



Keystone Academy Trust

**Mental Health
and
Well-Being
Policy**

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Contents

1. Why mental health and wellbeing is important	3
2. Purpose of the policy	3
3. Definition	4
4. Legislation, guidance and links to other policies	4
5. A whole school approach	5
6. Roles and responsibilities	6
7. Supporting Positive Mental Health	7
8. Early identification	7
9. A graduated approach	8
10. Working with specialist services	9
11. Involving parents and carers	9
12. Involving pupils	10
13. Supporting and training staff	10
14. Monitoring arrangements	11
15. Complaints	11
Appendix 1: Where to Get Information and Support	12

1. Why Mental Health and Well-Being is Important

Keystone Academy Trust aims to promote positive mental health and wellbeing for our whole school community and recognise how important mental health and emotional wellbeing is to our lives in just the same way as physical health.

The Trust recognise that both children and adults' mental health is a crucial factor in their overall wellbeing and can affect how well they thrive in a school and work environment.

All children and adults go through ups and downs throughout their life and some face significant life events. According to the charity Mind, 1 in 4 people will experience a mental health problem and according to the Anna Freud Charity, 1 in 8 children aged 5 to 19 have a diagnosable mental health need. The Trust know that having a mental health need can have an enormous impact on quality of life, relationships and academic achievement.

The Special Educational Needs and Disabilities (SEND) Code of Practice 2015 identifies Social, Emotional and Mental Health (SEMH) as one of the four areas of special educational need.

The Department for Education (DfE) recognises that: 'In order to help their pupils succeed; schools have a role to play in supporting them to be resilient and mentally healthy'.

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 provide 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 well-being and can help to produce a sense of belonging and community.

In each of our Trust schools, it is our role to ensure that children and adults are able to manage times of change and stress, be resilient, are well supported and can access help when they need it. The Trust also have a role to ensure that children learn about what they can do to maintain positive mental health, what affects it, how they can help to reduce the stigma surrounding mental health issues and where they can go if they need help and support.

Across the Keystone Academy Trust, our aim is to help to develop the protective factors which build resilience to mental health problems for both children and adults and have schools where:

- Everyone feels valued
- Everyone has a sense of belonging and feels safe
- Everyone feels able to talk openly with a trusted person about their problems, without feeling any stigma
- Positive mental health is promoted and valued

2. Purpose of the Policy

This policy sets out

- How the Trust promote positive mental health
- How the Trust prevent mental health problems
- How the Trust identify and support pupils and adults with mental health needs
- How the Trust train and support all staff to understand mental health issues and spot

early warning signs to help prevent mental health problems getting worse

- Key information about some common mental health problems
- Where parents, staff and pupils can get advice and support

3. Definition of Mental Health and Well-Being

According to The World Health Organisation, mental health and well-being 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.’

Mental health and well-being are not just the absence of mental health problems. The Trust want all pupils and adults 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
- Learn and achieve

4. Legislation, Guidance and Links to Other Policies

This policy has due regard to statutory legislation, including, but not limited to, the following:

- Human Rights Act 1998
- The Equality Act 2010
- Children and Families Act 2014

This policy has due regard to statutory guidance, including, but not limited to, the following:

- DfE (2014) ‘The Equality Act and schools’
- DfE (2014) ‘Equality Act 2010: advice for schools’
- DfE (2018) ‘Mental health and well-being provision in schools’
- DfE (2018) ‘Mental health and behaviour in schools’
- 0-25 SEND Code of Practice 2015
- PHE (2021) Promoting Children and Young People’s Mental Health and Well-being – A whole school or college approach

This policy is related to the following other school policies:

- SEND Policy
- Supporting Pupils with Medical Conditions in School Policy
- Children with Health Needs who Cannot Attend School Policy
- Accessibility Plan
- Anti-bullying Policy
- Child Protection and Safeguarding Policy
- Equal Opportunities Policy
- Behaviour Policy
- Attendance Policy
- RSE (Relationships and Sex Education) Policy
- Data Protection Policy
- Complaints Policy

Links with the Behaviour Policy and the Special Educational Needs and Disabilities Policy are especially important because behaviour, whether it is disruptive, withdrawn, anxious, depressed or otherwise, may be related to an unmet mental health need which can fall within the SEMH area of the SEND Code of Practice 2015. The Trust consider behaviour to be an expression of a child's needs.

5. A Whole School Approach to Supporting Mental Health

Across the Keystone Academy Trust, our schools take a whole school approach to promoting positive mental health that aims to help pupils and staff to become more resilient, be happy and successful and prevent problems before they arise.

Our schools follow the 8 Principles to Promoting a Whole School Approach to Mental Health and Well-Being recommended by Public Health England:

1. Leadership and management that supports and champions efforts to promote emotional health and well-being
2. Curriculum teaching and learning to promote resilience and support social and emotional learning
3. Enabling student voice to influence decisions
4. Staff development to support their own wellbeing and that of students
5. Identifying need and monitoring impact of interventions
6. Working with parents and carers
7. Targeted support and appropriate referral
8. An ethos and environment that promotes respect and values diversity

The Trust also recognise the role that stigma can play in preventing understanding and awareness of mental health issues and aim to create an open and positive culture that encourages discussion and understanding of mental health issues.

6. Roles and Responsibilities

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

In our Trust schools, staff understand about possible risk factors that might make some children and adults more likely to experience problems, such as physical and long-term illness, having a parent or family member who has a mental health problem, death and loss, including loss of friendships, family breakdown and bullying. They also understand the factors that protect pupils from adversity, such as self-esteem, communication and problem-solving skills, a sense of worth and belonging and emotional literacy.

Each Trust school has a designated Mental Health Lead, SENCo, Behaviour Lead and Safeguarding Lead who all have a part in the following:

- Working with staff to coordinate whole school activities to promote positive mental health.
- Providing advice and support to staff and organising professional development.
- Keeping staff up to date with information about what support is available.
- Liaising with other Subject Leaders on the teaching of mental health where there may be overlap e.g. Relationships and sex education.
- Co-ordinating school based mental health services.
- Being the first point of contact with external mental health services.
- Making referrals to external services.
- Signposting to mental health services e.g. useful websites and charities.

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

At KAT schools the support includes:

- Mental Health Lead
- Designated Safeguarding Lead and Deputy Safeguarding Lead
- SENCo
- Pastoral Lead
- Behaviour Lead
- ELSA (Emotional Literacy Support Assistant)
- School Counsellor
- Support staff trained in a variety of SEMH interventions and/or therapy

7. Supporting Positive Mental Health

The Trust believe our schools have a key role in promoting positive mental health and helping to prevent mental health problems. By having a whole school approach to mental health and wellbeing, our schools will be better placed to respond to the individual needs of their community and will create a culture that supports emotional well-being and resilience within their setting. Our approaches include the following, in line with good practice recommended by the Anna Freud Mental Health Charity:

- Having a named senior mental health lead to have strategic oversight of the school ethos which promotes positive mental health and wellbeing.
- Through structured lessons via the RSHE curriculum.
- Promoting key events across the academic year, like Children's Mental Health Week (held every year in February), World Mental Health Day (held every year on 10 October) and Mental Health Awareness Week (held in May).
- Running a well-being week for pupils and staff.
- Including mental health and well-being as a standing agenda item in meetings with staff, governors, the senior leadership team, parents/carers, as well as in any newsletters.
- Giving pupils regular opportunities to talk about mental health and well-being.
- Regularly celebrating learning that is not only associated with attainment.
- Making sure that pupils and adults know the routes available for them to get support if they need it.
- Offering a range of lunchtime and after school clubs and activities that support well-being such as art club, yoga and football.
- Encouraging pupils and adults to look after their own mental health and well-being where they are able to.
- Offering supervision for staff.
- Examining simple ways to reduce staff workload.
- Providing safe spaces for both pupils and adults at times of stress.

8. Early Identification

Our identification system involves a range of processes. The Trust aim to identify pupils and adults with mental health needs as early as possible to prevent things getting worse. The Trust do this in different ways including:

- Identify individuals that might need support.
- Use of the school's SEMH referral system to communicate concerns to the relevant person.
- Use of CPOMs for staff to document voice of the child, incidents and safeguarding concerns.
- Analysing behaviour, exclusions and attendance through use of CPOMs.
- Gathering pupil voice through pupil questionnaires and other methods e.g. rainbow cards and worry boxes.
- Gathering information from a previous school/nursery/pre-school (if applicable) at transfer or transitional periods.
- Gathering parental views through parent meetings and parent questionnaires.

- Enabling pupils to raise concerns to their class teacher or other staff members.
- Enabling parents and carers to raise concerns through the class teacher, Mental Health Lead, SENCo or other staff members.
- Enabling staff members to raise concerns to the Mental Health Lead, Pastoral staff member or Senior Leadership Team.
- Discussions with Outside Agencies.

Any member of staff concerned about a pupil or adult will take this seriously and share their concerns with the relevant staff member.

Signs might include:

- Non-verbal behaviour
- Isolation from friends and family and becoming socially withdrawn
- Lowering academic achievements
- Talking or joking about self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope
- An increase in lateness or absenteeism
- Excessive worrying or fear
- Feeling excessively sad or low
- Confused thinking or problems concentrating and learning
- Extreme mood changes, including uncontrollable “highs” or feelings of euphoria
- Prolonged or strong feelings of irritability or anger
- Difficulties understanding or relating to other people
- Changes in sleeping habits or feeling tired and low energy
- Changes in eating habits such as increased hunger or lack of appetite

Staff are aware that all behaviour is a form of communication, and our schools will always consider the cause and reasons for the behaviour before putting sanctions in place in line with each school’s behaviour policy. This policy is in line with the Lincolnshire Ladder of Behavioural Intervention.

If there is a concern that a pupil is in danger of immediate harm, then the school’s child protection and safeguarding procedures are followed in line with each school’s suite of safeguarding policies.

9. A Graduated Approach

Where a concern has been raised about a pupil’s mental health a range of assessments can be used to support an identification of need. Our Trust schools make use of the following assessment tools:

- The Boxall Profile
- Connor’s Strength and Difficulty Questionnaire
- SNAP-B Behaviour

Our aim is to put in place interventions as early as possible to prevent problems escalating, following the graduated approach outlined in each school’s SEND policy. These interventions are kept under constant review in order to assess their impact.

Where a targeted approach is needed to support a pupil’s mental health, our Trust schools have access to the following interventions:

- Grief and loss counselling
- The FRIENDS Programme
- LEGO Therapy
- The Incredible 5 Point Scale intervention
- The Zones of Regulation intervention
- Feelings Detectives
- Staff well-being buddies
- School counsellor
- ELSA (Emotional Literacy Support Assistant) support

10. Working with Specialist Services

In some cases, a pupil or adult's mental health needs require support from a specialist service. These might include anxiety, depression, school refusal and other complex needs.

Our Trust schools have close links and regular contact with a range of specialist services who can provide a range of small group and individual support, and expert advice.

School referrals to a specialist service can be made by the SENCo following the assessment process and with permission from the parent/carer.

Our Trust schools have access to the following Lincolnshire based services:

For pupils

- Educational Psychologist
- Working Together Team (for social and communication needs)
- Healthy Minds
- CAMHS
- Mental Health Support Team
- Behaviour Outreach Support Service (BOSS)
- Early Help Team

For staff

- The Education Support Partnership – a free service for all those working in education in the UK, 08000 562 561, www.educationsupportpartnership.org.uk

11. Involving Parents and Carers

The Trust recognise the important role that parents and carers have in promoting and supporting the mental health and well-being of their children, and in particular supporting their children with mental health needs.

To support parents and carers our Trust schools provide the following:

- A range of parent/carer workshops which access expertise from a range of specialist services. These include topics such as anxiety and behaviour.
- Information and signposting to organisations on each school's website on a range of issues.

- Sensitive and supportive meetings and signposting.
- Referrals to specialist services and parenting workshops e.g. The Early Bird Plus Course through the Working Together Team.
- Parenting programmes led both internally and externally.
- Information about how to support their own mental health needs.
- Regular opportunities to share their experiences, views and hopes e.g. through parent consultations, parent questionnaires and other parent voice activities.

When a concern has been raised, each school will:

- Share their concerns with the parent/carer (unless it is a child protection issue).
- Offer information to take away and places to seek further information.
- Be available for follow-up calls and/or meetings.
- Provide advice about how parents/carers can support their child.
- Keep parents/carers up to date and informed about any support and interventions in place.

12. Involving Pupils

Children and young people can offer unique perspectives on what it is like to be a pupil at one of our Trust schools. Involving them in decision-making can create meaningful change and better academic outcomes, as well as facilitating a sense of empowerment and inclusion.

To involve pupils in our Trust schools, the Trust will ensure the following:

- Regular opportunities to share their experiences, views and hopes e.g. through school council, pupil questionnaires and other pupil voice activities.
- That pupils know it is safe and important for them to express their views on what happens at school.
- That what they say is valued.
- That they will be listened to, and their views considered.

13. Supporting and Training Staff

The Trust want all staff to be confident in their knowledge of mental health and well-being and to be able to promote positive mental health and well-being, identify mental health needs early and to know what to do and where to get help.

Those staff with a specific responsibility for mental health and well-being will have more specialised training. In some cases where staff have a very specific role such as counselling or safeguarding, they may have access to supervision from mental health professionals.

Each school within our Trust will create a strategic plan for professional development which will include training for mental health and well-being. Staff training is normally led by National and Local specialist services and can be delivered to whole staff, small groups and specific individuals.

It is important that any training provided is up to date, relevant and evidence based.

14. Monitoring and Evaluation

This policy's effectiveness will be monitored by each school's Leadership Team which may include the Mental Health Lead, SENCo and Safeguarding Lead. It will be reviewed every three years or sooner if deemed necessary.

15. Complaints

An individual wishing to make a complaint regarding the school's actions in relation to this policy, should discuss this with the head teacher in the first instance. If the issue is not resolved, then a formal complaint may be made, following the complaints procedure as set out in the Keystone Academy Trust complaints policy.

Appendix 1

Where to Get Information and Support

For general information and support

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 attitude towards mental health

www.rcpsych.ac.uk advice and support on mental health problems

www.kooth.com digital mental health support

www.annafreud.org national champion for children and families

www.lpft.nhs.uk/young-people/lincolnshire/young-people/i-need-more-help/healthy-minds-lincolnshire Lincolnshire based team for mental health support

www.lpft.nhs.uk/young-people/lincolnshire/parents-and-carers/support-services/child-and-adolescent-mental-health-service-camhs Lincolnshire based CAMHS

Lincolnshire Here4You 24-hour advice line, phone 0800 001 4331

For support on specific mental health needs

www.anxietyuk.org.uk Anxiety UK

www.depressionalliance.org Depression Alliance

www.b-eat.co.uk and www.inourhands.com Eating Disorders

www.nshn.co.uk National Self-Harm Network

www.selfharm.co.uk Self Harm

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