

# St Joseph's Catholic Primary School

Inspiring everyone to **REACH** through Faith, Hope, Love

At St Joseph's, we strive for academic excellence through encouraging resilience, empathy, aspiration and challenge. We have high expectations for ALL so that we can be 'The best we can be.' With Faith, Hope and Love at the heart of our school family, our children feel safe, secure and supported.



## **Pupil Mental Health and Wellbeing Policy**

**Reviewed by:** Clare Howells

**Approved by FGB:** 13<sup>th</sup> July 2022

**Review Cycle:** Annually

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## 1. Policy statement

At St Joseph’s Catholic Primary School, we are committed to supporting the mental health and wellbeing of pupils, parents, carers, staff and other stakeholders. We want the school community to be able to REACH in all that they do and be the best that they can be. We understand that from time to time we all need help to make sure that they stay mentally well.

## 2. Scope

This policy is intended to:

- Provide guidance to our staff on our approach to promoting positive mental health and wellbeing across all communities in the school
- Inform pupils and parents about the support that they can expect from the school in respect of supporting mental health and wellbeing
- In developing this policy we have taken account of:
  - Children and Young People’s Mental Health: State of the Nation 2016.
  - Promoting children and young people’s emotional health and wellbeing, Public Health England 2015.
  - Preparing to teach about mental health, PSHE Association 2015.
  - Mental Health and Behaviour in Schools, DfE 2014
  - Supporting children with medical conditions, DfE 2014.

This policy should be read in conjunction with:

- SEND policy
- Behaviour policy
- Anti-bullying policy
- Safeguarding policy

### 3. Policy aims

- Promote positive mental health and wellbeing across the whole school
- Create a culture of wellbeing and inclusion
- Foster a positive atmosphere in school, where pupils feel able to discuss and reflect on their own experiences with mental health openly
- Celebrate all of the ways pupils achieve at our school, both inside and outside the classroom
- Allow pupils to participate in forming our approach to mental health by promoting pupil voice
- Give pupils the opportunity to develop their self-esteem by taking responsibility for themselves and others
- Spread awareness of the varieties of ways mental health issues can manifest
- Support staff to identify and respond to early warning signs of mental health issues
- Provide support to staff working with pupils with mental health issues
- Provide support and access to resources to pupils experiencing mental ill health alongside their peers, their families and the staff who work with them

### 4. Legal basis

This policy was written with regard to:

- [The Equality Act 2010](#)
- [The Data Protection Act 2018](#)
- Articles 3 and 23 of the [UN Convention on the Rights of the Child](#)

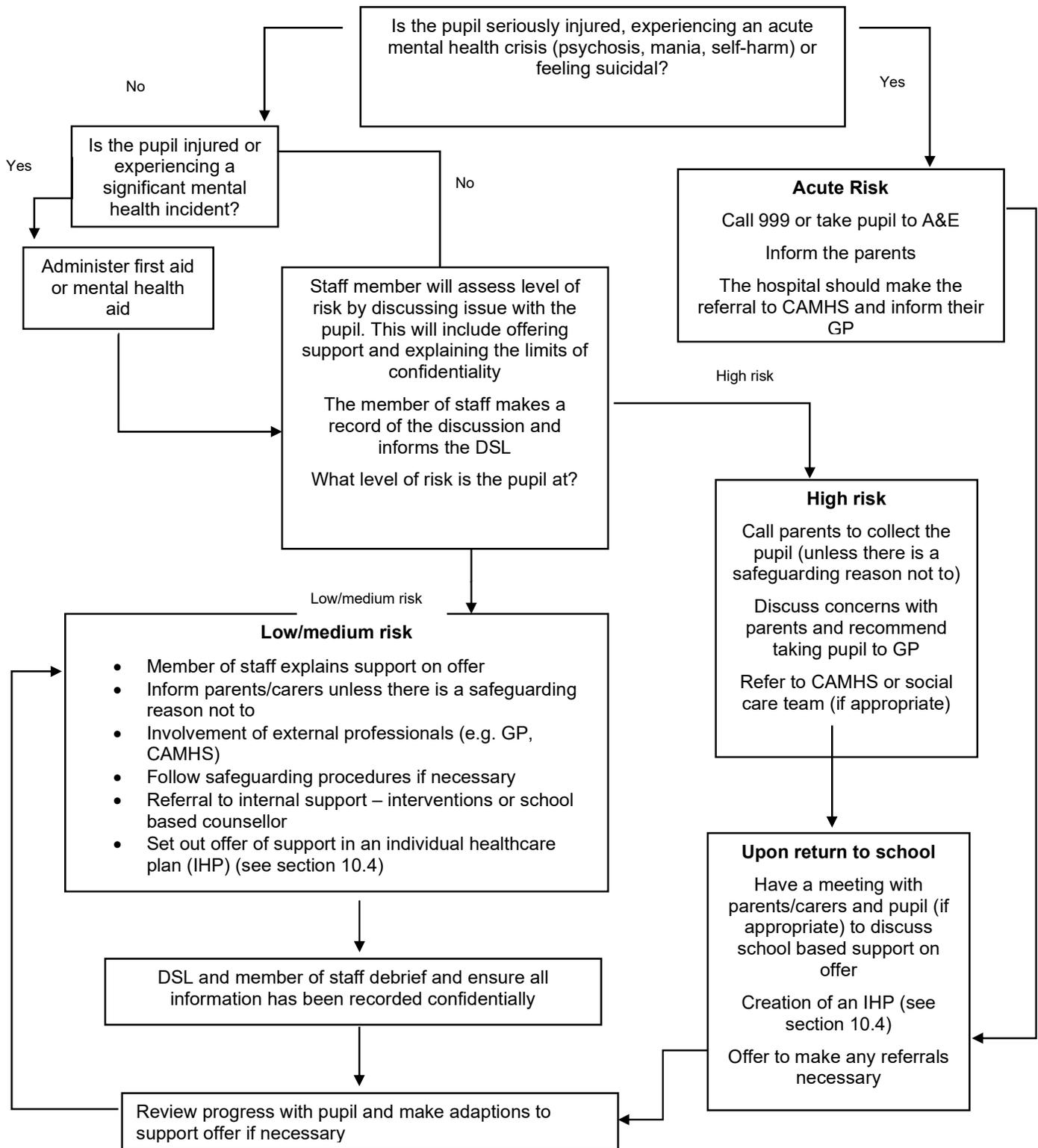
### 5. Roles and responsibilities

All staff are responsible for promoting positive mental health and wellbeing across the school and for understanding risk factors. If any members of staff are concerned about a pupil's mental health or wellbeing, they should inform the Pastoral Lead/DDSL.

Certain members of staff have extra duties to lead on mental health and wellbeing in school. These members of staff include:

- Pastoral Lead
- Designated Safeguarding Leads
- Designated child protection officer
- SENCO

## 6. Procedure to follow in a case of acute mental health crisis



## 7. Warning signs

All staff will be on the lookout for signs that a pupil's mental health is deteriorating. Some warning signs include:

- Changes in mood or energy level
- Changes in eating or sleeping patterns
- Changes in attitude in lessons or academic attainment
- Changes in level of personal hygiene
- Social isolation
- Poor attendance or punctuality
- Expressing feelings of hopelessness, anxiety, worthlessness or feeling like a failure
- Abuse of drugs or alcohol
- Weight loss or gain
- Secretive behaviour
- Covering parts of the body that they wouldn't have previously
- Refusing to participate in P.E. or being secretive when changing clothes
- Physical pain or nausea with no obvious cause
- Physical injuries that appear to be self-inflicted
- Talking or joking about self-harm or suicide

## 8. Managing disclosures

If a pupil makes a disclosure about themselves or a peer to a member of staff, staff should remain calm, non-judgmental and reassuring.

Staff will focus on the pupil's emotional and physical safety, rather than trying to find out why they are feeling that way or offering advice.

Staff will always follow the school's safeguarding policy and pass on all concerns to the Pastoral Lead in the first instance. All conversations will be added to CPOMs by the member of staff.

When making a record of a disclosure, staff will include:

- The context in which the disclosure was made
- Any questions asked or support offered by the member of staff

## 9. Confidentiality

Staff should not promise a pupil that they will keep a disclosure secret, instead they will be upfront about the limits of confidentiality.

A disclosure cannot be kept secret because:

- Being the sole person responsible for a pupil's mental health could have a negative impact on the member of staff's own mental health and wellbeing
- The support put in place for the pupil will be dependent on the member of staff being at school

- Other staff members can share ideas on how to best support the pupil in question

Staff should always share disclosures with at least one appropriate colleague. This will usually be the Pastoral Lead. If information needs to be shared with other members of staff or external professionals, it will be done on a need-to-know basis.

Before sharing information disclosed by a pupil with a third party, the member of staff will discuss it with the pupil and explain:

- Who they will share the information with
- What information they will share
- Why they need to share that information

Staff will attempt to receive consent from the pupil to share their information, but the safety of the pupil comes first. Parents will be informed unless there is a child protection concern. In this case the Safeguarding policy will be followed.

## 9.1 Process for managing confidentiality around disclosures

1. Pupil makes a disclosure
2. Member of staff offers support
3. Member of staff explains the issues around confidentiality and rationale for sharing a disclosure with Pastoral Lead
4. Member of staff will attempt to get the pupil's consent to share – if no consent is given, explain to the pupil who you will share the information with and explain why you need to do this
5. Member of staff will record the disclosure and share the information with the chosen elected member of staff
6. The Pastoral Lead will inform the parent/carer (if appropriate)
7. Any other relevant members of staff or external professionals will be informed on a need-to-know basis

## 10. Supporting pupils

### 10.1 Baseline support for all pupils

As part of the school's commitment to promoting positive mental health and wellbeing for all pupils, the school offers support to all pupils by:

- Raising awareness of mental health during assemblies, PSHE, RHE, weekly wellbeing check ins and mental health awareness week
- Signposting all pupils to sources of online support on the school website
- Having open discussions about mental health during lessons
- Providing each class with Wellbeing Ambassadors to provide feedback on any elements of the school that is negatively impacting their mental health
- Monitoring pupils' mental health through assessments through internal wellbeing surveys.
- Create a whole school approach to mental health and wellbeing
- Offering pastoral support that is right for the pupil or family
- Making classrooms a safe space to discuss mental health and wellbeing through interventions such as:
- Wellbeing 'Ask it Baskets' in each class.

## 10.2 Assessing what further support is needed

If a pupil is identified as having a mental health need, Paul Freckleton, Pastoral Lead, will take a graduated and case-by-case approach to making an assessment and providing tailored support, further to the provision of the baseline support as detailed in section 10.1. Our aim is to put in place interventions as early as possible to prevent problems escalating.

<b><u>Need</u></b> The level of need is based on discussions at the regular meetings with key members of staff and involves parents and children	<b><u>Evidence-based Intervention and Support</u></b> The kinds of intervention and support provided will be decided in consultation with key members of staff, parents.	<b><u>Monitoring</u></b>
Highest need	CAMHS-assessment, 1:1 or family support or treatment, consultation with school staff and other agencies Other External agency support Other interventions e.g. art therapy. If the school, professionals and/or parents conclude that a statutory education, health and care assessment is required, we refer to the SEND policy and SEN School Information Report	All children needing targeted individualised support will have an Holistic My Plan drawn up setting out <ul style="list-style-type: none"> <li>• The needs of the children</li> <li>• How the pupil will be supported</li> <li>• Actions to provide that support</li> <li>• Any special requirements</li> </ul> Children and parents/carers will be involved in the plan.  The plan and interventions are monitored, reviewed and evaluated to assess the impact e.g. through a pre and post SDQ and if needed a different kind of support can be provided. The Holistic My Plan is overseen by the Pastoral Lead.
Some Need	May have access to in school pastoral group, family support worker, school nurse, Drawing and Talking therapeutic play, educational psychologist, 1:1 intervention, small group intervention, skills for life/wellbeing programmes, circle of friends.	
Low Need	General support E.g. School Nurse drop in, class teacher/TA,	

## 10.3 Internal mental health interventions

Where appropriate, a pupil will be offered support that is tailored to their needs as part of the graduated approach detailed above. The support offered at our school includes:

- Group sessions
- 1-1 pastoral sessions
- Drawing and Talking therapeutic Play (class, group or individual)
- Sand Play
- Referrals to external agencies when required following Gloucestershire's Graduated Pathway

Pupil Led activities

- Wellbeing Ambassadors
- Peer mediation and Peer mentoring – children working together to solve problems and planned sessions where identified adults mentor a designated child
- Friendship Squad – a lunchtime group supporting younger children at lunchtime

#### 10.4 Making external referrals

If a pupil's needs cannot be met by the internal offer the school provides, the school will make, or encourage parents to make, a referral for external support.

A pupil could be referred to:

- GP or paediatrician
- CAMHS
- Mental health charities (e.g. [Samaritans](#), [Mind](#), [Young Minds](#), [Kooth](#), [TIC+](#) )
- Local counselling services

### 11. Supporting and collaborating with parents and carers

We will work with parents and carers to support pupils' mental health by:

- Asking parents/carers to inform us of any mental health needs their child is experiencing, so we can offer the right support
- Informing parents/carers of mental health concerns that we have about their child
- Engaging with parents/carers to understand their mental health and wellbeing issues, as well as that of their child, and support them accordingly to make sure there is holistic support for them and their child
- Highlighting sources of information and support about mental health and wellbeing on our school website, including the mental health and wellbeing policy
- Liaising with parents/carers to discuss strategies that can help promote positive mental health in their child
- Providing guidance to parents/carers on navigating and accessing relevant local mental health services or other sources of support (e.g. parent forums)
- Keeping parents/carers informed about the mental health topics their child is learning about in PSHE, and share ideas for extending and exploring this learning at home

When informing parents about any mental health concerns we have about their child, we will endeavour to do this face to face.

These meetings can be difficult, so the school will ensure that parents are given time to reflect on what has been discussed, and that lines of communication are kept open at the end of the meeting.

A record of what was discussed, and action plans agreed upon in the meeting will be recorded and added to the pupil's confidential record.

[Gloucestershire's Graduated Pathway](#) will be followed to ensure that the correct level of support is in place.

## 12. Supporting peers

Watching a friend experience poor mental health can be extremely challenging for pupils. Pupils may also be at risk of learning and developing unhealthy coping mechanisms from each other.

We will offer support to all pupils impacted by mental health directly and indirectly. We will review the support offered on a case-by-case basis. Support might include:

- Strategies they can use to support their friends
- Things they should avoid doing/saying
- Warning signs to look out for
- Signposting to sources of external support

## 13. Signposting

Sources of support will be linked on the [Wellbeing & Pastoral pages on our website](#), so pupils and parents are aware of how they can get help.

The Pastoral Lead will be available to provide further information to pupils and parents/carers if they want to learn more about what support is available.

## 14. Whole school approach to promoting mental health awareness

### 14.1 Mental health is taught in RHE

We will follow the [PSHE Association Guidance teaching mental health and emotional wellbeing](#).

Pupils will be taught to:

- Develop healthy coping strategies
- Challenge misconceptions around mental health
- Understand their own emotional state
- Keep themselves safe

For more information, see our PSHE/RHE curriculum.

### 14.2 Creating a positive atmosphere around mental health

Staff will create an open culture around mental health by:

- Discussing mental health with pupils in order to break down stigma
- Encouraging pupils to disclose when they think their mental health is deteriorating

## 15. Training

All staff will be offered training so they:

- Have a good understanding of what pupils' mental health needs are
- Know how to recognise warning signs of mental ill health
- Know a clear process to follow if they identify a pupil in need of help
- Pastoral Lead to have undertaken Advanced Designated Mental Health Lead qualification

## **16. Support for staff**

We recognise that supporting a pupil experiencing poor mental health can be distressing for staff. To combat this we will:

- Treat mental health concerns seriously
- Support staff experiencing poor mental health themselves
- Create a pleasant and supportive work environment

## **17. Monitoring arrangements**

This policy will be reviewed by the Pastoral Lead every 2 years. At every review, the policy will be approved by the governing board and head teacher.