

Pupil/Studentⁱ Mental Health and Well-being Provision in CAT Schoolsⁱⁱ

Universal Offer/Provision

As part of our wider safeguarding approach, all Community Academy Trust schools are committed to providing the following for all of our students/ pupils:

- A Mental Health lead member of staff
- A dedicated Mental Health and wellbeing section on the school's websiteⁱⁱⁱ
- Promotion of mental health support and coping strategies via screens/boards around school
- Proactive and timely support for parents with concerns about the mental health of their child
- PSHE - mental health is addressed as part of the curriculum in each year group with a focus on wellbeing themes such as being different, resilience, perseverance, loneliness and growth mindset.^{iv}
- An annual review of mental health and to identify key areas for development of support^v
- Student Mental Health Lead/Student Wellbeing Lead to represent students on the whole school student committee, to 'champion' mental health/wellbeing and to help promote physical activity as a 'stressbuster'^{vi}
- PE curriculum - good mental health is supported in each year group via opportunities to engage in wellbeing and mindfulness activities such as yoga and dance
- Opportunities are regularly taken to highlight links between healthy eating and a healthy mind
- Training is provided for all staff on how to identify and support students with mental health issues, including provision of relevant support resources
- At least one member of staff is trained in mental health first aid
- A 'go-to' person is available for every child every day, providing the opportunity for them to share concerns/worries
- A mid-year 'every child check-in' discussion and/or questionnaire is completed to take whole school 'mental health temperature', ensuring the school can respond accordingly.
- The school will maintain an up-to-date curriculum provision map of where mental health and wellbeing is addressed across the curriculum, identifying opportunities where it can be added and emphasised
- A confidential e-mail/messaging service or a worry box is in place to encourage more reticent children to request initial support, promoted in an age-appropriate manner to all students^{vii}
- High quality, child centred teaching for all is in place so that no child is left behind
- An ethos is established and maintained where the profile of Mental Health awareness is high, emphasising the message that 'it's good to talk' and engaging in interrelated events such as World Mental Health Day, Anti-bullying Week, Children's Mental Health Week, Safer Internet Day
- The school has a restorative practice approach to addressing behaviour issues so that wherever possible children can take responsibility for their actions and repair relationships, thereby easing reintegration with their peers
- Regular assemblies celebrate success and reinforce the characteristics of effective learning such as perseverance, concentration, pride, willingness to 'have a go', developing own ideas etc.

Targeted Offer/ Provision

In addition to all of the above, as deemed appropriate:

- Access to a trained counsellor (internal or external) or an adult mentor for a specified number of sessions to support the mental health of identified students
- Referral to the school nurse for further support for students through the NHS
- Formal referral to relevant class teachers/tutors to allow them to further support individual students in their groups
- Maintain an action planning record, which is completed with the student (and parents as appropriate) to ensure personalised support is available^{viii}
- Attendance support is provided for those struggling due to Mental Health issues
- Early Help referrals are available for those needing additional support
- Use of Boxall Profile assessments for early identification of concerns and to inform the planning of effective interventions
- Occasional use of small group or one to one learning sessions
- Close liaison with a range of external agencies who can offer in-school support
- Signposting to relevant external agencies and apps for out of school hour support eg Kooth, Calm Harm app, Young Minds, Mind, Childline, Young Carers etc.
- Personal daily check ins and discussion opportunities if needed, with a key member of staff
- “Time out” arrangements for those who need space to calm or reflect during the school day
- Feelings trackers/diaries used to record their emotions each week, for later reflection
- Opportunities to practise relaxation techniques during or at the end of the day
- Age-appropriate resources are available for students to support their own wellbeing journey including books, therapeutic colouring resources etc.
- Opportunities to engage with mindfulness colouring activities
- Opportunities to learn about positive thinking, growth mindset and the power of ‘YET’
- Opportunities to develop their own toolkit of strategies to help lower anxiety levels and address their own identified needs
- Permission to bring in / use a comforter item to aid home/school transition.
- Close liaison between the school’s SENCO and the class teacher, pastoral and/or mental health lead or with a parent directly to identify any significant SEND or Social, Emotional or Mental Health Needs.

Specialised Offer/Provision

In addition to access to the above, where applicable:

- **Specialised staff training via a rolling programme with a focus on meeting current need in the school such as suicide prevention training, supporting children with eating disorders, addressing self-harm, etc.**
 - **Liaison with specific GPs /consultants/ nurses - to share concerns and agree multi-agency support approaches**
 - **Referrals to external agencies to support the mental health of specific students and their families, as necessary. Schools will liaise with any number of professional agencies as appropriate such as:**
 - **Social Services - Early Help, Family Support Service**
 - **Educational Psychologist**
 - **CAMHS**
 - **Bereavement specialists**
 - **RELATE**
 - **SARAC**
 - **Victim Support**
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End notes - for internal school use only - for clarity/added info

ⁱ Individual schools can choose to use the term pupil, student or children, as they see fit.

ⁱⁱ Some of the statements are left deliberately vague to enable schools maximum opportunity to interpret as best suits the school. If further guidance/support/clarity is required, please contact Jo Howell

ⁱⁱⁱ This might include details regarding the Trust guaranteed offer, strategies and approaches used, wider information sharing, referral forms and links to internal support and external agency support (NHS/ other mental health support groups/charities with website addresses/phone numbers etc to signpost staff, students and parents) It may also publicise key dates such as Mental health Awareness Week etc.

^{iv} This is likely to include the teaching of physical health and mental wellbeing, breathing exercises, alongside modules on relationships, sex and health education.

^v This could be internally completed or externally, as part of the safeguarding review

^{vi} A senior student/pupil in the school i.e. Year 6/ Year 11/Post 16 student. If appropriate this role could include involvement in assemblies

^{vii} The school should ensure a timely response in the working week and ideally within one working day

^{viii} Optional CAT template to be made available to schools