

St Joseph's Catholic Primary School



Mental Health and Well-Being Policy (Pupils)

February 2023

Signed: *CM Ratcliffe* Chair of Governors

Signed: *C Williams* Headteacher

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Our School Mental Health and Well-Being Team:

Headteacher/Designated Safeguarding Lead - Mrs C. Williams

Assistant Headteacher/SENDCo/Inclusion Manager/Deputy Safeguarding Lead - Mrs A. Smith

Pastoral Manager/ Mental Health Lead/ Deputy Safeguarding Lead – Mrs A. Glossop

Governor responsible for pupil Mental Health and Well-being – Samantha Lord

1. The Purpose of this Policy

This policy sets out:

- why we feel positive mental health and wellbeing is so important
- how we promote positive mental health
- how we prevent mental health problems
- how we identify and support pupils with mental health needs
- how we train and support all staff to understand mental health issues and spot early warning signs to help prevent mental health problems getting worse
- key information about some common mental health problems
- where parents/carers, staff and pupils can get advice and support

2. Definition of Mental Health and Well-Being

We use the World Health Organisation's definition of mental health and wellbeing:

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

World Health Organisation August 2014

Mental health and well-being is not just the absence of mental health problems. We want our pupils to:

- feel confident in themselves
- be able to express a range of emotions appropriately
- be able to make and maintain positive relationships with others
- cope with the stresses of everyday life
- manage times of stress and be able to deal with change

- learn and achieve

3. The Importance of Mental Health and Well-Being

At our school, we aim to promote positive mental health and well-being for our whole school community; pupils, staff, parents and carers, and recognise how important mental health and emotional well-being 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 can affect their learning and achievement. Persistent mental health problems may lead to pupils having significantly greater difficulty in learning than the majority of those of the same age.

The Special Educational Needs and Disabilities (SEND) Code of Practice identifies Social, Emotional and Mental Health as one of the four areas of Special Educational Need. All children go through ups and downs throughout their school career and some face significant life events. Research suggests that approximately 10% of children aged between 5 and 16 have a diagnosable mental health need and these can have an enormous impact on their quality of life, relationships and academic achievement.

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

At St. Joseph's, we strive to ensure that our school is a place for children to experience a nurturing and supportive environment that has the potential to develop self-esteem and offer positive experiences for overcoming adversity and building resilience. We value the importance of positive role models and building relationships, which are critical in promoting pupil's well-being and can help to create a sense of belonging and community.

We work hard to ensure that our pupils are supported in order to be able to manage times of change and stress, and to develop resilience in order to reach their potential. We also offer opportunities for all pupils to learn about things that can affect their mental health, the steps they must take in order to maintain positive mental health, how they can help to reduce the stigma surrounding mental health issues and where they can go if they need help and support.

Our overall aim is to help develop the protective factors which build resilience to mental health problems and be a school where:

- All pupils are valued.
- Pupils have a sense of belonging and feel safe.
- Pupils feel able to talk openly with trusted adults about their problems, without feeling any stigma.
- Positive mental health is promoted and valued.
- Bullying is not tolerated.

In addition to children's mental health and well-being, we recognise the importance of promoting staff mental health and well-being and the significance of ensuring that we have a separate policy dedicated to this.

4. A Whole School Approach to Promoting Positive Mental Health and well-being

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

This encompasses seven aspects:

1. Creating an ethos, policies and behaviours that support mental health and well-being.
2. Helping pupils to develop social relationships, support each other and seek help when they need to.
3. Helping pupils to be resilient learners.
4. Teaching pupils social and emotional skills and an awareness of their own mental health and that of others.
5. Early identification of pupils who have mental health needs, and planning support to meet their needs, including working with specialist services.
6. Effectively working with parents/carers, developing their understanding and signposting them to information and support.
7. Supporting and training staff to develop their skills and knowledge.

We also recognise the role that stigma can play in preventing understanding and awareness of mental health issues and aim to create an open and positive culture that encourages discussion and understanding of mental health issues. We aim to be a 'Talking School' with an 'Open Door' policy.

5. Roles and Responsibilities

We believe that all staff have a responsibility to promote positive mental health, and to understand the 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 pupils with mental health needs get early intervention and the support that they need.

All staff at our school are aware of the possible risk factors that might make some children more likely to experience problems. These can include: a physical long-term illness, having a parent who has mental health difficulties, death, and loss, a family breakdown and bullying. Our staff also understand the factors that protect children from adversity, such as self-esteem, positive communication, developing problem-solving skills, a sense of worth or belonging and emotional literacy.

There are clear links with the Behaviour and Suspension Policy because we believe that behaviour, whether it is disruptive, withdrawn, anxious, depressed or otherwise, may be related to an unmet mental health need. We consider behaviour to be a message.

Our school Mental Health and Well-Being Team are responsible for:

- Leading and working with other staff members to coordinate whole school activities to promote positive mental health.
- Providing advice and support to staff and organising training and updates.
- Keeping staff up-to-date with information about available support services.
- Liaising with the RSHE Subject Leader about mental health and well-being within the curriculum.
- Being the first point of contact and communication with mental health services.
- Leading and completing referrals to support services.

We recognise that whilst 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 pupils with mental

health needs and their families.

Internal and external support includes:

- Safeguarding Team
- Pastoral Manager/Mental Health Lead
- SENDCO - to help staff to understand their responsibilities to children with Special Educational Needs and Disabilities (SEND), including pupils whose mental health problems mean they need special educational provision.
- Child and Adolescent Mental Health (CAMHS)
- 'With Me in Mind' (NHS Mental Health Support Team (MHST))
- Rotherham Specialist Inclusion Team
- Educational Psychologist
- Caritas Counselling Service (Diocese of Hallam)
- School Nursing Service.
- Education Welfare Officer.

6. Supporting Pupils' Positive Mental Health

We believe that we have a key role in promoting pupils' positive mental health and helping to prevent mental health problems. Our school has developed a range of strategies and approaches including;

Whole-School:

- Encouraging positive relationships so children can be aware of trusted adults around them and where to find support.
- SEMH interventions including Time to Talk, Socially Speaking, Lego Therapy, Speak Out Stay Safe and The Zones of Regulation Group.
- The Zones of Regulation approach has been adopted as a whole-school.
- Displays and information around the school about positive mental health and where to go for help and support, both within school and outside school.
- After school clubs e.g. Sports Clubs, Performing Arts, Storytelling Group, Sewing Class.
- Parent coffee mornings to raise awareness of children's mental health and well-being, and the support available.
- Planned programme of events for Children's Mental Health and Well-being Week.
- Regular 'With Me In Mind' workshops in the school hall attended by every class. Covering a wide range of themes including Let's Connect, Staying Well, Understanding Worry and Anxiety.
- Children's mental health and well-being workshops for parents, providing information and advice about a range of topic including What is Anxiety?, Understanding Sleep and Building Resilience.
- Anna Freud 'Schools in Mind' resources.

Pupil-led Activities:

- We have pupils in our school who have been trained as Mental Health and Well-being Ambassadors. They work with the SENDCO and support services to raise awareness of mental health and well-being through campaigns, assemblies, special events and displays.

Class Activities:

- Mindfulness and breathing/meditation in class.
- Signposting for support services.
- Books and stories which raise awareness of mental health and wellbeing themes.

Transition Support:

- 'With Me in Mind' Mental Health Support Team (MHST) Transition Assembly, Classroom Workshops and Parent Support Sessions across Year 6.
- Transition Plans for vulnerable children.
- Key adults available to support secondary school visits with vulnerable pupils.
- Rotherham School Inclusion Team deployed to advise and support children with additional needs, and their parents, during the transition process.

Teaching about Mental Health and Emotional Well-being:

In EYFS, KS1 and KS2 we use the 'Life to the Full' RHE programme, which has been specifically designed for use in Catholic schools. The programme includes teaching about personal health and physical and emotional well-being. We believe it also provides a rich foundation for growth, personal development and happy, fulfilled relationships. We support this programme with other resources such as those from The Anna Freud Centre and The Zones of Regulation.

Our overall approach is to:

- Provide a safe environment to enable pupils to express themselves and be listened to.
- Provide key and trusted adults.
- Ensure the welfare and safety of pupils is paramount.
- Identify appropriate support for pupils based upon their needs.
- Provide information for all parents/carers and involve them when their child needs support.
- Involve pupils in decisions about the care and support they receive.
- Monitor, review and evaluate the support with pupils and their parents/carers.

7. Early Identification

We aim to identify children with mental health and well-being needs as early as possible and provide a prompt response. We do this in many ways including:

- Coffee mornings for parents/carers to raise concerns and seek support and advice.
- Liaising with the school office staff who are often the first point of contact for families seeking support and will elevate concerns to the Mental Health and Well-being Team.
- Home visits in Foundation Stage 2 to identify needs.
- Induction meetings with the Pastoral Lead for pupils/families joining school.
- Analysing behaviour, exclusions, attendance and incidents recorded on CPOMs.
- Pupil surveys/interviews.
- Staff report concerns about individual pupils to the Inclusion Manager/SENDSCO and Designated Safeguarding Team.
- Weekly staff briefings include reminders about safeguarding processes, including Mental Health and Wellbeing.
- Gathering information from a previous school at transfer or transition.
- Child Protection Meetings, Team Around the Family Meetings and SEND reviews with parents/carers.
- Enabling parents/carers to raise concerns through any member of staff - we have an 'Open Door' Policy.
- Meetings with outside support services such as CAMHS, MHST, SALT, Specialist Inclusion Team, School Nursing Service, Education Welfare Officer and Educational Psychologist.

All staff have had training on the protective and risk factors (see Appendix 1), types of mental health needs (see Appendix 2) and signs that may suggest that a pupil is experiencing mental health problems. Any member of staff concerned about a pupil will take this seriously and talk to the SENDCO/Inclusion Manager, Pastoral Lead or a member of the Designated Safeguarding Team.

These signs may include:

- Non-verbal behaviours.
- Isolation from friends and family and becoming socially withdrawn.
- Changes in activity, mood or eating/sleeping habits.
- Lowering academic achievement.
- Talking or joking about self-harm or suicide.
- Expressing feelings of failure, uselessness or loss of hope.
- An increase in lateness or absenteeism.
- Not wanting to do PE or get changed for PE.
- Physical signs of harm that are repeated or appear non-accidental.
- Wearing long sleeves in hot weather.
- Repeated physical pain or nausea with no evident cause.

Staff are aware that mental health needs, such as anxiety, may appear as noncompliant, disruptive or aggressive behaviour which could include problems with attention or hyperactivity. This may be related to home problems, difficulties with learning, peer relationships or development. If there is a concern that a pupil is in danger of immediate harm, then the school's child protection procedures are followed. A risk assessment and plan will be created and implemented.

Verbal Disclosures by Pupils:

We recognise how important it is that staff are calm, supportive and non-judgmental to pupils who verbally disclose a concern about themselves, a family member or a friend. The emotional and physical safety of pupils is paramount and staff listen rather than advise. Staff ensure that it is made clear to pupils that the concern will be shared with the Designated Safeguarding Team and recorded in order to provide appropriate support to the pupil.

Non-Verbal Disclosures by Pupils:

Staff also recognise persistent and unusual non-verbal disclosures in behaviours in line with the NICE (National Institute for Health & Care Excellence) recommendation that behaviour may be an unmet need or message.

Confidentiality:

All disclosures are recorded and held on CPOMS, including date, name of pupil and member of staff to whom they disclosed, summary of the disclosure and action taken.

Assessment, Interventions and Support:

All concerns are recorded on CPOMS which alerts the Designated Safeguarding Team. We then implement our assessment system based upon the level of need to ensure that pupils get the support they need, either from within school or from an external specialist service. Our aim is to put intervention in place as early as possible in order to prevent the pupil's needs escalating. The Designated Safeguarding Team regularly review all processes and all staff are trained to use CPOMS.

We recognise that just like physical health, mental health and emotional well-being can vary at any given time and is fluid and changes, there are no absolutes.

8. Working with Specialist Services

In some cases, a pupil's social emotional mental health needs may require support from a specialist service. These may include anxiety, depression, school refusal and other complex needs. We make links with a range of specialist services, such as CAMHS and MHST, and have regular contact with the services to review the support and consider next steps, as part of monitoring pupil provision.

9. Parents/Carers as Partners

Promoting Mental Health:

We recognise the important role parents and carers have in promoting and supporting the social emotional mental health and wellbeing of their children, and in particular supporting their children with mental health needs.

To support parents/carers:

- We organise coffee mornings and a range of Mental Health Workshops, accessing expertise from services such as 'With Me In Mind' NHS MHST and the School Nursing Service.
- On our school website and Dojo news feed, we provide signposting to organisations and information about mental health issues and local wellbeing/parenting programmes.
- We have an 'Open-Door' policy.
- We work with parents/carers of children with mental health needs through sensitive and supportive regular meetings and direct invitations to relevant events.

When a concern has been raised the school will:

- Contact parents/carers and meet with them.
- Offer information to take away and signpost places to seek further information.
- Be available for follow up calls.
- Make a record of the meeting on CPOMs.
- Agree an Action Plan with parents/carers and other relevant professionals/services.
- Discuss how the parents/carers can support their child.
- Keep parents/carers included, up to date and fully informed of decisions made about support and interventions

Parents/carers will always be informed immediately if their child is at risk of self-harm or danger.

We make every effort to support parents/carers to access services where appropriate. Pupils are our primary concern, and in the rare event that parents/carers are not accessing services we will seek advice from the Local Authority. We also provide information for parents/carers to access support for their own mental health needs and signpost them to the appropriate support services.

10. Pupil Voice

- We seek pupils' views and feedback about our approach and whole school mental health activities through pupil voice, surveys, and class questions.
- We have pupils who are trained Mental Health and Well-being ambassadors.

11. Supporting the Social and Emotional Needs of Pupils

We want all staff to be confident in their knowledge of mental health and well-being and to be able to promote positive mental health and well-being, identify mental health needs early in pupils and know what to do and where to get help (see Appendix 3). We encourage all staff to participate in the Place 2 Be Mental Health Champions Foundation Programme as part of their training. Staff training to raise awareness of social, emotional and mental health and well-being topics have been accessed through the Rotherham Specialist Inclusion Team, the Educational Psychology Service and the 'With Me In Mind' NHS Mental Health Service Team. Those staff with a specific responsibility receive more specialised training, and the Mental Health and Well-being Lead has attended an extensive training programme designed specifically for School Mental Health Leads. We also provide regular 'in house' training by the Designated Safeguarding Team on topics such as behaviour, anxiety and emotion coaching.

12. Policy and Procedure Monitoring and Evaluation

The policy is reviewed on an annual basis by the headteacher, SENDCo and Mental Health Lead in conjunction with the governing board; any changes made to this policy will be communicated to all members of staff and parents/carers.

All members of staff are required to familiarise themselves with this policy as part of their induction programme.

The next scheduled review date for this policy is **February 2024**.

Appendix 1

Table 1: Risk and protective factors that are believed to be associated with mental health outcomes (Mental Health and Behaviour in Schools - DfE November 2018)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1069687/Mental health and behaviour in schools.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1069687/Mental_health_and_behaviour_in_schools.pdf)

	Risk Factors	Protective Factors
In the child	<ul style="list-style-type: none"> • Genetic influences • Low IQ and learning disabilities • Specific development delay or neuro-diversity • Communication difficulties • Difficult temperament • Physical illness • Academic failure • Low self-esteem 	<ul style="list-style-type: none"> • Secure attachment experience • Outgoing temperament as an infant • Good communication skills, sociability • Being a planner and having a belief in control • Humour • A positive attitude • Experiences of success and achievement • Faith or spirituality • Capacity to reflect
In the family	<ul style="list-style-type: none"> • Overt parental conflict including domestic violence • Family breakdown (including where children are taken into care or adopted) • Inconsistent or unclear discipline • Hostile and rejecting relationships • Failure to adapt to a child's changing needs • Physical, sexual, emotional abuse, or neglect • Parental psychiatric illness • Parental criminality, alcoholism or personality disorder • Death and loss – including loss of friendship. 	<ul style="list-style-type: none"> • At least one good parent-child relationship (or one supportive adult) • Affection • Clear, consistent discipline • Support for education • Supportive long term relationship or the absence of severe discord
In the school	<ul style="list-style-type: none"> • Bullying including online (cyber) • Discrimination • Breakdown in or lack of positive friendships • Deviant peer influences • Peer pressure • Peer on peer abuse • Poor pupil to teacher/school staff relationships 	<ul style="list-style-type: none"> • Clear policies on behaviour and bullying • Staff behaviour policy (also known as code of conduct) • 'Open door' policy for children to raise problems • A whole-school approach to promoting good mental health • Good pupil to teacher/school staff relationships • Positive classroom management • A sense of belonging • Positive peer influences • Positive friendships • Effective safeguarding and Child Protection policies. • An effective early help process • Understand their role in and be part of effective multi-agency working • Appropriate procedures to ensure staff are confident to can raise concerns about policies and processes, and know they will be dealt with fairly and effectively
In the community	<ul style="list-style-type: none"> • Socio-economic Disadvantage • Homelessness • Disaster, accidents, war or other overwhelming events • Discrimination • Exploitation, including by criminal gangs and organised crime groups, trafficking, online abuse, sexual exploitation and the influences of extremism leading to radicalisation • Other significant life events 	<ul style="list-style-type: none"> • Wider supportive network • Good housing • High standard of living • High morale school with positive policies for behaviour, attitudes and anti-bullying • Opportunities for valued social roles • Range of sport/leisure activities

Appendix 2

Specific mental health needs most commonly seen in school-aged children:

(Mental Health and Behaviour in Schools - DfE November 2018)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1069687/Mental_health_and_behaviour_in_schools.pdf

Mental Health Problems in Children:

3.1 Short term stress and worry is a normal part of life and many issues can be experienced as mild or transitory challenges for some children and their families. Others will experience more serious and longer lasting effects. The same experience can have different effects on different children depending on other factors in their life. For example, it is normal for children to feel nervous or under stress around exam times, but other factors can make such stress part of an enduring and persistent mental health problem for some children. When a problem is particularly severe or persistent over time, or when a number of these difficulties are experienced at the same time, children are often described as experiencing mental health problems.

3.2 Where children experience a range of emotional and behavioural problems that are outside the normal range for their age, they might be described as experiencing mental health problems or disorders. Mental health professionals have classified these as:

- emotional disorders, for example phobias, anxiety states and depression;
- conduct disorders, for example stealing, defiance, fire-setting, aggression and anti-social behaviour;
- hyperkinetic disorders, for example disturbance of activity and attention;
- developmental disorders, for example delay in acquiring certain skills such as speech, social ability or bladder control, primarily affecting children with autism and those with pervasive developmental disorders;
- attachment disorders, for example children who are markedly distressed or socially impaired as a result of an extremely abnormal pattern of attachment to parents or major care givers;
- Trauma disorders, such as post-traumatic stress disorder, as a result of traumatic experiences or persistent periods of abuse and neglect; and other mental health problems including eating disorders, habit disorders, somatic disorders; and psychotic disorders such as schizophrenia and manic depressive disorder.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Non-professional diagnoses, however well meant, can exacerbate or promote mental health problems. Schools, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. This may include withdrawn pupils whose needs may otherwise go unrecognised.

Appendix 3

Where to find information and support

For general information and support:

<https://camhs.rdash.nhs.uk/rotherham/> Rotherham Child and Adolescent Mental Health Services

<https://www.withmeinmind.co.uk/> Rotherham Mental Health Support Team (MHST)

<https://www.place2be.org.uk/> Place2Be Mental Health Support Services for Schools

www.youngminds.org.uk champion young people's mental health and wellbeing.

www.mind.org.uk advice and support on mental health problems.

www.minded.org.uk (e-learning)

www.time-to-change.org.uk tackles the stigma of mental health.

www.rethink.org challenges attitudes towards mental health.

For support with specific mental health needs:

- Anxiety UK www.anxietyuk.org.uk OCD UK www.ocduk.org
- Depression Alliance www.depressoinalliance.org
- Eating Disorders www.b-eat.co.uk and www.inourhands.com
- National Self-Harm Network www.nshn.co.uk
- Self-Harm www.selfharm.co.uk
- Suicidal thoughts Prevention of young suicide UK – POPYRUS: www.papyrus-uk.org