



MENTAL HEALTH SUPPORT TEAM

Name: Julie Clarke

Education Mental
Health Practitioner



All About Me

Hi, I'm Julie, from the Mental Health Support Team (MHST) working within Moor First School.

I am an Education Mental Health Practitioner (EMHP) and my role involves supporting young people and their families with mild to moderate mental health challenges using Low Intensity Cognitive Behavioural Therapy (LICBT). Together we work to identify and address difficult emotions and feelings.

I work in partnership with the school's Mental Health Lead to deliver a whole school approach to mental health; this includes educational workshops, groups, and training to reduce the stigma of mental health and improve outcomes for the whole school community.

Our Core Offer

I support pupils with:

- Worry Management
- Anxiety
- Panic Management
- Low Mood
- Sleep
- Problem Solving
- Exam Stress

If you would like to know more, please speak to Mrs Atherton (School Mental Health Lead) or email: mhstenquiries@combined.nhs.uk



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All About Me

- I'm always COLD 😊
- I have a chocolate labrador - Bella
- I love a roast chicken dinner & chocolate.
- I'm not a fan of rainy days, because I love the sun!

Top Tips for Life

Talking about your feelings is the first step to feeling better.

Believe in yourself.

Be kind to yourself and others.

Eat well, stay active & get enough sleep.

Hobbies/Interest

- Baking yummy cakes & biscuits.
- Going to the cinema & theatre.
- Spending time with family & friends.
- Long walks in nature with Bella.

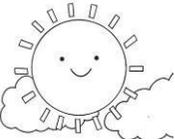
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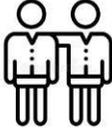


Moor First School



Staff Workload and Wellbeing Charter Plan

<p>Team ethos – Together we unlock potential and learn for life (collaborative approaches sought throughout).</p> 	 <p>Positive, honest, respectful & caring climate to work in – (school values)</p>	 <p>Opportunities for career development are actively encouraged for all colleagues – performance development takes place – not performance management...you have a say through personalised CPD!</p>	<p>Flexible & generous approach to appointments and family events.</p> 
<p>Colleagues are able to network across schools and seek help/advice</p> 	<p>Staff are strongly encouraged to timetable visits at other settings to improve their own practice – cover provided.</p> 	 <p>All policies reviewed by SLT and governors with workload in mind – i.e live marking/feedback policy – rational approach to marking.</p>	<p>Leadership Team open door policy.</p> 

 PPA time embedded – offer to work from home when requested. Not all needed to attend daily assemblies	 Counselling and wellbeing support available for all staff if required.	 Regular staff social events.	Clear communication – deadlines carefully considered and publicised. ALL staff listen and respond and accept difference. 
Staff workload and wellbeing are reported to governors termly 	Measured, approach to supportive learning walks and drop-ins. Timetabled and within briefing minutes (Monitoring schedule) 	 Thorough induction policy including mentor allocation for new colleagues.	Wellbeing committee meet termly with staff to discuss any concerns and liaise with SLT before providing feedback. 
Staff voice is a strong feature; regular, constructive feedback sought from all stakeholders. Surveys at least twice a year. 	Dedicated staff room and learning area for computer access during PPA. 	 Free onsite parking.	 Pastoral support for colleagues through collaborative working, a caring team ethos and peer to peer support (Peer Buddy System)
Annual stress risk assessment encouraged for all staff (Entrust) and school wellbeing and workload survey annually too. 	Diary dates for the year planned as a whole staff workforce – especially for any volunteer fundraising events. 	Email Communication: No emails are sent over the weekend and during holidays unless prior agreement between staff and unless a serious safeguarding incident.   Emails can be sent on a timer.	Sharing of resources helps us to model consistency and thus reduce workload. 

 <p>Sensible use of staff meeting time and twilight time. Effective Monday morning briefings and weekly briefing notes provided if cannot attend.</p>	 <p>Leaders provide clear direction, subject nonnegotiables to make delivery of their curriculum more consistent. This empowers teachers.support staff who are not specialists to improve outcomes for children.</p>	<p>Lesson planning templates are provided as a tool to support teaching and learning and can be edited as long as school aims are evident.</p> 	<p>Return to work interviews – SLT check on wellbeing and make reasonable adjustments.</p> 
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Useful links:

- [YoungMinds](#) – Advice for young people and parents on coping with stress
- [Childline](#) – Free 1-1 support, online tools, and exam stress advice
- [NHS Every Mind Matters](#) – Guidance on managing stress and anxiety
- [The Mix](#) (ages 13–25) – Mental health support and helpline
- **YoungMinds Crisis Messenger** (text YM to **85258**)
- **Papyrus HOPELINE247** for anyone under 35 feeling suicidal: **0800 068 4141**, text **07860 039967**

See the [SLN mental health page Exam Stress](#) for further support and guidance.