support of Noel-Baker Academy's HR function and Occupational Health, when appropriate, and ensure staff are able to access this support.
- Ensure that staff roles and responsibilities are clearly defined.
- Attend regular training on health and wellbeing in schools.
- Take into account the equality implications of any policies introduced and monitor on a regular basis.
- Ensure the policy is monitored, evaluated and reviewed.

The Principal/Headteacher shall:

- Recognise the value of good management practice with systems in place to effectively manage staff.
- Foster a supportive work environment, operating in a fair and consistent manner.



- Promote a healthy workplace and practices that ensure that members of staff are able to develop a healthy mind.
- Pay attention to any indication of changes in performance or behaviour in staff and promote sympathetic alertness to staff who show signs of being under stress.
- Understand the differing needs of staff, at different points and events during their life cycles, and offer support accordingly, if and when required. This may include support for pregnant women, older women during the menopause, and those with caring responsibilities.
- Follow agreed procedures when there are concerns or absence due to work related stress and other mental-health problems.
- Ensure that a return-to-work policy is established in the workplace that is supportive of staff both while absent and upon return to work..
- Carry out a risk assessment, where necessary, and especially when concerns have been raised, as soon as possible.
- Ensure that all staff have access to regular training sessions on health and wellbeing in school, including practical sessions to deal with mental, physical and emotional wellbeing issues, and that they are given the appropriate time and resources to undertake this.
- Carefully plan and agree work-life balance solutions including flexible working practices where possible and appropriate.
- Demonstrate commitment, via systems and practices in place in Noel-Baker Academy to employees maintaining a good work/life balance, and ensure that such practices are communicated to all staff.
- Manage pressures which may affect staff, including the impact of workload pressures, and anticipate likely problems, taking action to reduce the effects of these pressures where possible.

Senior Leaders/Line Managers shall:

- Foster a supportive work environment, operating in a fair and consistent manner.
- Conduct a regular staff audits and share and act upon results.
- Pay attention to any indication of changes in performance or behaviour in staff and promote sympathetic alertness to staff who show signs of being under stress.
- Follow agreed procedures when there are concerns or absence due to work-related stress and other mental health problems.
- Ensure that a return-to-work policy is established in the workplace that is supportive of staff both while absent and upon return to work.
- Carry out a risk assessment, where necessary, and especially when concerns have been raised, as soon as possible.
- Attend regular training on health and wellbeing in schools.



- Communicate work-life balance practices to all staff and manage pressures which may affect staff and anticipate likely problems, taking action to reduce the effects of these pressures where possible.
- Demonstrate commitment to staff by encouraging a good work/life balance.
- Ensure that all of Noel-Baker Academy policies are assessed for workload impact.
- Understand the differing needs of staff, at different points and events during their life cycles, and offer support accordingly, if and when required. This may include targeted support for teaching staff in the early stages of their career.

Staff should:

- Staff should seek support or help when they think they are experiencing a problem, if possible, to a clearly identified line manager or named individual.
- Act in a manner that respects the health and safety needs of themselves or others whilst in the workplace.
- Consider wellbeing support mechanisms offered by Noel-Baker Academy e.g. counselling.
- Consider attending training on health and wellbeing issues where they feel that this is appropriate.
- Where possible, be watchful of any indication of changes of behaviour in colleagues and students and promote sympathetic alertness to colleagues who show signs of stress and ensure concerns about a student are passed on appropriately.

How we identify children and staff with mental health needs

Early Identification

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 different ways including:

- Analysing behaviour, exclusions, visits to the medical room/school nurse, attendance and sanctions.
- Staff report concerns about individual children to the relevant lead persons.
- Worry boxes to be placed around the academy to raise concerns which are checked by the Mental Health Team (these are anonymous but give an indication of needs in particular classes regularly). As a result of Covid-19, further worry boxes are to be in situ so that all students in each bubble have access.
- Pupil progress review meetings.
- Regular meetings for staff to raise concerns.



- Gathering information from a previous school as part of the transition process.
- Parents evenings.
- Enabling children to raise concerns to any member of staff.
- Enabling parents and carers to raise concerns to any member of staff.
- There is a team of first-aiders who are being trained and able to deliver appropriate support.
- There are members of staff within faculties with responsibility for student mental health and wellbeing, with Curriculum Directors having a clearly defined role in supporting staff wellbeing.

Any member of staff concerned about a pupil will take this seriously and talk to the Mental Health Lead, school counsellor or the SENCo and make the correct referral. The Academy has a clear referral cycle in place where the correct pathways are identified to provide the best support.

These signs might include:

- Isolation from friends and family and becoming socially withdrawn.
- Changes in activity or mood or eating/sleeping habits.
- Falling academic achievement.
- Talking or joking about self-harm or suicide.
- Expressing feelings of failure, uselessness or loss of hope.
- Secretive behaviour.
- An increase in lateness or absenteeism.
- Not wanting to do PE or get changed for PE.
- Wearing long sleeves in hot weather.
- Drugs or alcohol misuse.
- Physical signs of harm that are repeated or appear non-accidental.
- Repeated physical pain or nausea with no evident cause.

Staff are aware that mental health needs, such as anxiety, might appear as non-compliant, 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.

If there is a concern that a pupil is in danger of immediate harm then the School's child protection procedures are followed. If there is a medical emergency then the School's procedures for medical emergencies are followed.



Supporting children's positive mental health

We believe the Academy has a key role in promoting children positive mental health and helping to prevent mental health problems. Our Academy has developed a range of strategies and approaches including:

Pupil-led activities

- Campaigns to raise awareness of mental health.
- Mental-Health/Anti-bullying Ambassadors– children working together to solve problems and support each other after having the correct training.
- Pupil led groups e.g LGBTQ+

Class activities

- Rewarding children for things they have done.
- Mental Health and Wellbeing focus in PSHE lessons including tutor group notice boards and virtual assemblies.

Whole school

- Provide a safe environment to enable children to express themselves and be listened to.
- Campaigns and assemblies to raise awareness of mental health.
- Termly Mental Health lunches (virtual) – Mental Health and Wellbeing Lead runs lunch for staff to talk about mental health issues and do ongoing promotion.
- A mental health and wellbeing agenda item within every faculty meeting.
- Wellbeing week – whole school focus on doing things, which make us feel good.
- Displays and information around the School about positive mental health and where to go for help and support.
- Support for children, staff, parents and carers is well publicised around the Academy and on the Academy website.
- Half-Termly Mental Health and Wellbeing newsletter for students and their families.
- Opportunities for physical activities are promoted throughout the Co-Curricular offer with clear guidelines as a result of Covid-19.
- Training and development programme for staff includes Mental Health and wellbeing.
- Staff wellbeing is a key element of staff surveys.



Small group activities

- Nurture wellbeing groups to help children learn personal, social and emotional, communication and problem solving skills. These will be delivered in accordance with government guidelines as a result of Covid-19.
- Resilience Training.
- Targeted groups identified throughout the year to deliver relevant support to.

Supporting staff's positive mental health

The protection and fostering of staff wellbeing is increasingly embedded in our management methods and systems. There are many changes to the ways of working as a result of Covid-19 and staff wellbeing continues to be of the utmost importance.

The Senior Leadership Team are implementing the following strategies:

- A reduction in data entry points from 6 down to 3.
- Removal of duties for all teaching staff during the school day. However, in light of changes to routines and processes following the pandemic, duties may sometimes be necessary to ensure the safety of the school environment (especially during bad weather).
- A new marking Policy which does not require full marking of books.
- Offering discounted flu jabs at work.
- Have a number of staff work rooms where staff can rest and have some 'peace and quiet', this has been considered and implemented within staff bubbles as a result of Covid-19.
- Empower staff through further training such as first aid, people-management, leadership development, decision making and counselling, encouraging self-care and the looking after of their own mental health and wellbeing.
- Signpost support from the EAP.
- Weekly staff rewards and recognition.
- Weekly staff wellbeing bulletin during pandemic to offer activities, virtual games nights and where to find support.
- Addendum to the Behaviour Policy as a result of Covid-19 and the changes to daily routines and processes to ensure staff are fully supported.



Disclosures by children and confidentiality

We recognise how important it is that staff are calm, supportive and non-judgemental to children who disclose a concern about themselves or a friend. The emotional and physical safety of our children is paramount and staff listen rather than advise. Staff make it clear to children that the concern will be shared with the Safeguarding Lead and recorded, in order to provide appropriate support to the pupil.

Children are informed that the Inclusion Lead for Social, Emotional & Mental Health Needs is available when a pupil is dissatisfied with the level of care and support.

Support Mechanisms for staff

Counselling

Counselling can be provided where appropriate through our school counsellor.

Staff can access the Employee Assistance Programme Counselling Service by contacting the helpline on 0800 030 5182 or by email counsellingadvice@healthassured.co.uk. This will be a confidential, independent service using professionally qualified counsellors.

Mediation

In addition to the Counselling Service there is also a mediation service in order to assist employees to return to normal working relationships. Where this service is appropriate it will be discussed with the employees affected by the situation.

Teacher Support Network

The Teacher Support Network is a group of independent charities and a social enterprise that provides practical and emotional support to staff in the education sector and their families. Information, support and coaching is offered to all staff. The Teacher Support Network provides over 1000 factsheets covering a wide range of issues including money advice, how to cope with bereavement, mental health, diet and nutrition and how to manage stress. To access the free support line, staff can call 08000 562 561, or for more information go to <http://teachersupport.info/>



Occupational Health

The Academy/School has free access to the COPE Occupational Health provider. This will enable an employee to discuss any concerns about their health and wellbeing with a nurse or doctor trained in occupational medicine. This is an opportunity to discuss any health condition and get feedback about managing or improving that condition to help an employee to carry out their duties or return to work. The information given is entirely confidential and will not be shared with the employer/Governing Body or members of staff within Noel-Baker Academy.

Support Mechanisms for students

In some case a pupil's mental health needs require support from a specialist service. These might include anxiety, depression, self-harm and eating disorders. We have access to a range of specialist services and during the support will have regular contact with the service.

School referrals to a specialist service will be made by the Pastoral/safeguarding team, SENCo or school counsellor following the assessment process and in consultation with the pupil and his/her parents and carers.

Referrals will only go ahead with the consent of the pupil and parent/carer and when it is the most appropriate support for the pupil's specific needs.

<u>Main Specialist Service</u>	<u>Referral process</u>
School Counsellor	School referral form.
Child and Adolescent Mental Health Service (CAMHS)	Accessed through school, GP or self-referral.
Educational Psychologist	Accessed through the Mental Health Lead or SENCo.

SEND and mental health



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Persistent mental health problems may lead to children having significantly greater difficulty in learning than the majority of those of the same age. In some cases the child may benefit from being identified as having a special educational need (SEN).

Staff training

We want all staff to be confident in their knowledge of mental health and wellbeing and to be able to promote positive mental health and wellbeing, identify mental health needs early in children and know what to do and where to get help.

Supporting and promoting the mental health and wellbeing of staff is an essential component of a healthy school and we promote opportunities to maintain a healthy work life balance and wellbeing, taking part in staff activities and fitness groups. Staff also have access to Employee Assistance Programme where they can access 24/7 support and counselling.

Where parents, staff and students can get further advice and support

Specific support for parents/carers

Derbyshire autism services www.derbyshireautismservices.org - Offers information, advice, guidance and support to children, young people and adults affected by autism, with or without a diagnosis, and their families.

Samaritans www.samaritans.org - A national charity dedicated to reducing feelings of isolation and disconnection that can lead to suicide. Samaritans operate a free helpline, email service, and branches designed to provide support 24/7.

Papyrus papyrus-uk.org - Confidential support and advice service for young people (Primary, Secondary or otherwise) who are struggling with thoughts of suicide, or for anyone worried about a young person.

First steps Firststepsed.co.uk - They support people all over Derbyshire and the surrounding areas who are affected by eating difficulties and disorders; this includes parents, partners and families.

Harmless www.harmless.org.uk - respond to the needs of people who do or are at risk of self-harm and suicide. It is a national voluntary organisation for people who self-harm, their friends, families and professionals.



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For further links to support for parents and carers see the Academy website.

Specific support for staff

Acas www.acas.org.uk - Information on stress, and employer and employee rights, in the workplace

CBI www.cbi.org.uk - Guidance to businesses on managing stress at work

Department of Health www.gov.uk/government/organisation/department-of-health

Information on dealing with stress and mental health problems, including the use of Cognitive Behavioural Therapy (CBT)

HSE <http://www.hse.gov.uk/stress/standards/> - Information on the stress management standards

Mindful Employer www.mindfulemployer.net - Information and guidance on managing stress and mental health in the workplace

NHS 111 <http://www.nhs.uk/111> - National Health Service advice and guidance on health matters

Relate <http://www.relate.org.uk> - UK's largest provider of relationship counselling

Teacher Support Network - <http://teachersupport.info>

Work Life Balance Centre <http://www.worklifebalancecentre.org>

Exists to help people restore control over their workload and working lives we enable them to cut down overworking and so make new decisions about how they spend their time.

Specific support for students



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Bridge the gap www.jwbridgethegap.com - a non-profit organisation dedicated to improving the mental health of children, parents and teachers in Derby City and beyond.

Build sound minds - Action for children minds.actionforchildren.org.uk - provide specialist early interventionist support for children and young people aged 0-17 (Early years, Primary, Secondary) who are likely to present emotional and mental difficulties but do not meet the thresholds for more specialist services such as CAMHS.

Child bereavement UK www.childbereavementuk.org - Help children and young people across early years, primary and secondary settings (up to age 25), parents, carers, and families, to rebuild their lives when a child grieves or when a child dies.

Kooth www.kooth.com - a free, online counselling, support and advice service for children and young people aged 11 to 19.

Young minds youngminds.org.uk - Works closely with young people and their families to campaign on issues which impact on young people's mental health.

For further links to support for students see the Academy website.

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 and www.selfharm.co.uk

Suicidal thoughts Prevention of young suicide UK – PAPYRUS: www.papyrus-uk.org

For general information and support



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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.

Links to other policies

This policy links to our policies on Safeguarding, Medical Needs, Anti-Bullying and SEND. Links with the School's Behaviour Policy are especially important because behaviour, whether it is disruptive, withdrawn, anxious, depressed or otherwise, may be related to an unmet mental health need.