



## **Mental Health and Wellbeing Policy Local to St. Felix RC Primary School**

**Part of the Our Lady of Walsingham  
Catholic Multi Academy Trust**

Prepared by	<b><i>Andi Dodds – Headteacher</i></b> <i>In consultation with class teachers.</i>
Approved by the Committee/Governing body	<i>St. Felix Local Governing Body</i>
Signature of Chair of Governors	<i>Wendy Lashmar</i>
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### **Mission Statement**

**As true followers of Jesus learning together, our school strives to be a community where everyone is valued, nurtured and encouraged to reach their full potential and where Christ's teaching guides responsible attitudes towards each other and the wider world.**

## **Aims and objectives**

At St Felix we are committed to supporting the emotional health and wellbeing of our pupils and staff. It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. Pupils are encouraged to become more responsible and effective Christians, both now and in adult life.

Our Aims are to:

- promote an environment in which everyone feels happy, safe and secure;
- allow everyone to work together in an effective and considerate way;
- 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 are important;
- help children to develop emotional resilience and to manage setbacks;
- encourage the involvement of both home and school in the implementation of this policy.

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
- Targeted support for pupils and staff going through recent difficulties including bereavement.
- Specialised, specific approaches aimed at pupils and staff with more complex or long term difficulties. (This includes referral to other services).

## **Scope**

This policy should be read in conjunction with our SEND, Behaviour and Anti-bullying and Safeguarding policies. It works in conjunction with the Trust Policy for Stress Management

## **Lead Members of Staff**

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

- Tracey Naylor – Deputy designated safeguarding lead and Mental Health Lead
- Ruth Bamlett – Deputy designated safeguarding lead
- Andi Dodds - Designated safeguarding lead
- Zoe Kelleher – ELSA

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Children and Families Act 2014
- Health and Social Care Act 2012

- Equality Act 2010
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989

This policy has been created with regard to the following DfE guidance:

- [New] DfE (2023) 'Keeping children safe in education'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disabilities code of practice: 0 to 25'

## **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 Relationships, Sex and Health Education (RSHE) curriculum. This is taught through Life to the Full, the content and delivery of which is approved by the Roman Catholic Diocese of East Anglia.

## **Identifying Needs and Warning Signs**

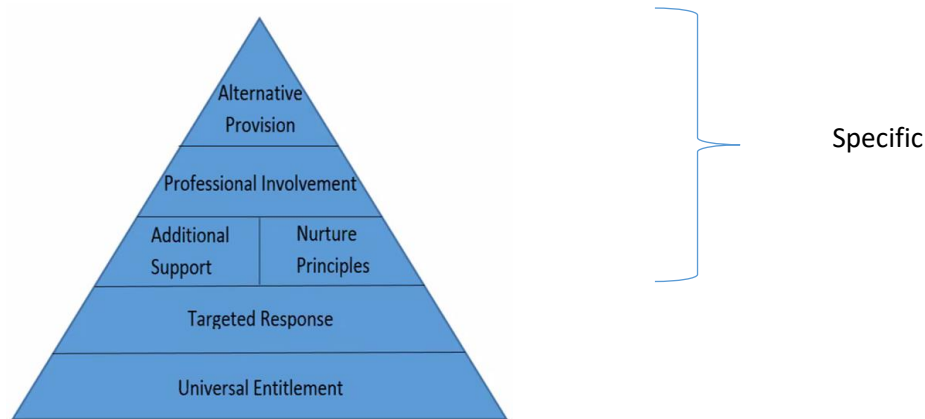
All of our staff are aware of wellbeing indicators which may can act as signs of possible difficulties. These include:

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

School staff may also become aware of warning signs which indicate a student or colleague is experiencing mental health or emotional wellbeing issues. These should always be taken seriously and staff who notice any of these signs will communicate their concerns to parents and/or the Designated Safeguarding Lead or Mental Health 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.



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

- The Wellbeing Measurement for Schools (CORC) – staff
- Annual pupil wellbeing survey
- The Boxall Profile
- ELSA entry and exit assessments
- Leuven Scale

### **Signposting**

We will ensure that staff, pupils and parents are aware of what support is available within our school and where to access further support.

The school does not provide counselling, clinical or diagnostic services.

### **Universal Support for pupils**

- Recognition of uniqueness of each individual
- Mental Health Curriculum through RSHE, PE and RE
- Regular opportunities to work and play with peers in a safe environment
- High quality teaching and learning provision
- Clear behaviour expectations through a restorative approach
- Effective safeguarding culture
- Extra-curricular activities

### **Targeted Support for pupils**

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

- Circle time approaches or 'circle of friends' activities.
- Managing feelings resources
- Managing emotions resources
- Peer mentoring
- Primary Group Work/Mental health and wellbeing groups
- Therapeutic activities including talking and drawing therapy, lego therapy and relaxation and mindfulness techniques.

## **Specific Support for Pupils**

- Referral to other agencies through Emotional Wellbeing Hub / Mental Health Support team / Specialist Education Services (SES)
- Suffolk Young Carers
- ELSA
- Facilitation of External Services

## **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 support, 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.
- Provide continuous access to parents via the Life to the Full parent portal about the mental health topics their children are learning about in RSHE.
- Develop opportunities for parent partnerships to give parents access to pupil learning.

## **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:

- o The school nurse
- o Educational psychology services
- o Behaviour support through SES
- o Paediatricians
- o CAMHS (child and adolescent mental health service)
- o Family support workers
- o Therapists

## **Universal support for staff**

- Dedicated staff rooms and comfortable spaces for taking time out.
- A staff wellbeing team to offer regular wellbeing and social events.
- Education for staff about child and family mental health.
- A 'no-blame' culture and no stigma surrounding the school community's mental health needs
- Staff wellbeing survey – at least annually (Wellbeing Measurement for Schools CORC)

## **Targeted support for staff**

- Training around mental health
- Wellbeing events for staff
- HSE Talking Toolkit and *Mind* Wellbeing Action Plan (Stress Management)
- Mental Health First Aiders

## **Specialist support**

- Employee assistance programmes – Health Assured and Wisdom app including access to counselling services

- Referrals to occupational health
- Education Support Partnership
- Encourage staff member to speak to their GP
- Helpline numbers for specialist support linked with staff member's needs

## Training

As a minimum, all staff will receive regular training in child mental health so that they can recognise and respond to mental health issues. This will form part of their regular safeguarding training and is a requirement to keep children safe.

Teachers have received training to be Mental Health Champions via Place2Be and Anna Freud National Centre for Children and Families. 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.

Policy Name: Wellbeing

Policy Date: March 2024

### EQUALITY IMPACT ASSESSMENT for SCHOOL POLICIES

		Yes / No	Comments
1.	Does the Policy/Guidance affect one group less or more favourably than another on the basis of:		
	• Age (for policies affecting staff)	N	
	• Disability	N	
	• Sex	N	
	• Gender reassignment	N	This policy should support this group
	• Pregnancy/maternity	N	
	• Race (which includes colour, nationality and ethnic or national origins)	N	
	• Sexual orientation	N	

	<ul style="list-style-type: none"> <li>Religion or belief</li> </ul>	N	
	<ul style="list-style-type: none"> <li>Marriage / civil partnership</li> </ul>	N	
2.	Is there any evidence that some groups are affected differently?	N	
3.	If we have identified potential discrimination are any exceptions reasonable, legal and justifiable?	NA	
4.	Is the impact of the policy/guidance likely to be negative?	N	
5.	If so, can the impact be avoided?	NA	
6.	What alternatives are there to achieving the policy/guidance without the impact?		
7.	Can we reduce the impact by taking different action?		