



**GREENWOOD
ACADEMIES TRUST**

HAZEL LEYS ACADEMY

Mental Health and Wellbeing Protocol

Reviewed: March 2024

Next review: March 2026

Statement of Principles

At Hazel Leys Academy, we aim to create a welcoming, safe and caring environment, where all relationships are based on fairness and consistency. We aim for children to have respect for themselves, other people and the Academy environment. All members of the Academy model a positive attitude and mutual respect, in order to promote children's positive self-esteem and self-discipline, whilst modelling and maintaining high expectations.

Mental health is 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.(World Health Organization)

We believe by working together we can achieve behaviours which impacts positively on every child's learning experience, happiness and well-being.

Aims of the Protocol

Hazel Leys Academy recognises that all pupils need the foundation of positive mental health to benefit fully from all of the opportunities available to them.

Everyone experiences life challenges that can make us vulnerable. At times, anyone may need additional support to maintain or develop good mental health.

- 1 in 10 children and young people aged 1 – 15 years have a clinically recognisable mental disorder in any one year.
- 1 in 4 adults will experience mental health difficulties; at least half of these difficulties can be traced back to childhood.
- The mental health of children and young people, adults in schools, parents and carers and the wider whole school community will impact on all areas of development, learning, achievement and experiences.
- All children and young people have the right to be educated in an environment that supports and promotes positive mental health for everybody.
- All adults have the right to work in an environment that supports and promotes positive mental health for everybody.

Academy Values



Hazel Leys Academy recognises these needs and rights. It is committed to raising awareness, increasing understanding and ensuring that all schools can and do make a difference by providing a place where all pupils and young people feel safe, secure and able to achieve and experience success and well-being. All schools should offer a learning environment that promotes and enhances positive mental health. A consistent approach means that the school environment and school ethos all promote the mental health of the whole school community.

Healthy relationships underpin positive mental health and have a significant impact.

A mentally healthy environment has:

- A clear and agreed ethos and culture that accords value and respect to all.
- A commitment to being responsive to pupils and young people's needs.
- Clearly defined mental health links in school policies.
- Clear guidelines for internal and external referrals.
- Strong links with external agencies to provide access to support and information.
- A named Lead for mental health promotion with the expectation that there is support and involvement and an ethos that 'mental health is everyone's business'.

Any member of staff who is concerned about the mental health or wellbeing of a pupil should speak to the Mental Health Leads or Principal in the first instance. If there is a fear that the pupil is in danger of immediate harm then the normal child protection procedures should be followed with an immediate referral to the designated Safeguarding Lead (Principal). If the pupil 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 CAMHS is appropriate, this will be led and managed by the Principal or designated Leads.

A mentally healthy environment is a place where pupils:

- Have opportunities to participate in activities that encourage belonging.
- Have opportunities to participate in decision making.
- Have opportunities to celebrate academic and non-academic achievements.
- Have their unique talents and abilities identified and developed.
- Have opportunities to develop a sense of worth through taking responsibility for themselves and others.
- Have opportunities to reflect.
- Have access to appropriate support that meets their needs.
- Have a right to be in an environment that is safe, clean, attractive and well cared for.
- Are surrounded by adults who model positive and appropriate behaviours, interactions and ways of relating at all times.

Teaching about Mental Health

The skills, knowledge and understanding needed by our pupils to keep themselves and others physically and mentally healthy and safe are included as part of our developmental PSHE curriculum. The specific content of lessons will be determined by the specific needs of the cohort being taught but there will always be an emphasis on enabling pupils to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others.

- Hazel Leys follows Jigsaw – The Mindful Approach - to ensure that mental health and emotional wellbeing issues are taught in a safe and sensitive manner which helps rather than harms.
- Our PSHE scheme is Jigsaw. ‘Mental Health and Wellbeing’ are discussed through assemblies and other class discussions..
- All classes have a worry box so pupils can share a worry confidentially.
- Nurture group sessions are led by the Family Support Worker for those pupils with wellbeing concerns. These interventions are reviewed regularly for effectiveness.
- ‘Mental Health awareness’ week takes place annually where the pupils discuss and participate in class activities/assemblies.
- Satchel Pulse provides

Staff training

Hazel Leys wants all staff to be confident in their knowledge of mental health and wellbeing and to be able to promote positive mental health and wellbeing, identify mental health needs early in pupils and know what to do and where to get help. All staff have regular ‘child protection/safeguarding’ training which recaps on signs and symptoms to look for.

Our Mental Health Leads have completed the Mental Health First Aid course and is now a Mental Health First Aider. (MHFAider®). This course teaches knowledge and skills for providing first aid to support people who may be experiencing poor mental health.

Warning Signs

School staff may become aware of warning signs which indicate a pupil 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 the Mental Health Lead or a member of the Senior Leadership Team. Possible warning signs include:

- Physical signs of harm that are repeated or appear non-accidental.
- Changes in eating/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.
- Expressing feelings of failure, uselessness or loss of hope.
- Changes in clothing – e.g. long sleeves in warm weather.
- Secretive behaviour.
- Skipping PE or getting changed secretly.
- Lateness to or absence from school.
- Repeated physical pain or nausea with no evident cause.

A mentally healthy environment is a place where staff:

- Have their individual needs recognised and responded to in a holistic way.
- Have access to support (both staff rooms have a poster with the details about our trust Perbox partnership counselling service).
- Have recognition of their work-life balance. (1265 document displayed and available for all staff)
- Have the mental health and well-being of the staff reviewed regularly.
- Feel valued and have opportunities to contribute to decision making processes.
- Celebrate and recognise success.
- Are able to carry out roles and responsibilities effectively.

- Are provided with opportunities for CPD both personally and professionally.
- Have their unique talents and skills recognised and opportunities are provided for development.
- Have time to reflect.
- Can access proactive strategies and systems to support them at times of emotional needs in both the short term and the long term. (Perkbox)

Hazel Leys Academy will seek time to find planned opportunities to support the work-life balance of all staff.

A mentally healthy environment is a place where parents and carers:

- Are recognised for their significant contribution to pupils and young people's mental health.
- Are welcomed, included and work in partnership with schools and agencies.

Monitoring and evaluation

All staff will be responsible for monitoring behaviour at Hazel Leys Academy; however, the Executive Principal, Head of Academy, Assistant Principal, SENCO and Family Support Worker will also use contextual information (e.g. age, gender, SEN, ethnicity, etc) when monitoring and evaluating behaviour, which will be reported regularly to the Greenwood Academies Trust through our Education Director.

The protocol is reviewed bi-annually to ensure effectiveness, identify inconsistencies in implementation and ensure no discrimination is occurring, particularly for those with protected characteristics.