

HOLY ROSARY CATHOLIC PRIMARY SCHOOL

*“Together as a family, we love, learn and
grow in the presence of God”*



MENTAL HEALTH AND WELLBEING POLICY

Holy Rosary Catholic Primary School

Mental Health and Wellbeing Policy

At Holy Rosary Catholic Primary School we strive to create a nurturing learning environment offering the correct support for all children and families where faith and individual potential can develop and grow.

Definition of Mental Health and Wellbeing

“Children’s mental health is the strength and capacity of children’s mind to grow and develop with confidence and enjoyment. It consists of the capacity to learn from experience and to overcome difficulty and adversity.

It is about physical and emotional wellbeing, the ability to live a full and creative life, and the flexibility to give and take in friendships and relationships .

Children who are mentally healthy are not the saints or models of perfection but ordinary children making the most of their abilities and opportunities .”

Young Minds 2006

“A state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.”

“Health is a state of complete **physical, mental and social well-being** and not merely the absence of disease or infirmity.”

World Health Organisation (WHO), 2001

Who is covered by this policy?

This policy applies to all pupils who attend, and all staff who work at Holy Rosary Catholic Primary School. This policy encourages the mental health and wellbeing for all staff and children.

Context and Rationale

At Holy Rosary, we aim to promote positive mental health and wellbeing for our whole school community (children, staff, parents and carers), and recognise how

important mental health and emotional wellbeing is to our lives in just the same way as physical health. We recognise that children's mental health is a crucial factor in their overall wellbeing and the direct link it has to their learning and achievement. All children go through ups and downs during their school career and some face significant life events. In an average classroom, three children will be suffering from a diagnosable mental health issue. This can have an enormous impact on quality of life, relationships and academic achievement.

The Department for Education (DfE) recognises that: "in order to help their children succeed; schools have a role to play in supporting them to be resilient and mentally healthy".

We have a whole school approach to mental health and aim to make our school a nurturing and supportive environment which develops self-esteem and gives positive experiences for overcoming adversity and building resilience.

Our role in school is to ensure that children are able to manage times of change and stress, and that they are supported to reach their potential or access help when they need it. We also have a role to ensure that children learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues, and where they can go if they need help and support.

In addition to children's wellbeing, we recognise the importance of promoting staff mental health and wellbeing.

Purpose of the Policy

This document describes our school's approach to promoting positive mental health and wellbeing. This policy is intended as guidance for all staff including non-teaching staff and governors. This policy should be read in conjunction with our Medical Needs Policy, SEND Policy, Child Protection and Safeguarding Policy, Anti-bullying Policy and Behaviour Policy.

- This policy sets out:
- How we promote positive mental health
- Staff roles and responsibilities
- How we identify and support children with mental health needs
- Safeguarding
- Supporting staff wellbeing
- Monitoring and Evaluating Provision

Promoting Positive Mental Health

We take a whole school approach to promoting positive mental health that aims to help children become more resilient, happy and successful and to prevent problems before they arise.

This encompasses the following aspects:

- Living the Gospel values and fostering the spiritual, moral, personal and social development of all pupils to help them develop social relationships, support each other and seek help when they need it.
- Helping children to be resilient learners through metacognition.
- Teaching children social and emotional skills and an awareness of mental health through the PSHE curriculum.
- Use of Emotion Coaching strategies. Emotion Coaching aims to support children to develop the tools they need to self-regulate their emotions and behaviour. It also enables key adults to create an atmosphere of positive learning and have the confidence to de-escalate difficult situations.
- Early identification of children who have mental health needs and planning support to meet their needs, including working with specialist services.
- Effectively working with parents and carers.
- Supporting and training staff to develop their skills and their own resilience.

We also recognise the role that stigma can play in preventing understanding and awareness of mental health issues. We therefore aim to create an open and positive culture that encourages discussion and understanding of these issues. Our school have developed a range of strategies and approaches including:

Pupil-led activities:

- Peer mediators
- Peer mentoring
- Play leaders
- Student council
- Prefects
- Minnie Vinnies

- Collective Worship

Class activities:

- 5 ways to Wellbeing
- Praise and worry boxes
- Circle time
- Mindfulness
- Spread the happiness (Early Years)

Whole school:

- Assemblies to raise awareness of mental health
- Wellbeing days
- Displays and information around the school about mental health
- The Daily Mile

Transition:

- Enhanced transition plans to support transitions between key stages and from primary to secondary school.

Small group activities:

- Rainbows
- Friendship interventions
- Anger management interventions
- Anxiety interventions
- Art Therapy
- Lego Therapy
- Communication interventions
- Kids' Skills
- Time To Talk
- Talkabout
- Comic strip conversations

Staff roles and responsibilities

We believe that all staff have a responsibility to promote positive mental health, and to understand about protective and risk factors for mental health. Some children will require additional help and all staff should have the skills to look out for any early warning signs of mental health problems and ensure that children with mental health needs get early intervention and the support they need.

All staff understand about possible risk factors that might make some children more likely to experience problems, such as: physical long-term illness, having a parent who has a mental health problem, death and loss, including loss of friendships, family breakdown and bullying. They should also understand the factors that protect children from adversity, such as self-esteem, communication and problem-solving skills, a sense of worth and belonging and emotional literacy.

Our SENCO:

- Leads and works with staff to co-ordinate whole school activities to promote positive mental health and wellbeing.
- Leads on PSHCE teaching about mental health.
- Provides advice and support to staff and organises training and updates.
- Is the first point of contact with mental health services and makes individual referrals to them.

How we identify and support children with mental health needs.

We aim to identify children with mental health needs as early as possible to prevent things getting worse. We do this in different ways including:

- Analysing behaviour - liaising with school nurse, monitoring attendance.
- Staff report concerns about individual children to the relevant lead persons - SENCO / DSL / HT
- Worry boxes in each class for children to raise concerns
- Pupil Progress Review meetings termly
- Regular meetings for staff to raise concerns.
- Enabling children to raise concerns to any member of staff.
- Enabling parents and carers to raise concerns to any member of staff.

Staff have had training on the protective and risk factors, types of mental health needs and signs that might mean a pupil is experiencing mental health problems. Any member of staff concerned about a pupil will take this seriously and talk to the SENCO / DSL.

We recognise that many behaviours and emotional problems can be supported within the school environment, or with advice from external professionals. Some children will need more intensive support at times, and there are a range of mental health professionals and organisations that provide support to children with mental health needs and their families.

Some specialist services we access are:

- School Nurse
- SEAS
- Well Young Person Team
- Sefton Social Communication Team
- Complex Needs Team
- Educational Psychologist
- CAMHS
- Early Help - Menai Family Wellbeing Centre
- ADHD Foundation

School referrals to a specialist service will be made by the SENCO in consultation with parents / carers. Persistent mental health problems may lead to children having significantly greater difficulty in learning than the majority of those of the same age. In some cases the child may benefit from being identified as having a special educational need (SEN) and will need a SEN Support Plan.

Safeguarding

Safeguarding and promoting the welfare of children is defined in Keeping Children Safe in Education, September 2020 as: "Preventing the impairment of children's mental and physical health or development."

Keeping Children Safe in Education, September 2020 states:

- All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- Only trained professionals should make a diagnosis of a mental health problem, but staff are well placed to observe children and identify those whose behaviour suggests they may be experiencing a mental health problem, or be at risk of developing one.
- Abuse, neglect and other traumatic adverse childhood experiences can have a lasting impact, and it's key that staff are aware of how these experiences can affect children's mental health, behaviour and education.
- Staff should take action on any mental health concerns that are also safeguarding concerns, following your school's Child Protection Policy and speaking to the Designated Safeguarding Leads.

All staff receive annual safeguarding training, regular safeguarding updates and ongoing training in supporting mental health as part of Mentally Healthy Schools training. This enables staff to fulfil their roles and responsibilities in safeguarding children's wellbeing as detailed in Keeping Children Safe in Education, September 2020.

Supporting Staff Wellbeing

Supporting and promoting the mental health and wellbeing of staff is an essential component of a healthy school. We aim to promote opportunities to maintain a healthy work life balance and wellbeing such as participating in Staff Wellbeing training, Active Sefton events and staff spirituality sessions. School has a service level agreement with Sefton Occupational Health giving staff access to their counselling service and our SENCO is a qualified 'mental health first aider'.

Monitoring and Evaluating Provision

Monitoring and evaluation of provision across the school is monitored by the Headteacher and SENCO. The Headteacher and SENCO will provide support and

advice to members of our school community about the provision and implementation of pastoral care in school. Staff meetings, Senior Leadership and termly governor meetings provide regular opportunities for the quality of care to be evaluated and developed. This policy will be reviewed every two years.

Date: October 2020

C Spalenice (SENCO)

Review Date: October 2023