

St Ann's RC Primary School

Mental Health & Wellbeing Policy

Last Reviewed: November 2021

Next Review by: September 2024

Our Mission Statement:

We the family of St Ann's rejoice in our learning; striving for excellence. We challenge ourselves, follow Jesus and empower each other to be the best that we can be. Motivate, learn, inspire.

At St. Ann's we promote the physical, mental and emotional health and wellbeing of all our pupils and strive to empower the children in our care to be the best that they can be.

This policy builds on the RE, RHE, SEND, Behaviour and Safeguarding policies.

1. Definition:

As teachers, we define mental wellbeing as children's happiness (feeling good), life satisfaction (feeling life is going well) and positive functioning (feeling able to get on with their daily lives).

We want all children:

- To be resilient, happier and more motivated.
- To be able to express a range of emotions appropriately.
- To have high self-esteem and confidence.
- To make and maintain positive relationships.
- To learn and achieve.

At our school, we aim to promote positive mental health for every child. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable students.

2. Purpose of this policy:

How we promote positive mental health and wellbeing

How we prevent mental health problems

How we identify and support children with mental health needs

2.1 Promoting Positive Mental Health and Wellbeing:

- Encourage and support the whole school community to be positive in its approach to mental health and wellbeing.
- Promote knowledge and understanding of internal and external support services to the whole school community.
- Provide appropriate training, information and support to staff regarding children's mental health issues and early warning signs.

- Provide appropriate support to those identified with a need in order to help them develop their own confidence in their ability to manage their own mental health and emotional wellbeing.
- Seek to integrate mental health and emotional support across the curriculum through direct teaching, school activities and ethos.
- Transition programme for each year group with tailored support programmes for those children identified as having additional concerns in this area.

2.2 Promoting a mentally healthy environment:

- Live our school values and mission statement, encouraging a sense of belonging.
- Promote and calm and safe school and classroom environment.
- Promoting pupil-voice and decision-making.
- Celebrating both academic and non-academic successes.
- Access to appropriate support that meets their needs.
- Specialised, targeted approaches aimed at pupils with more complex or long-term difficulties.

2.3 Identifying and supporting those with mental health needs.

In addition to promoting positive mental health, we aim to recognise and respond to mental ill health. By developing and implementing practical, relevant and effective mental health policies and procedures we can promote a safe and stable environment for students affected both directly and indirectly by mental ill health.

2.3.1 Lead Members of Staff

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

- M Noctor / J.Grogan / S Whittaker - designated child protection / safeguarding officer
- R.Nelson - mental health lead
- J. Grogan- pastoral lead

Any member of staff who is concerned about the mental health or wellbeing of a student should speak to the mental health lead in the first instance. If there is a fear that the student is in danger of immediate harm then the normal child protection procedures should be followed with an immediate referral to the designated child protection officer, the head teacher or the designated governor.

2.3.2. Warning Signs

School staff may 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 Rebecca Nelson, our mental health and emotional wellbeing lead who can record concerns appropriately and offer support and advice about next steps.

Possible warning signs include:

- Changes in eating or sleeping habits
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity, mood or behaviour
- Lowering of academic achievement
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing – e.g. long sleeves in warm weather
- Skipping PE or getting changed secretly
- Lateness to or absence from school
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

Where the need to do so becomes evident, we will host training sessions for all staff to promote learning or understanding about specific issues related to mental health.

2.3.3. Targeted Support

We will offer support through targeted approaches for individuals or groups of pupils which may include:

- Circle time activities
- Targeted use of SEAL resources
- Managing feelings resources such as “worry books”
- Managing emotions resources such as the 5 point scale
- Therapeutic activities including art, lego and mindfulness and relaxation techniques
- CARITAS support worker referral where appropriate.
- See **Appendix 1** for hierarchy of support in place

3. Policy Review

This policy will be reviewed **every 3 years** as a minimum. It is next due for review in **September 2024**.

This policy will be reviewed and updated as appropriate and with immediate effect to reflect personnel changes.