



St. Joseph's Catholic Primary School Mental Health and Well-Being Policy

Date: May 2024

Next review: May 2027

Mission
Together we love, learn, follow Jesus
Vision
At St Joseph's Catholic Primary School, through an open and generous heart, we learn together as a family in faith, following the gospel values of love.
Values
Hope Thankfulness Collaboration Compassion Friendship Resilience Empathy Creativity Justice Respect

At St. Joseph's, we create a school community where children and staff can enjoy a welcoming, secure, happy and healthy environment, where all members can develop their ability to be Ready, Respectful, and Safe, following our Mission Statement and values.

At St. Joseph's, we support the emotional health and wellbeing of all our pupils, parents and staff. We have a supportive and caring ethos model of respect and kindness, where each individual and their contribution, is valued.

We endeavour to ensure that children are able to manage times of change and stress and aim to ensure that they are supported to reach their full potential or to access help when they need it. We also have a role to ensure that children learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues, and where they can go if they need help and support.

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 vital for everyone to be able to fulfil a successful and happy life.

Good Mental Health

Individuals are mentally healthy when they have the ability to:

- develop psychologically, emotionally, intellectually and spiritually
- initiate, develop and sustain mutually satisfying personal relationships
- use and enjoy solitude
- are aware of others and empathise with them
- experience happiness and can play and learn
- develop a sense of right and wrong
- resolve (face) problems and setbacks and learn from them
- develop a sense of self and identity

Resilience is the ability to bounce back from the disappointments and difficulties we all experience. It is the ability to build protective factors in our lives which promote and protect our emotional wellbeing when faced with every knockbacks and unexpected changes.



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Teaching about mental health

At St Joseph's, we take a whole school approach to promoting positive mental health, aiming to help children become more resilient, happy and successful and to work in a pro-active way to avoid problems arising. We do this by:

- Following our Catholic mission and values that promotes nurture and kindness, whilst recognising the worth and talents of every individual in God's eyes
- Work together with parents, carers and the whole school community to promote respect and value diversity
- Creating and applying consistent ethos, policies and behaviours that support mental health and well-being.
- Adhering to a positive, restorative approach to behaviour management.
- Helping children socially to form and maintain relationships.
- Helping children to feel comfortable about sharing any concerns or worries.
- Enable student voice to influence decision making.
- Teaching children emotional skills and an awareness of mental health so that they understand their emotions and feelings better.
- Promoting self-esteem and ensuring children understand their importance in the world.
- Helping children to be resilient learners and to manage setbacks.
- Identifying children who have mental health challenges and planning support to meet their needs, including working with specialist services, parents and carers.
- Supporting and training staff to develop their skills and their own resilience.
- Developing an open culture where it's normal to talk about mental health.
- Promoting our school mission statement and 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 including external agency support



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If a child is having issues with their social, emotional or mental health, then they may need support with:

- Attendance
- Attention and listening skills
- Low self-esteem
- Managing anger
- Forming and maintaining relationships
- Depression
- Bereavement
- Life outside school

A child may benefit from:

- Behaviour support
- Health Care Plan
- Buddy System
- Playground support
- Access to quiet areas
- Family Support
- Pastoral support and guidance from a key member of staff
- Support from the School Nurse
- School-based nurture sessions
- Support, advice & training from specialists

Teaching and learning

For all pupils with mental health needs reasonable adjustments will be made to ensure full access to the curriculum. These may include:

- Breaks from class when required;
- Provision of stress relief toys;
- Work broken into small chunks;
- Individual behaviour plans

Assessment, interventions and support

All concerns are reported to the designated adults within school and needs are assessed through discussions with the class teacher, SLT and SENDCo to ensure the child gets the support they need, either from within the school or from an external specialist service, as quickly as possible.

Mental Health Lead: D. Dewhurst

Deputy Mental Health Lead: N. Cox

SENDCO: D. Dewhurst

Mental Health and Well-Being governor: J. Grogan



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Warning Signs

Staff may become aware of warning signs which indicate a pupil 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 alert the Wellbeing Officer. Possible warning signs, which all staff should be aware of 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
- Changes in activity and mood
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing – e.g. long sleeves in warm weather
- Secretive behaviour
- Not wanting to do PE
- Lateness to, or absence from, school
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absences

Managing disclosures

Any disclosure must be recorded on CPOMs and passed to the Designated Safeguarding Lead. All safeguarding concerns will be treated in confidence and we will follow the safeguarding policy. For further information on Safeguarding, including our policy, please visit our website.

POSITIVE MENTAL HEALTH

Positive Experiences

St Joseph's offers pupils many opportunities to do physical activities as well as opportunities to relax. Both are ways to promote wellbeing and positive mental health.

- Ready Talks programme delivered by trained expert
- KidSafe programme delivered to all children
- Lunch games to play outside led by staff and play leaders
- Library to borrow books to read
- Outside reading area
- Friendship bench
- Playground Sensory Circuit
- Managing Feelings resources: e.g. Worry Box
- Nurture Provision
- Themed days
- Charity days
- Residential visits



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- Educational day visits
- After school clubs
- Topic related visits and visitors
- Extra-curricular clubs
- Celebration assemblies and Prayer and Liturgy
- Circle Time weekly
- R.E. and PSHE curriculum
- Stanley Grange and gardening
- Forest School
- Wider agency support -CISS/CAMHS/CFW/School nurse/Educational Psychologists
- On-line safety and support newsletters and weekly updates sent to parents

Celebrating Success

We like to celebrate our many successes together by:

- Posting celebrations on our website and Facebook and in our weekly school newsletters to celebrate what is taking place
- Displaying pupils' work
- Celebration Assembly each week
- Class and Whole School Worship
- Whole school enrichment days
- Dojo shop

Parents and Carers

Parents and carers are valued and welcomed into school. We communicate regularly, consult and engage with parents/carers through newsletters, assemblies, parent meetings etc. We recognise the family plays a key role in influencing children and young people's emotional health and wellbeing. We work in partnership with parents and carers to promote and support emotional health and wellbeing.

Training for Staff

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection training in order to enable them to keep pupils safe. The workplace well-being learning portal provides free online support suitable for staff wishing to know more about a specific issue. <https://my.workplacewellbeing.com/>

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.



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Roles and responsibilities

The governing board is responsible for:

- Ensuring the effective implementation of this policy.
- Ensuring the school's ethos reflects its commitment to reducing workload and creating a working environment that is focussed, purposeful and considers individuals' wellbeing.
- Ensuring staff roles and responsibilities are clearly defined and monitored.
- Ensuring that all school policies are assessed for workload impact.
- Encouraging stress awareness throughout the school – promoting stress as a serious issue rather than a weakness.
- Consulting with the headteacher on managing staff stress and promoting wellbeing.
- Ensuring the Headteacher's well-being is supported.
- Ensuring the headteacher puts measures in place to support staff wellbeing.
- Recognising mental health issues and appointing a mental health and wellbeing governor who will oversee managing and supporting staff mental health.
- Ensuring all committee meetings are purposeful, focussed, structured and relevant to the school development priorities.
- Ensuring there is a whole-school approach to mental health and wellbeing embedded within leadership practice, the curriculum, the school's values and ethos, and the social and physical environment.

The headteacher is responsible for:

- Encouraging all staff to attend events and training opportunities that promote wellbeing and health.
- Providing all staff with information about LCC's Employee Assistance helpline and website.
- Providing information that helps staff to manage stress effectively.
- Ensuring that regular contact is maintained with members of staff who are absent for long periods of time.
- Ensuring new members of staff have received all the relevant information they require, including the procedures for raising concerns about wellbeing.
- Monitoring all staff absences and reporting this information to the governing body.

All staff members are responsible for:

- Being able to recognise the early signs of stress or mental health issues in themselves and their colleagues.
- Supporting co-workers if they become stressed, which may include practical assistance or emotional reassurance.
- Maintaining a healthy work-life balance.
- Promoting a positive, supportive atmosphere throughout the school.
- Being open to discussing stress.
- Reporting honestly about their wellbeing and any incidents of stress, e.g. being overworked.
- Where possible, asking for help when they feel under pressure or stressed.
- Attending events and training opportunities which promote wellbeing and health.
- Not acting in a manner which endangers themselves or others.
- Undertaking additional training and personal development opportunities.



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Actions to support staff:

- Lead by example and encourage staff to be open if they feel stressed, to take breaks and to have a full life outside of work.
- Publicise the employee assistance programme relevant to the needs of all staff.
- Commissioning staff surveys and organising structured conversations about workload with staff through surveys and appraisal meetings and review meetings.
- Evaluate policies and practices to ensure effect impact for children's progress whilst lightening workload.
- Julie Grogan is available as our well-being governor and staff know how to contact her.
- Any new members of staff will be provided with a comprehensive induction and their duties will be made clear.
- CPD procedures ensure all members of staff have the necessary skills and abilities to undertake the duties required
- Capability and absence management – return to work procedures will ensure that individuals are supported back into work following illness, including OH.
- PPA can be taken at home
- Time back for running extra-curricular clubs
- Well-being time given
- Staff celebrations e.g. breakfast together; sporting activities; days/nights out
- Time given to support subject leadership

Self-Management:

- Staff are aware that they are responsible for their own well-being.
- Staff should be prepared to speak to their colleagues and senior staff if they are feeling stressed in their personal lives or at work.
- Staff are encouraged to take action to manage their own stress: e.g. managing their workload; prioritising work; avoiding unhealthy habits; taking advantage of the well-being initiatives and support offered.

Links to other policies

Legal framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Health and Safety at Work etc. Act 1974
- Employment Rights Act 1996
- Employment Relations Act 1999
- Equality Act 2010
- The Management of Health and Safety at Work Regulations 1999
- DfE (2018) 'Workload reduction toolkit'

This policy operates in conjunction with the following school policies:

- Safeguarding and Child Protection Policy
- Health and Safety Policy



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- Equality and Diversity Policy
- Data Protection Policy
- Grievance Policy
- Managing Sickness and Absence Policy
- Anti Bullying
- SEND Offer
- Behaviour Policy.
- Code of Conduct