Growing and Achieving Excellence, Inspired by Faith

St Joseph's Catholic Primary School

'With God in our hearts, we learn and grow together on our journey through life.'

Mental Health and Wellbeing Policy

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This policy was written in consultation with staff, pupils, parents and professionals involved in mental health and wellbeing.

Policy Statement

At St Joseph's Catholic Primary School we are committed to supporting the emotional health and wellbeing of our pupils, staff, families and school community.

We are an Attachment Aware School and have a supportive and caring ethos strongly guided by Catholic values. Our approach is respectful and kind, where each individual and contribution is valued.

At our school we know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the view that positive mental health is everybody's business and that we all have a role to play. We have a whole school approach, targeted intervention and use external professionals to form part of the support team depending on need.

At our school we:

- Use an Attachment and Trauma Aware and Emotion Coaching approaches to help children feel safe and connected to adults who understand their emotion leading them to make sense of their own and others feelings in helpful ways.
- Help children feel comfortable sharing any concerns or worries.
- Help children socially to form and maintain relationships.
- Promote self esteem and ensure children know that they count.
- Encourage children to be confident and to be upstanding in their support of others.
- Help children to develop emotional resilience and to manage setbacks.

We promote a mentally healthy environment through:

- Promoting our Catholic school values and encouraging a sense of belonging.
- Promoting pupil voice and opportunities to participate in decision-making.
- Celebrating academic and non-academic achievements.
- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others.
- Providing opportunities to reflect.
- Access to appropriate support that meets their needs.

We pursue our aims through:

- Universal, whole school approaches.
- Support for pupils going through recent difficulties including bereavement.
- Specialised, targeted approaches aimed at pupils with more complex or long term difficulties including trauma informed support.

Scope

This policy should be read in conjunction with our Medical policy and our SEND Information report in cases where pupils' mental health needs overlap with these. This policy should also be read in conjunction with policies for Positive and Relational Behaviour Management which includes Anti-bullying and the PSHE curriculum . It also sits alongside the Child Protection Policy and procedures.

Lead Members of Staff

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

Mrs Flower Headmistress

Miss Aziz Acting Deputy Head and Early Years Leader

Mrs Lucioni SENDCO and inclusion Lead

Miss Kate Shaw - Mental Health and Wellbeing Lead

Teaching about Mental Health

The skills, knowledge and understanding needed by our students to keep themselves mentally healthy and safe are included as part of our PSHE curriculum.

We approach the PSHE curriculum with a Catholic focus provided by the 10:10 program.

The specific content of lessons will be determined by the needs of the cohort being taught. PSHE Government guidelines are followed to ensure that mental health and emotional wellbeing issues are taught in a safe and sensitive manner.

Targeted support

The school will offer support through targeted approaches for individual pupils or groups of pupils which may include:

- Family Group
- Lego Therapy
- Circle Time
- Rainbows - Loss and Change
- 1-1 Nurture
- Zones Of Regulation
- Resilience Groups

  Sensory Room time
- Mental Health Support Team whole class, group and 1-1
- ELSA support
- Therapeutic after school clubs including art, drumming and gardening
- We support Young Carers as needed with early identification 1-1 and/or group opportunities and out of school holiday activities / Young Carers referrals

Signposting

We will ensure that staff, pupils and parents are aware of what support is available within our school and how to access further support through coffee mornings, parent mails, school workshops, taster sessions, telephone consultation, face to face meetings.

Identifying needs and Warning Signs

All staff will identify and discuss issues of concern. Inclusion and wellbeing lead will plan the next steps to be taken depending on needs.

Possible difficulties may include:

- Attendance
- Punctuality
- Relationships

- Approach to learning Physical indicators
- Negative behaviour patterns
- Family circumstances
- Recent bereavement
- Health indicators

Termly intervention sheets are used to monitor and track the wellbeing of individual students.

School staff may also 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 the designated child protection and safeguarding officer or the emotional wellbeing lead as appropriate.

Possible warning signs include:

- Changes in eating / sleeping habits
- Becoming socially withdrawn
- Changes in activity and mood
- Talking or joking about self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

Working with Parents

In order to support parents we will:

- Highlight sources of information and support about mental health and emotional wellbeing on our school website
- Share and allow parents to access sources of further support e.g. through MHST workshops including online transition sessions, coffee mornings, 1-1 MHST support sessions for individual families, presentations on Emotion Coaching, Resilience and Anxiety
- Ensure that all parents are aware of who to talk to, and how to access this if they have concerns about their child.
- Make our emotional wellbeing and mental health policy easily accessible to parents
- Share ideas about how parents can support positive mental health in their children.

- Keep parents informed about the mental health topics their children are learning about in PSHE and share ideas for extending and exploring this learning at home.

Working with other agencies and partners

As part of our targeted provision the school will work with other agencies to support children's emotional health and wellbeing including:

- The school nurse team
- Educational psychology services
- CAMHS (child and adolescent mental health service)
- Counselling services
- Early Help Services including family support social work teams,
- A range of external agencies who offer additional targeted support for specific needs i.e. Mental Health Support Team (MHST)
- Young Carers
- Man and Boy
- Early Intervention Support Services
- Kingston Grammar School
- Police and Social care teams

Training

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection training in order to enable them to keep students safe.

Training opportunities for staff who require more in depth knowledge will be considered as part of our performance management process and additional CPD will be supported throughout the year where it becomes appropriate due to developing situations with one or more pupils.

We continue to develop and deepen our understanding of being an Attachment Aware School and continue to develop our Emotion Coaching Approach.