



Bristnall Hall Academy
Mental Health and Well Being Programme

“We cannot always change a child’s circumstances, but we can equip them with support, tools and strategies to flourish and thrive”

Bristnall Hall
Academy

”We have a Duty”

- BHA is a central hub of the community
- We are the primary developmental context after the family
- Children’s learning and mental health are interrelated
- Interventions can influence outcomes
- We are the only support some children would ever access
- There is no stigma towards mental health

*Bristnall Hall
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Mental Health and Wellbeing Team

Antoinette Jackson – Mental Health Lead

Mental Health First Aiders

Chris
Brookes

Martin
Binks

Jamie
Needle

Jayne
Sargant

Angela
Willetts

Well Being Champions

Achievement Coordinators

Whole Academy Staff baseline mental health trained

Maslow's Hierarchy of Needs

Leads to students excelling personally and academically

Self-actualization

desire to become the most that one can be

Met by achieving personally and academically

Esteem

respect, self-esteem, status, recognition, strength, freedom

Met by pastoral care from staff

Love and belonging

friendship, intimacy, family, sense of connection

Met by security within the Academy

Safety needs

personal security, employment, resources, health, property

Met by breakfast clubs, provision of clothing etc.

Physiological needs

air, water, food, shelter, sleep, clothing, reproduction

Universal Support

Bristnall Hall has a whole-school approach to promoting well-being

A unique Pastoral team and school led early help

All pupils' are supported through school-led preventative work and have access to well being support.

Positive Mental Health is a component of the unique care we offer to every child within our academy ethos and where they learn the importance of healthy minds:

- Throughout the curriculum
- Targeted PSHE lessons
- Assemblies every month (mental health and safeguarding)
- Choices program during form time
- Signposting on the school website and social media
- Signposting to helpline numbers on keyrings and around the school
- Sandwell Well-being Charter Mark achieved
- Safer Schools App
- Reassurance and kind words from every member of staff

Targeted Support

Step 1: Initial Intervention

Support at this level is a low-level intervention, responding to pupils' stress and worries. This includes addressing the pupil's level of need, with a solution-focused approach.

Step 2: Primary Care

Support at this level usually involves responding to pupils' mental health difficulties such as anxiety and depression. Support will be carried out by in-school counsellors, including drawing and talking therapy and CBT.

Step 3: Community Specialist Care

Support at this level usually involves responding to mental health difficulties which are affecting pupils' quality of life. This includes referral to external services such as SEMH team, BEAM, Breaking the Silence, Our Futures and Brooke.

Step 4: Highly Specialist Care

Support at this level usually involves responding to complex or specific mental health needs. This includes referral to GP services, CAMHS and Inclusion Support.

Step 5: High Intensity Care

Support at this level usually involves responding to pupils' who are believed to be at risk. This includes external support from the Crisis Team.

Step 1.

Step	Description	Young Person	Parent/Carer	Staff Involved	Review Period
1	Bespoke to the pupil, with a solution-focused approach. It could include calling parents in, introducing buddies or reducing pressures/expectations of homework or engaging in well being drop in sessions.	Meet SMART targets (set at the start of support) for example: if focussing on their confidence – pupil to be able to say three things they are good at.	Parent/carer informed of support given to their child	All members of staff are mental health trained, so whoever the pupil chooses as their trusted adult will be able to support. Pastoral team and the achievement co-ordinators. Mental health and well-being champions.	Carry out evaluation when the member of staff supporting the pupil feels appropriate.

Step 2.

Step	Description	Young Person	Parent/Carer	Staff Involved	Review Period
2	Students would be referred to this support. This would involve sessions with an in-school counsellor, including drawing and talking therapy and CBT.	Is part of the planning process and understands how this targeted approach can help	Parent/carer informed of support given to their child	Education Mental Health Practitioner - Beth Drawing & Talking Therapy - Lisa Ashton-Bull Counselling – Jayne Sargant	Carry out evaluation when the member of staff supporting the pupil feels appropriate.

Step 3.

Step	Description	Young Person	Parent/Carer	Staff Involved	Review Period
3	Pupils signposted to external support such as SEMH inclusions services team, BEAM, Breaking the Silence, Our Futures, Women's Aid and Brook.	Understands the need for more specialist support where increased resources can be accessed.	Parent/carer informed of support given to their child. Information provided about external services.	Member of staff in school checking in on how pupil is finding the external service – if the support received is appropriate. External Services	Carry out evaluation when support has commenced from the external service (or earlier if member of staff in school feels support may not be appropriate)

Step 4.

Step	Description	Young Person	Parent/Carer	Staff Involved	Review Period
4	Higher level of mental health assessment and interventions from Medical Professionals	Understands the need for this approach and with support can embrace without fear	Parent/carer will be involved and supported with the referral process through GP or SEMH inclusion services team who can also negate the referral.	Member of staff in school checking in on how pupil is finding the external service. Inclusion Support GP Services	Carry out evaluation when support has commenced from the external service (or earlier if member of staff in school feels support may not be appropriate)

Step 5.

Step	Description	Young Person	Parent/Carer	Staff Involved	Review Period
5	Immediate care and mental health medical intervention	Understands the need for this level of support and is reassured	Working collaboratively with the academy instigates support through emergency services	Member of staff in school checking in on how pupil is finding the external service. Crisis Team	Reviewed Daily until de-escalated.

Lunch Time Drop in Sessions

- Resilience, confidence and self esteem
- Access to Online Counselling
- Access to Wellbeing Champion
- Exam anxiety management
- Panic attacks and generalised anxiety
- Somewhere warm and nurturing to talk
- Signposting
- Referral to more specialist Services

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Mental Health and Well-Being Ambassadors

Dawn Aldridge
Annelise Anderson
Lisa Ashton-Bull
Lyndsey Bayliss
Rebecca Beardsworth
Martin Binks
Sarina Birdi
Chris Brookes
Zena Brown
Elliot Browne
Clare Brzosko
Samantha Chilton
Jayne Sargant
Tess Cutler
Jamie Smith
Brenda Hole

Antoinette Jackson
Kay Joseph
Nicola Lambert
Michelle Longhurst
Lynn Marshall
Michelle Morrissey
Jamie Needle
Sarah Noak
Amanda Onions
Jayne Sargant
Sharon Samuels
Jamie Smith
Angela Willetts

*Bristol Small Hall
Academy*

Positive mental health outcomes

Young people will:

- Have a zest for life and the ability to laugh and have fun
- The ability to deal with stress and bounce back from adversity
- The flexibility to embrace and learn new things
- The ability to build and maintain fulfilling relationships
- Self-confidence and high self-esteem
- Aspirations, ambition and no excuses to not fulfill their dreams