

Madeley Academy



Positive Mental Health and Wellbeing Policy

Prepared by:	Kim Tonks
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Policy Statement

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 Organization)

At Madeley Academy, we aim to promote positive mental health for every member of our staff and student body. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable students.

In addition to promoting positive mental health, we aim to recognise and respond to mental ill health. In an average classroom, three children will be suffering from a diagnosable mental health issue. By developing and implementing practical, relevant and effective mental health policies and procedures we can promote a safe and stable environment for students affected both directly and indirectly by mental ill health.

Scope

This document describes the Academy's approach to promoting positive mental health and wellbeing. This policy is intended as guidance for all staff including non-teaching staff and Governors.

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 policy aims to:

- Promote positive mental health in all staff and students
- Increase understanding and awareness of common mental health issues
- Alert staff to early warning signs of mental ill health
- Provide support to staff working with young people with mental health issues
- Provide support to students suffering mental ill health and their peers and parents or carers

Lead Members of Staff

Whilst all staff have a responsibility to promote the mental health of students, staff with a specific, relevant remit include:

Duncan Marshall, Neil Davies, Lyndsay Timmins, Kim Tonks and Richard Johnson - Designated Safeguarding Leads

Kim Tonks - Mental Health and Wellbeing Lead and RSE Lead

Jan Dudley - Lead First Aider

Isabel George – Contracted School Counsellor

NHS Mental Health & Wellbeing Team Practitioners

Rhys Hall, Geoff Hulme, Laura Allen, Gary Jones and Danielle Dobson – Year Managers

Tina Beauchamp – NHS Mental Health Team

Lisa Bradburn - Community School Nurse

Nigel Wellings, Joseph Hurdley, Fiona Thompson – Mental Health & Wellbeing Team

Any member of staff who is concerned about the mental health or wellbeing of a student should speak to a DSL or the student's Year Manager in the first instance. If there is a fear that the student is in danger of immediate harm then the normal child protection procedures should be followed with an immediate referral to a Designated Safeguarding Lead, the Headteacher or the designated Governor.

If the student presents a medical emergency, then the normal procedures for medical emergencies should be followed, including alerting the first aid staff and contacting the emergency services if necessary.

Where a referral to the NHS Mental Health Team is appropriate, this will be led and managed by **Kim Tonks, Mental Health Lead** and supported by Natasha Mistry.

Warning Signs and Indicators

Academy staff may become aware of warning signs which indicate a student is experiencing mental health or emotional wellbeing issues. These warning signs should **always** be taken seriously and staff observing any of these warning signs should communicate their concerns with **Kim Tonks, our Mental Health and Emotional Wellbeing lead, the student's Year Manager or a DSL.**

Possible warning signs include:

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating or sleeping habits
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol

Signposting and Referrals

We will ensure that staff, students and parents are aware of sources of support within the Academy and in the local community. The safeguarding section of the Academy website will contain all relevant information for staff, students and parents/carers to access.

Individual Care Plans

In some cases, it may be useful to draw up an individual care plan for students who are likely to need support on a longer-term basis or who receive a diagnosis pertaining to their mental health. This will only be for those referred at Level 3 or above whose needs meet this criteria. This should be drawn up involving the student, the parents and relevant health professionals. This can include:

- Details of a student's condition
- Special requirements and precautions
- Medication and any side effects
- What to do and who to contact in an emergency
- The role the Academy can play

Managing Disclosures

A student may choose to disclose concerns about themselves or a friend to any member of staff so all staff need to know how to respond appropriately to a disclosure.

If a student chooses to disclose concerns about their own mental health or that of a friend to a member of staff, the member of staff's response should always be calm, supportive and non-judgemental.

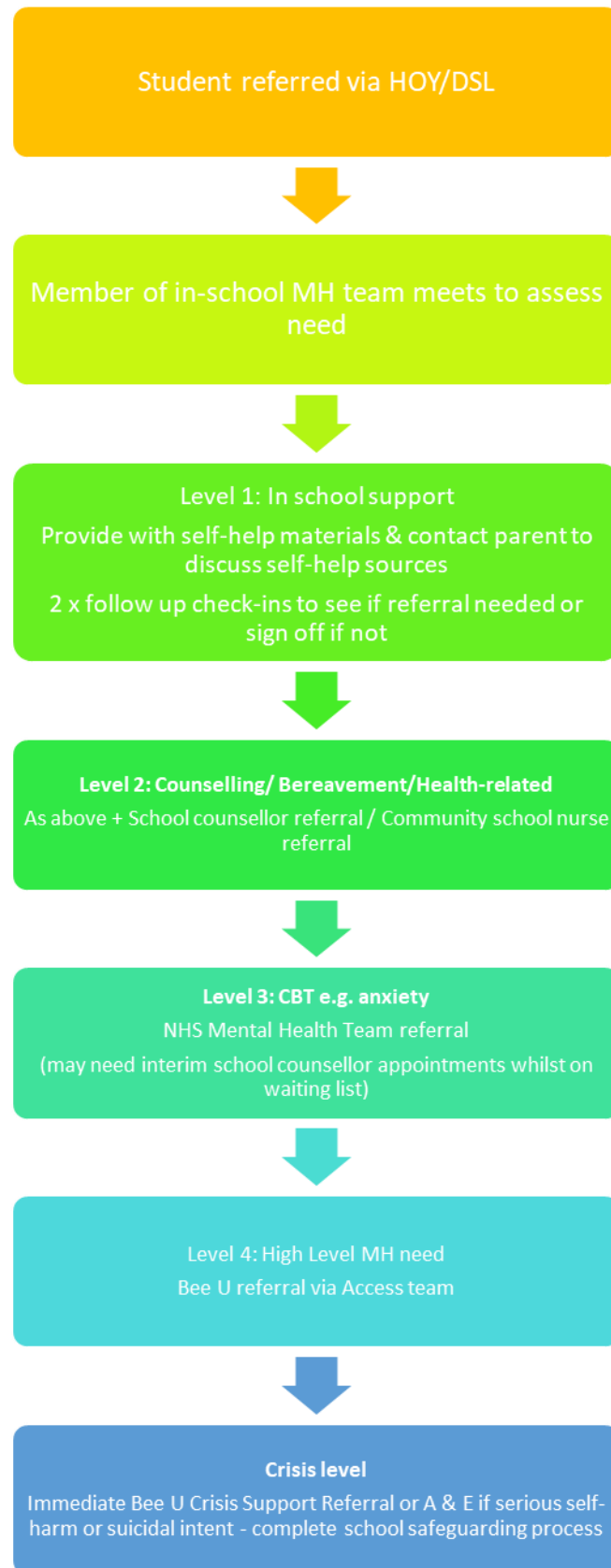
Staff should listen rather than advise, and our first thoughts should be of the student's emotional and physical safety rather than of exploring 'Why?'

All disclosures should be passed to a DSL or the student's Year Manager who will triage the concern and any that are mental health and wellbeing concerns should be passed to **Kim Tonks** immediately. They will store the record appropriately and offer support and advice about next steps.

This written disclosure record will include:

- Date
- The name of the member of staff to whom the disclosure was made
- Main points from the conversation
- Agreed next steps

Mental Health Referral Procedure



Categories of need

Low level need (Level 1 – 2)

- Recently identified anxiety
- Stress related
- Self-harm – surface wounds, first incident or first in over 4 months
- Sleep issues (without other needs)
- Low mood
- Low self-esteem
- Panic attacks

Medium level need (Level 2 – 3)

- Ongoing anxiety (over 1 month)
- Repetitive self-harm
- Anxiety plus sleep / eating issues / panic attacks
- Eating issues
- Persistent low mood
- Bereavement
- Emotional regulation

High-level need (Level 3 – 4)

- High level anxiety including. Issues with (2 or more) sleep/food/school work/attendance/social issues/relationship issues/panic attacks
- Persistent depressive symptoms impacting daily life
- Significant, repetitive self-harm
- Persistent eating issues indicating potential disorder
- Frequent emotional regulation/anger management
- Suicidal thoughts (without intent)
- Attachment issues
- ACES/trauma

Crisis level

- Significant self-harm requiring medical attention including bleeding wounds, burns, overdose etc
- Suicidal intent eg plan formulated
- Significant risk posed to themselves or others

School safeguarding procedures must be followed for all CRISIS LEVEL needs and other identified safeguarding needs from lists above – Kim Tonks oversees MH students as DSL.

School Counsellor Referral and Appointment Procedures

Our School Counsellor is Isabel George. She provides bereavement services as part of the PRISM charity for 3 hours per week. She also provides counselling services by referral from the in-school MH team only for 9 hours per week.

Step 1:

A member of the MH team will refer a student to the counsellor and inform parent of this (with guidance on the procedure that follows).

Step 2:

The student will go on a waiting list for sessions and have weekly check-ins with the in-school MH team until they get access to the counsellor.

Step 3:

The student will receive an appointment card for their allocated counsellor timeslot and venue and will be expected to attend at this time.

Step 4:

At the end of their session, the counsellor will give them an appointment card for the following week. Students will receive 6 sessions of counselling and then will be signed off or referred on to the next level if required.

If students do not attend 2 consecutive appointments, they will be moved back to the bottom of the waiting list and parents informed.

Communication procedures

- Academy staff to gain parental consent before making any external referrals above Level 1 (unless Gillick competent)
- Mental Health Lead to meet with SENDCO half termly to cross-reference students on both pathways
- Level 3: Referral forms to be sent to NHS MHT panel prior to consultation:
MHSTreferrals@mpft.nhs.uk
- Mental Health Lead/Early Help Manager to be informed of any referrals to be made by NHS Mental Health team to other professionals so that records can be updated
- NHS Mental Health Team to consult with SENDCO regarding SEND referrals eg ASD/ADHD
- Safeguarding referrals made by NHS Mental Health/CSN Team to DSL team in school to be recorded via purple form (found in MH office cupboard or reception) including detail of intended actions by external professionals and handed to a DSL by the end of the morning or afternoon session
- DSL team to contact NHS MHT/CSN if any actions already completed or negated by other factors at earliest convenience
- Intended actions taken by NHS MHT following DSL confirming actions taken by school or other factors. DSL to record details of all actions on CPOMs and upload purple form
- Level 4: Access referrals – completed by school staff – consult DMHL, EHSM and SENDCO prior to referral being made. Forms to be sent to MHSTreferrals@mpft.nhs.uk
- Crisis referral – safeguarding processes to be followed and referral to be completed by either In-School Mental Health & Wellbeing Team member or DSL

Confidentiality

We should be honest with regard to the issue of confidentiality. If it is necessary for us to pass our concerns about a student on, then we should discuss with the student:

- Who we are going to talk to
- What we are going to tell them
- Why we need to tell them

We should never share information about a student without first telling them. Ideally we would receive their consent, though there are certain situations when information must always be shared with another member of staff and/or a parent.

It is always advisable to share disclosures with a colleague, **Kim Tonks or another DSL** must be notified if any disclosures have been made. This helps to safeguard our own emotional wellbeing as we are no longer solely responsible for the student, it ensures continuity of care in our absence; and it provides an extra source of ideas and support. We should explain this to the student and discuss with them who it would be most appropriate and helpful to share this information with.

If a child gives us reason to believe that there may be underlying child protection issues, parents should not be informed, however a Designated Safeguarding Lead must be informed immediately.

Working with Parents

Parents are often very welcoming of support and information from the Academy about supporting their child's emotional and mental health. In order to support parents, the Academy will:

- Highlight sources of information and support about common mental health issues on our Academy website via the safeguarding page
- Ensure that all parents are aware of who to talk to, and how to go about this, if they have concerns about their own child or a friend of their child
- Make our mental health policy easily accessible to parents
- Share ideas about how parents can support positive mental health in their children through our termly mental health newsletter, the Academy website and email communication.
- Keep parents informed about the mental health topics their children are learning about in RSE and PSHE and share ideas for extending and exploring this learning at home

Support for Staff

The mental health and wellbeing of staff is supported in the following ways:

- Staff wellbeing support via signposting
- Regular staff email containing activities and strategies to support mental health and wellbeing
- Staff access to the Mental Health and Wellbeing support team through self-referral or third party referral
- Staff access to mental health and wellbeing resources
- Assessment of staff mental health via staff questionnaire
- Staff wellbeing activities

Policy Review

This policy will be reviewed every year. It is next due for review in April 2026. This policy will always be immediately updated to reflect personnel changes.