In God's love we believe and achieve

St. Michael's
Catholic Primary School

Mental Health and Well-being Policy

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We promote a caring, supportive environment in which each individual in our school community is valued and respected. We have high expectations for all and aspire to achieve excellence.

St Michael's Primary School has a whole school approach and recognises that all children and young people need the foundation of positive mental health to benefit fully from all of the opportunities available to them.

Everyone experiences life challenges that can make us vulnerable. At times, anyone may need additional support to maintain or develop good mental health.

We aim to ensure that staff are aware of what to look out for and who to inform if they are concerned about a child. We aim to give the best possible mental health support to each child

The mental health of children and young people, adults in schools, parents and carers and the wider whole school community will impact on all areas of development, learning, achievement and experiences.

All children and young people have the right to be educated in an environment that supports and promotes positive mental health for everybody. All adults have the right to work in an environment that supports and promotes positive mental health for everybody.

St Michael's Primary School recognises these needs and rights. It is committed to raising awareness, increasing understanding and ensuring that St Michael's can and do make a difference by providing a place where all children feel safe, secure and able to achieve and experience success and well-being.

St Michael's offers a learning environment that promotes and enhances positive mental health. A consistent approach means that the school environment and school ethos promotes the mental health of the whole school community.

Healthy relationships underpin positive mental health and have a significant impact.

At St Michael's we have a Wellbeing team consisting of 6 members of staff. We also have a Governor responsible for mental health and a qualified Mental Health First Aider as a key member of staff. Our Mental Health Wellbeing Tree is visible throughout the school.

A mentally healthy environment has:
- A clear and agreed ethos and culture that accords value and respect to all
- A commitment to being responsive to children and young people's needs

- Clearly defined mental health links in school policies
- Clear guidelines for internal and external referrals
- Strong links with external agencies to provide access to support and information
- A named lead for mental health promotion with the expectation that there is support and involvement and an ethos that 'mental health is everyone's business'

A mentally healthy environment is a place where children and young people:
- Have opportunities to participate in activities that encourage belonging
- Have opportunities to participate in decision making
- Have opportunities to celebrate academic and non-academic achievements
- Have their unique talents and abilities identified and developed
- Have opportunities to develop a sense of worth through taking responsibility for themselves and others
- Have opportunities to reflect
- Have access to appropriate support that meets their needs
- Have a right to be in an environment that is safe, clean, attractive and well cared for
- Are surrounded by adults who model positive and appropriate behaviours, interactions and ways of relating at all times

A mentally healthy environment is a place where staff:
- Have their individual needs recognised and responded to in a holistic way
- Have a range of strategies that support their mental health, e.g. a named person to speak to, signposting
- Have recognition of their work-life balance
- Can ensure that they have the opportunity to discuss any mental health and well-being concerns as and when necessary
- Feel valued and have opportunities to contribute to decision making processes
- Celebrate and recognise success
- Are able to carry out roles and responsibilities effectively
- Are provided with opportunities for CPD both personally and professionally
- Have their unique talents and skills recognised and opportunities are provided for development
- Have time to reflect – an area has been allocated in school to provide a quiet area of reflection.
- Will be fully supported at times of emotional needs in both the short term and the long term

A Mentally healthy environment is a place where parents/carers:
- Are recognised for their significant contribution to children and young people's mental health
- Are welcomed, included and work in partnership with schools and agencies
- Are provided with opportunities where they can ask for help when needed
- Are signposted to appropriate agencies for support
- Are clear about their roles and expectations of their responsibilities in working in partnership with school
- Opinions are sought and valued and responded to
- Strengths and difficulties are recognised, acknowledged and challenged appropriately.

A mentally healthy environment is a place where the whole school community:
- Is involved in promoting positive mental health
- Is valued for the role it plays in promoting positive mental health
- Contributes towards the ethos of the school

A healthy learning environment provides opportunities that promote positive mental health, through the standard curriculum and extended provision. At St Michael's we provide:
- A Well-being team responsible for supporting the well-being of our whole school community.
- A fully committed Pastoral team who are always available to children to chat
- A school Counsellor who will provide one to one sessions
- A PSHE curriculum that incorporates mental health issues
- Specific Mental Health age appropriate assemblies and lessons delivered throughout each year
- Peer Massage for children
- Philosophy for Children (P4C)
- A wide range of children's literature is available for staff to use to raise and discuss specific issues (anger, worries and anxiety, violence and trauma, bereavement, depression in the family, facing your problems, sharing concerns, diversity, following your dreams etc.)

At St Michael's we have a Strong Pastoral Care Team consisting of:

- Paul Loughran, Headteacher - Designated Safeguarding lead
- Jill Davies –Assistant Headteacher/SENCO (DeputySafeguarding Lead)
- Stef Lockley /School Liaison Officer (Deputy Safeguarding Lead) who works with parents/carers to provide and signpost support.
- Helen Leitch who is responsible for Attendance and punctuality

The Pastoral Team meet every two weeks or sooner if required, to discuss and share concerns about individual children and families who are receiving support, and those we think may need it in the future.

The Pastoral Team and other members of staff are trained to lead small group and individual support programmes such as:
- Happy to be Me (Self-esteem)
- SEAL
- Lego Therapy (Social skills)
- Forest Schools (Team building)
- Circle Time (Friendships)
- Muddle, Puddles and Sunshine (Bereavement)
- ELSA (Supporting social and emotional learning)

As well as the above programmes, specific staff have also been trained in:
- Child Bereavement UK training completed – Pastoral team and all teaching staff
- Mental Health First Aid
- CAMHs training attended:
- Keeping the Family in Mind
- Attachment
- CEOP Training
- Team Teach
- Social and Communication Groups
- Mental Health Champions

At St Michael's we have many external links to support our mental health provision including:
- School nursing service
- Educational Psychologist
- CAMHS (Referral and advice line)
- Mermaids (Diversity)
- Child Bereavement UK
- Smiling Mind (Mindfulness)
- Early Help Team (Family Support)
- Cancer Support UK
- Venus Charity
- Health Improvement Team
- NSPCC /Childline
- WHAG (Domestic Violence)
- Attendance and Behaviour Team
- CGL

The implementation of the policy for promoting positive mental health in school:
- Will give school a cohesive and coordinated approach to mental health
- Should underpin all policies and practices currently used in school
- Will raise awareness as to how the whole school community can look after their own mental health and that of others
- Will help to de-stigmatise mental health
- Will support people and provide opportunities that enable everyone to reach their potential
- Will strengthen relationships and provide opportunities for different ways of working
- Will provide foundations for life-long learning
- Will promote and strengthen resilience throughout the whole school community and empower everyone to face life's challenges

The promotion of positive mental health for children and staff is everyone's responsibility

The Mental Health and Well-being Policy will be reviewed by Governors every two years.

Reviewed and signed by Mike Volynchook Chair of Governors 03/02/2022

Signed Copy available from school office

Covid 19 Addendum

Mental Health & Wellbeing Policy

Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of staff, pupils and their parents. Colleagues are made aware of this when considering the setting and expectations of pupils' work where they are at home. We will continue to follow the DfE's guidance when providing education remotely.

The DfE's guidance on mental health and behaviour in schools sets out how mental health issues can bring about changes in a young person's behaviour or emotional state which can be displayed in a range of different ways, and that can be an indication of an underlying problem. This can include for example being fearful or withdrawn; aggressive or oppositional; or excessive clinginess. The guidance sets out how mental health issues can bring about changes in a child's behaviour or emotional state which can be displayed in a range of different ways, all of which could be an indication of an underlying problem.

Support for pupils and students in the current circumstances can include existing provision in school (although this may be delivered in different ways, for example over the phone) or from specialist staff or support services. You can read the guidance on [mental health and behaviour in schools](#) here. We will refer to the guidance to help us identify pupils who might benefit from additional support and to put this in place.

During periods of remote learning, pupils and their families have been contacted regularly to discuss welfare, health and wellbeing during periods of non-attendance and they will be asked to share any changes to the pupil's welfare, health or wellbeing as they start to attend school once more to allow the school to maintain accurate records and respond appropriately to individual needs.

For wider information about mental health related to the Covid-19 context please refer to:

https://www.gov.uk/government/publications/covid-19-guidance-for-the-public-on-mental-health- and-wellbeing/guidance-for-the-public-on-the-mental-health-and-wellbeing-aspects-of-coronavirus- covid-19

https://www.mentallyhealthyschools.org.uk/media/1960/coronavirus-mental-health-and-wellbeing-resources.pdf?utm_source=newsletter&utm_medium=email&utm_campaign=coronavirus&utm_co ntent=toolkit