

**St Laurence’s Catholic Primary School**

**Mental Health Policy**

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| This policy was reviewed: | September 2023 |
| By name: | Mr John Holmes |
| Position: | Chair of Governors |
| Signature: | *J Holmes* |

**Our Mission Statement**

**1. We aim to celebrate our partnership with the families we serve and the community we live in.**

**2. We aim to provide an education that enables each child to reach their full potential.**

**3. Our aim is the creation of an atmosphere where all are valued, gifts and talents are celebrated and the gospel values of love, respect and justice are at the heart of all we do.**

**Our Vision**

Everyone feels a sense of belonging,

Has the opportunity to shine,

To enjoy their teaching and learning

But most of all – to dream big!

**St Laurence’s Mental Health and Emotional Well Being Policy**

**Policy Statement**

At St Laurence’s, we are committed to promoting positive mental health and well being to all students, their families and staff members and governors. The culture of our school allows all voices to be heard and provides a safe and secure environment to our school community, where Mental Health and Emotional Well Being are supported.

The policy is a guide for all staff and governors outlining St Laurence’s approach to promoting positive mental health and emotional wellbeing.

**Policy Aims**

* Promote positive mental health and emotional well being in all staff and students.
* Increase understanding and awareness of common mental health issues.
* Enable staff to identify and respond to variety of emotional and mental health needs.
* Enable pupils/families to access appropriate support for emotional/mental health needs.
* Signpost/refer pupils/families for specific support appropriate to their needs.
* Instil a culture of staff where everyone is aware of signs and symptoms of mental health issues and that staff and pupils are supported.

**Key Staff Members**

All staff will take responsibility to promote positive emotional well being of our students. However, the following staff will have further specific roles to support pupils within our school.

Emotional Well Being Team- John Cushion, Danielle Faulkner, Claire Richardson

Designated Safeguarding Lead- John Cushion

Deputy Safeguarding Lead-Sarah Jane Carroll

SENDCO- Paula McClelland

RSHE Lead-Jane Farrell

If a member of staff is concerned about the mental health or well being of a pupil or parent they should speak to one of the above members of staff. If the information is a Safeguarding concern, it should be referred straight away to the Safeguarding Lead or Deputy Safeguarding Lead.

If the pupil is a high risk or at risk of immediate harm, the school’s child protection procedures should be followed.

If a child presented a high-risk medical emergency, relevant procedures should be followed, including involving the emergency services if necessary.

**Additional Support for Pupils/Parents**

If a pupil has been identified as having a mental health issue that is giving cause for concern, further support would be gained for the pupil/family.

Pupils may receive one to one mentoring from one of our Pastoral team. Support could be given from the Mental Health for schools team, Behavioural support team or Listening Ear. In other cases an Early Help Assessment may be completed to the support family with a number of issues. In more high level cases CAMHs support may be gained. Each case would be assessed and the most appropriate support given.

**Teaching about Mental Health**

The skills, knowledge and understanding our students need to keep themselves-and others-physically and mentally safe are included as part of our assembly programme in addition to themed weeks around Mental Health and Wellbeing and the SMSC curriculum. At various points in the year, we also utilise external agencies such as the Police and NSPCC to carry out workshops to educate our children how to stay safe. All staff are given an SMSC calendar each term, to plan age appropriate SMSC activities. This also links with the themed assemblies which are delivered to each key stage each week.

All classes from Nursery to Year 6 follow the scheme ‘A Journey In Love’, which covers aspects of well being and mental health. This is from a Catholic lens, with God at the forefront of the teaching. We also teach from the ‘All are Welcome’ scheme, which develops the pupil’s knowledge and skills ready to live in modern Britain.

**Signposting**

St Laurence’s will ensure that staff, students and parents/carers are aware of the support and services available to them and how they can access these services.

We communicate these services through our communication channels (newsletters, websites). Families who may benefit from specialised support may be offered this via phone calls or meetings as part of the Early Help process.

The aim of this is so pupils and families are aware of what help is available and how to access it.

**Support for pupils**

Some of our pupils will benefit from additional support for their social and emotional development. Extra support may be in a variety of ways.

* One to one ELSA support delivered by trained Mentor
* One to one DESTY support delivered by trained Mentor
* Muddles and puddles bereavement programme
* Butterflies/Listening Ear to support Bereavement and or Children who have witnessed Domestic abuse
* Therapy Dog
* Small Circle Time Group
* One to one Mentoring for anxiety and worry
* One to one Mentoring for behaviour support
* Family First
* Disability support worker
* School Nurse
* Friendship groups

**Recognising Well Being concerns**

Through our annual Safeguarding training, staff and Governors are aware of how to recognise pupils who may be experiencing mental health or emotional wellbeing issues. These signs should always be taken seriously and staff should discuss them with the DSL, Headteacher or one of the Mental health and Wellbeing team. If their observation is a Safeguarding concern, they should speak with the DSL or Headteacher.

Possible indicators of pupils experiencing mental health or wellbeing issues include:

* Physical signs of harm that are repeated or appear non-accidental
* Changes in eating/sleeping habits
* Increased isolation from friends or family, becoming socially withdrawn
* Withdrawn
* Increased absence or lateness
* Talking about self harm

Any change in a child’s behaviour or presentation could potentially mean there are wellbeing concerns and staff should be mindful of this and pass on their observations to the one of the Mental Health team, DSL or Headteacher, to be looked into further and the right level of support can then be offered if deemed appropriate.

**Targeted Support**

We recognise that some children and young people are greater risk of experiencing poorer mental health. For example, those who are in care, young carers, those children who are on Child Protection or Child in Need plans, those with parents who have mental illness and those living in households experiencing domestic violence.

We work closely with school health professionals and the Mental health schools support team to help identified pupils with issues such as anxiety or low mood. These are specialised professionals who can support pupils and families with these needs.

We ensure timely and effective identification of students and families who would benefit from targeted support services by:

* Providing specific help for those children most at risk (or already showing signs)of social, emotional and behavioural problems;
* Identifying and assessing cases using Early help Assessments as required;
* Discussing options for parents and liaising with additional services for extra support from them;
* Provide a range of interventions specific to individual needs;
* Ensure pupils have access to Pastoral Care and support as well as specialist services;
* Provide pupils with opportunities to speak about their feelings, personal issues and emotional concerns;

**Managing disclosures**

If a student discloses concerns about themselves or another pupil to a member of staff, the response will be calm, supportive and non-judgemental. Any disclosure to a member of staff would be passed onto the DSL or Headteacher who are the school’s Safeguarding Leads. The information would also be recorded on CPOMS.

**Support for parents**

We are mindful that for a parent, hearing about their child’s issues can be upsetting and distressing and therefore it is important for them to be supported.

Signposting parents to other sources of information can be beneficial. Regular meetings with parents of children with additional Mental health support take place to continually assess the right level of support that is in place.

We recognise the family plays a key role in influencing children and young people’s emotional health and wellbeing; we will work in partnership with parents and carers to promote emotional health and wellbeing by;

* Ensuring all parents are aware of and have access to promoting social and emotional wellbeing and preventing mental health problems;
* Highlighting sources of information and support through our website and newsletters;
* Offering support to help parents develop their parenting skills. This may involve providing information or a referral for a family support worker. Health professionals such as the school nurse can also give families extra support for specific needs;
* Ensuring parents, carers and other family members living in disadvantaged circumstances are given extra support that school can provide. This includes, Kirkby Christmas Toy appeal, Household support fund, free school meal vouchers, food hampers, gas and electric vouchers and any other additional help that is available.

**REVIEW OF POLICY**

The effectiveness of this policy will be reviewed annually by the Senior Leadership Team and every year by the Governing Body. If changes are made to the policy, the Governing Body will ratify amendments.

This policy was reviewed: September 2023

Signed: J Holmes

Designation: Chair of Governors

Date: 14th September 2023