



Mental Health and Emotional Wellbeing Policy

Approved by:	Headteacher	Comments	Date: 3 rd February 2021
Last Reviewed on:	3 rd February 2021		
Next Review on:	3 rd February 2022		

A school where souls thrive,
"To give to anyone who have need" Acts 2:45

This policy was written in consultation with staff, pupils, parents and professionals involved in mental health and wellbeing.

Policy Statement

At St Saviours Primary School, we are committed to supporting the emotional health and wellbeing of our pupils and staff.

We have a supportive ethos and our we try to follow the schools values of care, respect and inspire at all times. We aim to provide an excellent education that enables children to flourish in their potential as a child of God and where all souls thrive.

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 take the view that positive mental health is everybody's business and that we all have a role to play.

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 and 'dare to be different'
- 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
- 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
- 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 or trauma.

Scope

This policy should be read in conjunction with our Medical policy and our SEND policy in cases where pupils mental health needs overlap with these. This policy should also be read in conjunction with policies for Behaviour and Anti-bullying, and PSHE and SMSC policies. It should also sit alongside child protection procedures.

Lead Members of Staff

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

- Fanoula- Lead designated safeguarding officer
- Tomas Hall – Deputy safeguarding officer
- Rachel Sablon- Family liaison officer and safeguarding officer.
- Fiona Williams- Safeguarding Officer
- Thomas Dunford- Safeguarding Officer
- Mark Ali- Safeguarding Officer
- Rosie Daly- Safeguarding Officer
- Hannah Mcgonigle- PSHE and Philosophy Lead

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 specific content of lessons will be determined by the specific needs of the cohort we're teaching but we will also use our Jigsaw Teaching Scheme to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner. Along with our PHSE curriculum we also devote additional time, energy and resources to understanding and taking care of our mental health and wellbeing and work with external agencies to promote awareness around mental health e.g. M-Set.

Targeted support

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.
- Targeted use of JIGSAW resources.
- Managing feelings resources e.g. 'worry boxes'
- Therapeutic activities including art, lego, yoga, relaxation and mindfulness techniques.

Our Three Tiered Approach to Positive Mental Health at St Saviours Primary School

Step 1- Pastoral Lessons

Every class had dedicated Pastoral lessons, which are a combination of Jigsaw, PATHS, mindfulness, therapeutic stories and mindfulness journals. These are complimented by weekly PSHE and Philosophy for Children lessons.

For pupils who then need additional support, you can raise an SEN concern and additional interventions can be considered. Group leaders will send out half termly updates of progress, however please talk to the adult leading the group if you have questions.

Step 2 Friendship and Paths + interventions including ELSA (2021-2022)

Step 2- Lego therapy

Step 2- Talk About intervention

Progress will be measured through the Learning Plan targets, which are on provision map software. When further concerns persist, we will use our Education Psychologist to assess or complete a CAMHS referral.

Step 3- Educational Psychologist

Step 3- Child & Adolescent Mental Health Service

Step 3- Play Therapist

Pupils also have access to Peer Mentors every lunchtime and Anti-Bullying Ambassadors

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.

Identifying needs and Warning Signs

All staff will monitor their pupils and be identify 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 Families

In order to support families we will:

- Highlight sources of information and support about mental health and emotional wellbeing on our school website
- Share and allow parents to access sources of further support e.g. Tower Hamlets Parental Advice Service
- Ensure that all parents are aware of who to talk to, and how to go 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.

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 nurse
- Educational psychology services
- Behaviour support through the Local Authority
- Paediatricians
- CAMHS (child and adolescent mental health service)
- Counselling services
- Family support workers
- Play Therapist

Training

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular safeguarding training in order to enable them to keep students safe.

Educare and 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.