



St Teresa's RC Primary School

Mental Health and Emotional Wellbeing Policy

Our Mission Statement

At St Teresa's Roman Catholic Primary School;

We grow together with Jesus, as we live our lives according to Gospel values.

We grow together as a community in respect, friendship and responsibility.

We grow together in understanding as we encourage each child
to achieve their true potential.

We grow together in God's love.



'I am the vine, you are the branches' (John 15:5)

Date Prepared: January 2024

Date to be reviewed: January 2025

Policy Statement

At St. Teresa's RC Primary School, we are committed to supporting the emotional health and wellbeing of our pupils and staff.

We have a supportive and caring ethos and 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.

At our school we:

- help children to understand their emotions and feelings better
- 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 'dare to be different'
- help children to develop emotional resilience and to manage setbacks

We promote a mentally healthy environment through:

- Promoting our 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 attachment disorder

Scope

This policy should be read in conjunction with our Medical policy and our SEND policy in cases where pupils mental health needs overlap with these. This policy should also be read in conjunction with policies for Behaviour and Anti-bullying, and PSHE and SMSC policies. It should also sit alongside child protection 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:

- Sandra Burgess - Designated Safeguarding Lead
- Samantha Fairhurst - Deputy Safeguarding Lead, RE and RSHE coordinator
- Lisa McCandless - Deputy Safeguarding Lead, SENDCO and Senior Mental Health Lead
- Gemma Taylor - SEND and Mental Health Governor
- Jean McKenna - Safeguarding Governor

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 RSHE curriculum.

The specific content of lessons will be determined by the specific needs of the cohort we're teaching but we will also use the RSHE 'Ten:Ten Life to the Full' scheme to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner.

Project Evolve is also used to support online safety for all pupils.

Miss McCandless teaches dedicated sessions on Mental Health and Wellbeing, during national Mental Health weeks throughout the year.

Targeted support

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

- Circle time approaches or activities.
- CARITAS counsellor - 1:1 sessions or small groups, Relaxkids sessions

- Managing feelings resources e.g. ‘worry boxes’ and ‘worry eaters’
- Managing emotions resources such as ‘the Incredible 5 point scale’
- CAMHS Salford Thrive in Education Mental Health and Wellbeing support including intervention groups and 1:1 referrals
- Salford Foundation 92 Mental Health and Wellbeing groups
- Kooth Mental Health charity for transition sessions in Year 6
- Salford Foundation learning and support sessions with social action coordinators
- CAMHS iReach service
- Extra transition visits to the high school for anxious pupils
- Family wellbeing programme of support
- Playground leader support from F92 coaches
- After-School Club run by F92 staff
- Subscription to Edupod learning and resource platform, through MH lead training
- Free Anna Freud, Place2be and ELSA support resources - signposted to staff through MH lead
- Therapeutic activities including art, Lego Therapy Club and relaxation and mindfulness techniques.

The school will make use of resources to assess and track wellbeing as appropriate including:

- Strengths and Difficulties questionnaire
- The Boxall Profile
- Emotional literacy scales
- Mind Star

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.

Identifying needs and Warning Signs

All staff will complete pupil premium and vulnerable pupils grids, aimed at identifying a range of possible difficulties including:

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

These are levelled using the North Yorkshire Safeguarding Vulnerability checklist, to aid identification and prioritise support strategies.

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. All concerns and communications will be recorded on the CPOMs system.

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 Solihull parenting webinars, school website and Twitter page, signposts to Mental Health websites

- Ensure that all parents are aware of who to talk to, and how to go about 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 RSHE 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
- Educational psychology services
- Behaviour support through the Primary Inclusion Team (PIT)
- Paediatricians
- CAMHS (child and adolescent mental health service)
- CAMHS iReach service
- CARITAS Counselling service
- Family support workers
- Salford Thrive in Education team
- Foundation 92 support
- Kooth MH charity
- Salford Foundation social action coordinators

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.

Our CARITAS counsellor advises staff on a case by case basis and staff are invited to review meetings with parents and counsellor.

We subscribe to the Edupod learning portal, which provides free online training suitable for staff wishing to know more about a specific issue.

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.