



# Mental health and wellbeing principles

## June 2020

*Office use*

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<b>Associated documents:</b>			
Safeguarding and Child Protection Policy Staff Wellbeing Strategy 2018		Mental Health in Childhood, APPG report, May 2018 – pp74 recommendations Mental Health and Behaviour in Schools, DfE Nov 2018	
<b>Links to:</b>			
<ul style="list-style-type: none"> <li>• <a href="#">Department of Health - Future in mind</a></li> <li>• <a href="http://www.mentalhealth.org.uk/a-to-z/c/children-and-young-people">www.mentalhealth.org.uk/a-to-z/c/children-and-young-people</a></li> <li>• <a href="#">Department for Education – Supporting mental health in schools and colleges</a></li> <li>• <a href="http://www.annafreud.org">www.annafreud.org</a></li> <li>• <a href="http://www.annafreud.org/what-we-do/schools-in-mind/our-work-with-schools/mental-health-services-and-schools-link-programme-cascade/">www.annafreud.org/what-we-do/schools-in-mind/our-work-with-schools/mental-health-services-and-schools-link-programme-cascade/</a></li> <li>• <a href="#">Department of Health and Department for Education – Transforming Children and Young People’s Mental Health Provision: a Green Paper</a></li> <li>• <a href="http://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-teaching-about-mental-health">www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-teaching-about-mental-health</a></li> </ul>			

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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**

This statement applies to all Diverse Academies employees – and associated governors, trustees and volunteers.

Diverse Academies continues to take the mental health and well-being of all stakeholders and children very seriously. To this end, our Trust has, at its heart, the following key principles; following the CASCADE framework outlined by Children’s Integrated Commissioning Hub (ICH) Nottinghamshire LA and the research conducted by the Anna Freud Centre for Children and Families:

- clarity over roles, remit and responsibilities of all partners involved in supporting the mental health of children, young people and adults working within our academies
- an agreed point of contact with Mental Health services
- structures to support shared planning and collaborative working
- common approaches to baselining children and young people in order to provide comparative outcomes measures across academies
- academies continue to draw on and learn from best-practice in Mental Health provision – both from within the local authority and using national research
- continue to work towards a fully integrated access to support across a range of external providers and agencies
- apply an evidence-based approach to intervention

In creating these principles, detailed attention has been given to the following key elements of very best practice, as outlined in the DfE document ‘Supporting Mental Health in schools and colleges – pen portraits of provision’, May 2018:

The Trust and its academies continue the commitment to providing outstanding mental health practice through the adoption or facilitation of:

- a designated local Mental Health lead (DMHL) – the gatekeeper and first point of contact for all academy based mental health practice and protocols
- a mechanism for identifying mental health need across each academy

- adherence to the Trust principles on mental health and the formulation of a local offer in each academy
- the incorporation of mental health education and provision in the curriculum
- the use of summative and formative data (hard and soft) to identify mental health need in order to provide bespoke support and demonstrate impact
- an engagement with parents/carers and other stakeholders in supporting children and young people's mental health
- the creation of a single point of contact with all mental health services
- facilitating counselling to support children, young people and adult mental health within each academy
- whole academy approaches to mental health in conjunction with Trust principles, the DSL Team Network group and the PDBA strategic development group (SDG)
- all academies investing in the Healthy Lives initiative, including the development of strategies to improve stress and anxiety management, nutrition and sleep hygiene
- a commitment at Trust level to provide staff with additional training – such as through CACHE L2 accreditation on Mental Health in Young People

## 2 Roles and responsibilities

All adults working with or on behalf of children have a responsibility to promote their well-being, and each academy has their own point of contact. There are, however, key people within the Diverse Academies who have specific overview of mental health provision across the Trust.

Role	Name	Contact Details
Designated Trustee for mental health	Margaret Blore	<a href="mailto:MBlore@dalpgov-ac.org.uk">MBlore@dalpgov-ac.org.uk</a>
Designated Mental Health Lead (Trust)	Patrick Knight, Executive Assistant Principal PDBA & safeguarding	<a href="mailto:pknight@dalp.org.uk">pknight@dalp.org.uk</a>
Children & Adolescent Mental Health Service (CAMHS)		<a href="http://www.nottinghamshirehealthcare.nhs.uk/camhs">www.nottinghamshirehealthcare.nhs.uk/camhs</a> Telephone: 0115 969 1300 Nottinghamshire Healthcare NHS Foundation Trust Duncan Macmillan House Porchester Road Nottingham NG3 6AA

### Referrals

Will be carried out in conjunction with the respective academy Designated Safeguarding Lead following the protocols outlined in the over-arching Diverse Academies Safeguarding Policy.

### **3 Training**

Diverse Academies has a continuing commitment to providing cutting edge training.

As a minimum Diverse Academies 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 all student's safe

The Diverse Academies SharePoint site will host relevant information for lead staff in safeguarding and PDBA.

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.

Mental health training through cluster workshops (such as delivered by ICH / Anna Freud Centre / Tackling Emerging Threats to Children Team (Notts LA)).

Leadership CPD via the TVTSA 'Leading a Mentally Healthy school' and nine themed staff 'twilights' organised through the Institute led by CAMHS (when available) to designated staff.

Formal Level 3 designated safeguarding lead training will be undertaken every two years, within this training mental health will be covered.

EduCare modules on 'Adverse Childhood Experiences', 'Dealing with Bereavement & Loss', 'Mental wellbeing in children & young people', 'online safety' and 'child neglect' available to ALL staff; but specifically, to DSL/DDSLs and Mental Health designated personnel.

### **4 Designated mental health lead**

**The designated mental health lead in each academy will:**

- ensure the academy's mental health offer is updated and reviewed annually (in conjunction with the academy leadership team and SENCO) in line with the Safeguarding Policy Review and Mental Health Principles updates
- ensure that the Mental Health provision / audit initially completed by all academies in 2018-19 is continually updated and revised to reflect current practice and provision in each academy
- carry out an annual audit of best practice in conjunction with the respective leadership team in each academy, including the SENCO alongside the Trust PDBA lead and SDG
- work strategically to ensure mental health provision and procedures are up to date and support development work within the Trust

- ensure that agreed Trust-wide initiatives to improve mental health are carried out locally in their respective academy – for example, through dedicated curriculum provision in SMSC/PSHE and reflected, where relevant, in the new RSE curriculum offer from September 2020
- ensure parents are aware of the Trust mental health principles statement and the local academy appendix; that they are given opportunities for parental engagement, that they understand how to access the services available and have information about the local offer in the respective academy – through the website
- ensure, along with the DSL, that any further accredited staff training on mental health is recorded in the SCR in accordance with Diverse Academies expectations

## **5 Trustees and Academy Committees**

The Trustees and Local Academy Committees will be collectively responsible for ensuring that mental health arrangements are fully embedded and understood within each academy and operate alongside the current safeguarding policy and protocols:

- ensuring there is an individual member of the Academy Committee to oversee mental health issues within each academy (through delegation to the EAP, PDBA)
- ensuring that each academy has effective policies and procedures in line with statutory guidance on safeguarding, as well as with local authority safeguarding partnerships and CAMHS guidance
- monitoring each academy's compliance with current guidance

## **6 Appendix to principles statement**

Contact points / directory for mental health services:

[www.nottinghamshirehealthcare.nhs.uk/camhs](http://www.nottinghamshirehealthcare.nhs.uk/camhs)

[www.nottinghamshirehealthcare.nhs.uk/camhs-crisis-team](http://www.nottinghamshirehealthcare.nhs.uk/camhs-crisis-team)

[www.annafreud.org](http://www.annafreud.org) (mental health charity and pioneer)

[www.kooth.com](http://www.kooth.com) (confidential online portal for 11-25-year olds)

[www.freedbeeches.org.uk](http://www.freedbeeches.org.uk) (eating disorders in young people service)

[www.youngminds.org.uk](http://www.youngminds.org.uk) (young people's mental health service)

[www.papyrus-uk.org](http://www.papyrus-uk.org) (prevention of young suicide)

[www.nottinghamshire.gov.uk/media/115467/childrens-society-cse-and-csa-service](http://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](http://www.nottinghamshire.gov.uk/fanotts/health-and-wellbeing/emotional-wellbeing)

## **7 Review**

The principles statement will be reviewed annually by the Executive Assistant Principal, personal development behaviour attitudes and the personal development behaviour attitudes strategic development group in consultation with academy Designated safeguarding leads and Special Educational Needs Coordinators.

## **8 Covid -19 appendix**

<https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing>

Diverse Academies recognises that the Coronavirus pandemic has placed immense pressure on all sectors of our community and is likely to have far reaching consequences even after the relaxation of lockdown and a gradual return to fully open classrooms and work-places. The post-Covid environment is likely to exacerbate socio-economic and familial pressures that already exist within our communities.

The Trust and our academies continue their commitment to providing holistic support for those children and families struggling with mental health through the adoption of the guidance above, as set out by the DfE, the local safeguarding partnerships (Notts / Lincs) and resources from a variety of sources such as Young Minds, Anna Freud Centre and National Online Safety.

The Trust is committed to further professional development around understanding mental health and well-being. Investment in CPD accredited 'counselling awareness' training is being piloted with a view to rolling out to designated staff across our family of academies in summer 2020.

Diverse Academies is committed to expanding our capacity of in-academy counselling in time for the new academic year 2020-21.