

Mental Health Action Plan

Marlborough Road Academy Sept 2022

This document has been informed by:

KCSIE 2022

PHE Promoting children and young people's emotional health and wellbeing 2015

Other supporting documents include guidance from the PSHE Association to support schools in teaching about mental health safely and effectively (www.psheassociation.org.uk/emotionalhealth) and 'Resilience and results'^{xiii} which outlines how schools can work with external agencies to commission additional support for pupils with behavioural and emotional difficulties

Principle	Link to KCSIE 2022 and other guidance	Actions to be taken	How will this be achieved?	By Whom/When	Success criteria
An ethos and environment that promotes respect and values diversity.	NICE guidance recommends that: primary education providers create an ethos and conditions that support positive behaviours for learning and for successful relationships, provide an emotionally secure and safe environment that prevents any form of bullying or violence.	Continue to provide a physical, social and emotional environment in which staff and pupils physical, emotional and mental health and wellbeing is promoted, along with building good relationships.	Peer mentoring scheme and anti-bullying ambassadors Continue to develop pupil jobs. Celebrate anti bullying week.	Class teachers in daily together time/Unite activities. Whole school assemblies weekly. DSL in the quiet room for additional support where needed. Special focus weeks -Anti bullying, red cross, Autism awareness etc.	Incidents of behaviour logged on Arbor are reduced and children indicate they feel safe in together/unite times.

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<p>Curriculum teaching and learning to promote resilience and support social and emotional learning.</p>	<p>NICE guidance recommends that: primary education providers: include a curriculum that integrates the development of social and emotional skills within all subject areas (these skills include problem-solving, coping, conflict management/ resolution and understanding and managing feelings).</p>	<p>Ensure lessons/assemblies have a relevance to the pupils at MRA.</p> <p>Continue to promote a sense of belonging amongst pupils and staff.</p> <p>Further develop the resilience of pupils and staff to overcome difficulties, when things go wrong.</p>	<p>Continued work of the school council in surveying pupils' views and opinions Continue to identify and support pupils through key transition points.</p>	<p>School council meetings.</p> <p>Transition to be supported by class teacher and by SENCO for SEND/vulnerable children.</p>	<p>School council surveys indicate children views – any concerns are addressed in class together/Unite activities. No repeat indication of the same concern on next survey completed.</p> <p>All Year 6 pupils access transition activities.</p>
<p>Enabling student voice to influence decisions.</p>		<p>Further develop involving students in decisions that impact on them can benefit their emotional health and wellbeing by helping them to feel part of the school and wider community and to have some control over their lives.</p>	<p>'Rights Respecting School' - Register for the Silver award.</p> <p>Assembly for all children and work completed as part of unite/family meetings.</p> <p>School council to link with another school council, in a Rights Respecting school.</p>	<p>School council to lead on this.</p> <p>Class teachers to use UNICEF resources for unite activities.</p>	<p>Silver award within 6 months of registering.</p>
<p>Staff development to support their own wellbeing and that of students.</p>	<p>NICE guidance recommends: that primary education providers: offer</p>	<p>Further develop the ability of staff to access training to increase their knowledge of</p>	<p>Participate in refresher training for emotion coaching</p>	<p>SENCO/Educational psychologists/ All school staff.</p>	<p>Repeated use of surveys shows areas of concern have been addressed.</p>

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	<p>teachers and practitioners in schools training and support in how to develop children’s social, emotional and psychological wellbeing, train and develop teachers and practitioners so that they have the knowledge, understanding and skills to deliver a curriculum that integrates the development of social and emotional skills within all subject areas effectively. The training should include how to manage behaviours and how to build successful relationships, ensure teachers and practitioners are trained to identify and assess the early signs of anxiety, emotional distress and</p>	<p>emotional wellbeing and to equip them to be able to identify mental health difficulties in their students.</p>	<p>Complete training to become an emotion friendly school.</p> <p>All staff and pupils’ to complete surveys.</p> <p>SENCO/Principal/E.P’s to review surveys and action any further intervention.</p> <p>Class teachers/SENCO to discuss concerns over pupil wellbeing. Meetings to be held with parents and appropriate external support sourced if needed. (PIT, CAMHS through GP or school nurse).</p> <p>Wellbeing committee set up – staff.</p> <p>1 child from each class to be elected to the pupil wellbeing group.</p>	<p>Minutes kept from wellbeing meetings.</p>	
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	behavioural problems among primary school children. They should also be able to assess whether a specialist should be involved and make an appropriate request.				
		Ensure full use is made of commissioned services and links to these via the LA.	Thrive events attended and briefings received. LA E.P's commissioned to provide Emotional health support for staff and training for working with pupils.	CC to monitor opportunities for learning and ensure staff attend where relevant.	All staff to attend Emotional friendly training. Thrive events and online training accessed by SENCO/TA's each term. LSS/ACE training attended by relevant TA's.
		Continue to provide opportunities for assessing the emotional health and wellbeing needs of staff, by providing support to enable staff to reflect on and to take actions to enhance their own wellbeing and by promoting a work-life balance for staff	Termly supervision provided by EP service Access to CIC services Investigate the Workplace Wellbeing Charter National Standards - www.wellbeingcharter.org.uk Staff to complete surveys as part of Emotional friendly status.	CC to signpost to support in back to work meetings following absence and on request from staff.	Surveys completed by December. Supervision to be offered half termly. Back to work interviews to discuss opportunities for supervision and CIC.

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<p>Identifying need and monitoring impact of interventions.</p>			<p>SDQs completed termly for all pupils, analysed and follow up actions taken Re promote friendship stop and introduce playground buddies into pupil jobs list – monitored by pupils Introduce peer counselling BOXALL profile to be completed and reviewed for children with emotional needs. Pupil surveys as part of emotional schools project.</p>	<p>CC/Key workers to monitor SDQ's and BOXALL.</p>	<p>SDQ's and BOXALL's completed termly. Emotional friendly pupil surveys completed by end of Autumn term.</p>
<p>Working with Parents/Carers.</p>	<p>NICE guidance recommends: that primary education providers: support all pupils and, where appropriate, their parents or carers (including adults with responsibility for looked after children), offer support to help parents or carers develop their parenting skills. This may involve providing information or offering small, group-based programmes</p>	<p>Work with parents in ways to work with their children to supporting parenting and family life. Signpost parents to specific events with SIASS/LSS/ACE.</p>	<p>Develop the role of the attendance officer/parent liaison officer to reduce absence and help families address/overcome barriers to learning – e.g food poverty, debt management, housing issues through more joined up working with local businesses /services Investigate howtothrive.org/young-people/parenting/ Work alongside Early Help to support parents.</p>	<p>HON CC</p>	<p>Parents to be given information about virtual events with LSS/CAMHS. Parents to be informed of support available through Place2 Be by the end of the Autumn term.</p>

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	run by community nurses (such as school nurses and health visitors) or other appropriately trained health or education practitioners, give all parents details of the school's policies on promoting social and emotional wellbeing and preventing mental health problems.		Signpost parents to support offered through Place2Be counselling.		
Targeted support and appropriate referral	NICE guidance recommends: that primary education providers: provide specific help for those children most at risk (or already showing signs) of social, emotional and behavioural problems, schools and local authority children's services should work closely with child and adolescent mental health and other services to develop and agree local		The AcSEED quality assurance mark. Safeguarding team to work closely with Social workers and Early help to source the correct support. Professional meetings where needed.	HON, CC, JR	Children and families are support as soon as issues are raised.

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	<p>protocols. These should support a 'stepped care' approach to preventing and managing mental health problems, as defined in NICE clinical guideline 28 on depression in children and young people. The protocols should cover assessment, referral and a definition of the role of schools and other agencies in delivering different interventions, taking into account local capacity and service configuration</p> <p>☐ identify and assess in line with the common assessment framework5 children who are showing early signs of anxiety, emotional distress or behavioural problems</p> <p>☐ discuss options for tackling these</p>				
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	<p>problems with the child and their parents/carers. Agree an action plan as the first stage of a 'stepped care' approach ☑ provide a range of interventions that have been proven to be effective, according to the child's needs.</p>				
<p>Leadership and management that champions efforts to promote emotional health and wellbeing.</p>	<p>NICE guidance recommends that: head teachers, governors and teachers should demonstrate a commitment to the social and emotional wellbeing of young people. They should provide leadership in this area by ensuring social and emotional wellbeing features within improvement plans, policies, systems and activities. These should all be monitored and evaluated.</p>	<p>To ensure actions are integrated, sustained and monitored for impact it is important that a commitment to addressing social and emotional wellbeing is referenced within improvement plans, policies (such as safeguarding; confidentiality; personal, social, health and economic (PSHE) education; social, moral, spiritual and cultural (SMSC)</p>	<p>Emotional wellbeing is embedded as part of the school curriculum through family meetings/unite activities and specific PSHE lessons. Safeguarding team/ key worker teams regularly meet to discuss the wellbeing of the children. Staff have regular access to opportunities to discuss their wellbeing. Emotional wellbeing is discussed as part of the meetings between SENCO and link Governor.</p>	<p>All staff. PSHE lead. Key workers. SENCO Safeguarding team.</p>	<p>Weekly meetings with safeguarding team/key workers. SENCO to meet with link Governor termly and attend Governor meetings where necessary. Staff access CIC/Supervision from E.P's/Speak to Mental health lead(SENCO). Assemblies/Family meeting time used to address any specific issues that may affect emotional wellbeing.</p>

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		To involve pupils, staff and parents in developing these policies so that they remain 'live' documents that are reviewed and responsive to the evolving needs of the school community.		CC/JR/LMN	Wellbeing offer published on the school website. Weekly newsletter to state any specific events around wellbeing.
		To have a governor with knowledge and understanding of emotional health and wellbeing issues to champion organisation-wide practices.		CC/Link Governor	Termly meeting between SENCO/Link Governor.
		To have a champion outside the SLT, who will promote emotional health and wellbeing across the organisation and advocate for children.	2 key workers have completed mental health training. 3 members of the nurture team have completed nurture network training.	CG, JK, LW, RW, KF	CG/MF/LW/HON/RW to meet with SENCO half termly to discuss mental health priorities/concerns.
		To assign a lead on mental health issues who is responsible for linking schools with expertise, identifying issues and making referrals. To act as a	SENCO is school mental health lead – training completed 2019. Suicide awareness training completed 2019.	SENCO	SENCO to attend termly virtual meetings with THRIVE. SENCO to discuss mental health

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		point of contact for local mental health commissioners and specialists in children and young people's mental health services for schools as well as in GP practices who would be responsible for advising on the management of specific cases.	Thrive meetings attended and briefings received annually. Winstons wish training completed annually.		concerns/training opportunities with E.P's termly.
Evaluation:					

The PSHE Association has produced a number of resources to help schools incorporate emotional health and wellbeing into PSHE lessons.
www.cypmhc.org.uk/resources/pshe_association/

YoungMinds suggests some simple and practical ways of incorporating emotional wellbeing into the curriculum. vimeo.com/40735380