St. Philip Howard Catholic Primary School

School Mental Health and Wellbeing Policy

Mission Statement

St. Philip Howard Catholic School is a living community based on the values of the Gospel of Jesus Christ and the teachings of the Catholic Church. We are a family whose members value and support each other through tolerance, understanding and mutual trust.

"We follow the way of Jesus by loving, learning and doing our best."

Policy Statement

At St Philip Howard Catholic Primary School, we are committed to supporting the emotional health and wellbeing of our pupils and staff. We have a supportive and caring ethos based on the values of Catholic Teaching and our approach is respectful and kind, where each individual and contribution is valued.

The Department of 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".

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 understand that schools can be a place for children and young people to experience a nurturing and supportive environment that has the potential to develop self-esteem and give positive experiences for overcoming adversity and building resilience.

Definition of Mental Health and Wellbeing

The World Health Organisation defines mental health and wellbeing as *"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*".

Promoting Mental Health

On first entry to the school, our parents are made aware of the importance of positive mental health for learning. Staff carry out Home Visits and parents are given the opportunity to inform us of any mental health needs they think their child might have or any issues or risk factors that they think might have an impact on their child's mental health or wellbeing.

5 Steps to Wellbeing

We promote the 5 steps to wellbeing to our pupils, parents and employees. They are regularly reminded of them through:

- Emails.
- Assemblies.
- Newsletters.
- PSHE lessons.



Supporting Children's Positive Mental Health

In our school we provide a lot of learning opportunities to enable children to have good mental health and wellbeing. This is provided through whole school and class teaching during PSHE sessions and opportunities for small group work or one to one sessions if necessary.

Wellbeing Team

Our Wellbeing Team includes representatives from each class in Years 2 to 6, and their role is to support the promotion of mental health and wellbeing across the school. The team meets regularly and helps lead awareness assemblies. They also play a key part in planning and running our annual Wellbeing Week, held each May. In addition, they engage with the wider community through activities such as litter picking, food bank collections, and visits to local care homes.

Transition Programmes

Whole School

A transition programme is in place to ensure all children have an opportunity to meet their new class teacher and classroom in preparation for the following year. A Transition passport is provided to all children and they receive a letter from their new class teacher.

All children complete a One Page Profile on Moving Up Day - this gives them the opportunity to share any information with their teacher that they would like them to know. This are screened by the Mental Health Leads and anything significant is highlighted to relevant staff.

Any child identified as potentially struggling receives additional support, including extra sessions to visit their new class before Moving Up Day. Small-group sessions are held to discuss worries and concerns, and after Moving Up Day we carry out a check-in to see how things went. During the following week, the children attend The Cubs Room, where they take part in a more in-depth follow-up session. A further check-in takes place in September to ensure they have settled in well.

The MHST will hold Key Stage 1 to Key Stage 2 Transition sessions.

<u>Nursery/Reception</u>

- Teachers and TAs visit the homes of all new children.
- A profile sheet is completed on each child to identify any needs.
- Stay and Play/Stay and Read sessions are held over the summer and across the academic year.
- Nursery and Reception Talks are held prior to the children starting - this includes a tour of the school.
- Staggered start in September - only half the class.
- Children with high needs are visited in their current setting.

<u>Year 6</u>

- Year 7 Head of Years visit the school to meet with the children and speak to the class teachers.
- Information forms are completed and sent to each new school.
- The SENDCo meets with the new SENDCo and passes all written information onto them.
- Every child completes the local DSPL5 Transition Booklet.
- MHST holds whole group Transition Sessions.
- Ollie Foundation leads one Transition Session.

<u>Whole School</u>

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 arrive.

- Wellbeing Week/ National Mental Health Awareness Days – whole school focus on doing things that make us feel good.
- Displays and information around the school about positive mental health and where to go for help and support.

- Check in, Check up, Check out – Children are given the opportunity to 'Check in' with an adult if they are worried or anxious at the beginning of the day. They can then have a 'check up' session with the nurture lead at the start of/ during lunch time to help resolve any issues. Together with the Wellbeing Teaching Assistant, they can then decide with the child if they are ready to 'Check Out'.
- Helping children to be resilient learners.
- Emotional Regulation visuals in every classroom.

Class activities

- Children will have weekly PSHE sessions
- Circle time in class
- Mindfulness techniques
- Meditation time during prayer and class worship sessions

Small group activities and targeted support

- Explorers SEND class.
- Therapeutic activities including art, lego and relaxation and mindfulness techniques.
- Resilience awareness and training – Children are aware of Zones of Regulation and how to use it.
- Chatterbox – a small group intervention to improve children's communication skills around turn taking, dealing with issues, resolving conflict.
- Lego therapy – a small group intervention to improve children's ability to work together listen, give and follow instructions.
- Time to Talk.
- Drawing and Talking.
- 20:20:20 lunches - last 20 minutes inside play to avoid issues on the playground
- Mental Health Practitioner Groups.
- Protective Behaviours.
- 1:1 check-ins (behaviour and emotional wellbeing)

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

· 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 (Friday Assembly)

· Providing opportunities to develop a sense of worth through taking responsibility for themselves and others (Learning Captains, Wellbeing Team, Eco Team, Chaplaincy Team)

· 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.

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 developmental PSHE curriculum. The lessons are taught using the TenTen scheme as well as additional PSHE lessons (see appendix>>>). The specific content of lessons will ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner.

EYFS and Key Stage 1 children learn:

- To recognise, name and describe feelings including good and not so good feelings.
- Follow zones of regulation to help manage emotions such as 'the incredible 5 point scale'.
- Simple strategies for managing feelings.
- How their behaviour affects other people.

- About empathy and understanding other people's feelings.
- To cooperate and problem solve.
- To motivate themselves and persevere.
- How to calm down.
- About change and loss and the appropriate feelings (including moving home, loosing pets, friends etc.)
- Who to go to if they are worried.
- About different types of teasing and bullying, that these are wrong and unacceptable.;
- How to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.
- help children socially to form and maintain relationships.

Key Stage 2 children learn:

- What positively and negatively affects their mental and emotional health.
- Positive and healthy coping strategies.
- About good and not so good feelings.
- To describe the range and intensity of their feelings to others.
- To recognise and respond appropriately to a wide range of feelings in others.
- To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them.
- Follow zones of regulation to help manage emotions such as 'the incredible 5 point scale'
- About resilience
- How to motivate themselves and bounce back if they fail at something.
- How to empathise and be supportive of others.
- About change, including transitions (between Key Stages and schools), loss, separation and bereavement.
- About the consequences of discrimination, teasing, bullying and aggressive behaviours (including online bullying, prejudice-based language), as well as how to respond and ask for help if they are victims of this themselves.
- About the importance of talking to someone and how to get help.
- Help children socially to form and maintain relationships.

Lead Members of Staff

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

· Mairead Waugh- Headteacher and Designated child protection / safeguarding officer

· Louise Field – Assistant Head, SENDCO, DSP, Mental Health Lead, Staff Governor.

· Mrs Hale – Wellbeing Teaching assistant, Deputy Mental Health Lead.

Assessment

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

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. Advice lines and links to further support will be made available on our school website.

Identifying Needs and Warning Signs

School office staff and class teachers will track pupils by identifying a range of possible difficulties including:

· Attendance

· Punctuality

· Relationships

· Approach to learning

· Physical indicators

· Negative behaviour patterns

· Family circumstances

· Recent bereavement

· Health indicators

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
- Ensure that all parents are aware of who to talk to, and how to get 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 PSHE and share ideas for extending and exploring this learning at home.
- Leaflets and posters will be available on Parents Consultations
- School will host coffee mornings and topic evenings for parents and carers

When a concern has been raised, the School will:

- Contact parents and carers and meet with them (In almost all cases, parents and carers will be involved in their children's interventions, although there may be circumstances when this may not happen, such as where child protection issues are identified.)
- Offer information to take away and places to seek further information
- Be available for follow up calls
- Make a record of the meeting
- Discuss how the parents can support their child.
- Keep parents and carers up to date and fully informed of decisions about the support and interventions provided.
- Termly updates for those children who are receiving an intervention.

Confidentiality

We should be honest with regards to the issue of confidentiality. If we think it is necessary for us to pass our concerns about a pupil on then we should discuss with the child:

- Who we are going to talk to

- What we are going to tell them
- Why we need to tell them

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 Nursing Team
- Educational Psychology Services
- Behaviour support through pupil referral unit
- Paediatricians
- CAMHS (Child and Adolescent Mental Health Service)
- Counselling services - Nessie
- Family Support Workers
- Watford FC
- Ollie Foundation
- DSPL5
- Live. Grow. Change.
- Beacon.

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. All staff will be provided with a login for the MindEd website. The MindEd learning portal 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.