



Mission Statement

“A Caring Christian Family Where We Grow Together”

MENTAL HEALTH AND WELL BEING PROCEDURE

Effective Date: 04/04/17 Review Date: March 2024 Biennial

Review Date	Signed Head Teacher	Signed Director RCSAT
06/10/2018	<i>J. L. Webb</i>	<i>P. Bartlett</i>
30/09/2020	<i>J. M. Badger</i>	<i>P. Bartlett</i>
28/02/2022	<i>J. M. Badger</i>	<i>P. Bartlett</i>

Persons Responsible for Policy:	Executive Headteacher RCSAT
Approval Date	
Signed:	Director RCSAT
Signed:	Executive Headteacher RCSAT



Every child has the right to the best possible health. Governments must work to provide good quality health care, clean water, nutritious food and a clean environment so that children can stay healthy. Richer countries must help poorer countries achieve this. Article 24

Wellbeing and mental health are not the same thing, neither is there one clear definition of wellbeing. The children's society asserts that 'Wellbeing refers to the quality of people's lives. It is about how well we are and how our lives are going.' Mental Health is a state of wellbeing in which an individual realises his or her own abilities, can cope with normal stresses of life, can work productively and is able to make a contribution to his/her community.

1. Procedure Statement:

- 1.1 At RCSAT, we are committed to supporting the positive mental health and wellbeing of our whole school community (children, staff, parents and carers).
- 1.2 Our school's ethos and underpinning core values- of Friendship, Hope, perseverance, respect, forgiveness support children's and adult's mental health and well-being.
- 1.3 We aim to promote positive mental health and wellbeing for our whole school community; pupils, staff, parents and carers, and recognise how important mental health and emotional wellbeing is to our lives in just the same way as physical health. This is part of our embedded approach.
- 1.4 We recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement.
- 1.5 All children go through ups and downs through their school career/life and some face significant life events. About 1 in 10 children aged 5 to 16 have a diagnosable mental health need and these can have an enormous impact on their quality of life, relationships and academic achievement. In many cases it is life-limiting.
- 1.6 We take the view that positive mental health is everybody's business and that we all have a role to play.
- 1.7 Our role in school is to ensure that our children are able to manage times of change and stress, be resilient, are supported to reach their potential and access help when they need it.
- 1.8 We also have a role to ensure that pupils 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.
- 1.9 Our aim is to help develop the protective factors which build resilience to mental health problems and be a school where
 - 1.9.1 All pupils are valued
 - 1.9.2 Pupils have a sense of belonging and feel safe
 - 1.9.3 Pupils feel able to talk openly with trusted adults about their problems without feeling any stigma
 - 1.9.4 Positive mental health is promoted and valued
 - 1.9.5 Bullying/Peer on Peer abuse is not tolerated

2. Teaching about mental health

- 2.1 At RCSAT 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.
- 2.2 We do this by:
 - 2.2.1 Creating and applying consistent ethos, policies and behaviours that support mental health and well-being.
 - 2.2.2 Adhering to a positive, restorative approach to behaviour management.

- 2.2.3 Helping children socially to form and maintain relationships.
- 2.2.4 Helping children to feel comfortable about sharing any concerns or worries.
- 2.2.5 Teaching children emotional skills and an awareness of mental health so that they understand their emotions and feelings better.
- 2.2.6 Promoting self-esteem and ensuring children understand their importance in the world.
- 2.2.7 Helping children to be resilient learners and to manage setbacks.
- 2.2.8 Identifying children who have mental health challenges and planning support to meet their needs, including working with specialist services, parents and carers.
- 2.2.9 Supporting and training staff to develop their skills and their own resilience.
- 2.2.10 Developing an open culture where it's normal to talk about mental health.
- 2.3 We promote a mentally healthy environment through:
 - 2.3.1 Promoting our school values and encouraging a sense of belonging.
 - 2.3.2 Promoting pupil voice and opportunities to participate in decision-making.
 - 2.3.3 Celebrating academic and non-academic achievements.
 - 2.3.4 Providing opportunities to develop a sense of worth through taking responsibility for themselves and others.
 - 2.3.5 Providing opportunities to reflect.
 - 2.3.6 Enabling access to appropriate support.
 - 2.3.7 Mental Health and PSHE for all year groups
 - 2.3.8 Wellbeing week and access to information around the school
- 2.4 We pursue our aims through:
 - 2.4.1 Universal, whole school approaches
 - 2.4.2 Support for pupils going through recent difficulties including bereavement.
 - 2.4.3 Specialised, targeted approaches aimed at pupils with more complex or long-term difficulties including attachment disorder.
 - 2.4.4 Nurture groups to focus on mental health, resilience and wellbeing.
- 2.5 We teach about mental health through:
 - 2.5.1 The skills, knowledge and understanding needed by our pupils to keep themselves mentally healthy and safe are included as part of our developmental PSHE curriculum.
 - 2.5.2 The specific content of lessons will be determined by the specific needs of the cohort we're teaching but we will also use the PSHE Association Guidance to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner.
 - 2.5.3 No Outsiders, Heartsmart and Christopher Winters programme are all incorporated into our PSHE programme.

3. Staff roles and responsibilities, including those with specific responsibility

- 3.1 We believe that all staff have a responsibility to promote positive mental health, and to understand about protective and risk factors for mental health.
- 3.2 Some children will require additional help and all staff should have the skills to look out for any early warning signs of mental health problems and ensure that pupils with mental health needs get early intervention and the support they need.
- 3.3 All staff understand about possible risk factors that might make some children more likely to experience problems; such a physical long-term illness, having a parent who has a mental health problem, death and loss, including loss of friendships, family breakdown and bullying.
- 3.4 They also understand the factors that protect children from adversity, such as self-esteem, communication and problem-solving skills, a sense of worth and belonging and emotional literacy.
- 3.5 All staff at RCSAT schools are Youth Mental Health first aid trained with SLT also trained in Adult Mental Health First Aid trained.

4. Key staff supporting Mental Health at RCSAT:

Named Mental Health Lead – Jo Cliffe (SENCO)

Deputy Mental Health Leads – Nic Badger (Bunbury), Alex Goodwin (St Oswald's) and Kate Appleby (Warmingham)

Named Mental Health Director – Sheila Loughlin

4.1 Our Mental Health Leads:

4.1.1 Lead and work with all staff to co-ordinate whole school activities to promote positive mental health and wellbeing.

4.1.2 Work with the PSHE leader re: teaching about mental health.

4.1.3 Provide advice and support to staff and organises training and updates.

4.1.4 Liaise with mental health services and makes individual referrals to them.

5 Targeted support

5.1 The schools will offer support through targeted approaches for individual pupils or groups of pupils which may include:

5.1.1 Teaching the PSHE programme of work at a class level

5.1.2 Circle time approaches or 'circle of friends' activities

5.1.3 Targeted use of mental health and well-being resources.

5.1.4 Managing feelings resources e.g. 'worry boxes' and 'worry eaters'.

5.1.5 Managing emotions resources.

5.1.6 Resilient classrooms/cool connections wellbeing support groups with trained TA.

5.1.7 Therapeutic activities including art, Lego and relaxation and mindfulness techniques.

5.1.8 Support from specialist external support worker

5.2 The school will make use of resources to assess and track wellbeing as appropriate including:

5.2.1 Strengths and Difficulties questionnaire

5.2.3 The Boxall Profile

5.2.4 Emotional literacy scales Signposting

5.3 We will ensure that staff, pupils and parents are aware of what support is available within our school and how to access further support.

6 Early Identification and Warning Signs

6.1 All staff will be vigilant in identifying a range of possible difficulties that may be contributing to a pupil's poor mental health, including:

6.1.1 Attendance

6.1.2 Punctuality

6.1.3 Relationships

6.1.4 Approach to learning

6.1.5 Physical indicators

6.1.6 Negative behaviour patterns

6.1.7 Family circumstance

6.1.8 Recent bereavement

6.1.9 Health indicators

6.2 School staff may also 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 communicate their concerns with the designated child protection and safeguarding officer or the emotional wellbeing lead as appropriate.

Possible warning signs include:

- 6.2.1 Changes in eating/sleeping habits
- 6.2.2 Becoming socially withdrawn
- 6.2.3 Changes in activity and mood
- 6.2.4 Talking about self-harm or suicide
- 6.2.5 Expressing feelings of failure, uselessness or loss of hope
- 6.2.6 Repeated physical pain or nausea with no evident cause
- 6.2.7 An increase in lateness or absenteeism

7 Assessment, interventions and support

7.1 All concerns are reported to the designated adults within school and needs are assessed through a triage approach with SLT, class teachers and SENCO to ensure the child gets the support they need, either from within the school or from an external specialist service, as quickly as possible.

8 Working with parents and carers.

8.1 Parents or carers can approach their child/children's class teacher if they have mental health concerns. This will be cascaded to the Mental Health Lead for assessment. To support parents and carers we will:

- 8.1.1 Provide information online on mental health issues and local wellbeing and parenting programmes.
- 8.1.2 Share ideas about how parents and carers can support positive mental health in their children.
- 8.1.3 Make our emotional wellbeing and mental health policy and procedure easily accessible to parents.
- 8.1.4 Keep parents informed about the mental health topics taught in PSHE and share ideas for extending and exploring this at home.
- 8.1.5 Organise workshops and presentations on mental health, anxiety, resilience and steps to wellbeing.

8.2 When a concern has been raised, teachers or the Mental Health Lead and SENDCO will:

- 8.2.1 Contact parents to discuss the outcome of any assessment (Although there may be cases, parents and carers cannot be involved due to child protection issues.)
- 8.2.2 Discuss any relevant referrals to external agencies.
- 8.2.3 Signpost parents to further information or provide resources to take away.
- 8.2.4 Create a chronology of actions and events.
- 8.2.5 Agree mental health care and protection plan where appropriate including clear next steps.
- 8.2.6 Discuss how parents can support their child through strategies or signposts to parenting support groups.

9 Working with specialist services

9.1 As part of our targeted provision, the school will work with other agencies to support children's emotional health and wellbeing. Children may be referred to one of the following services for additional support.

- 9.1.1 Support through TA groups interventions
- 9.1.2 Support through school funded outside provider
- 9.1.3 Educational Psychology Services
- 9.1.4 CAMHS (child and adolescent mental health service)
- 9.1.5 School Nursing Service
- 9.1.6 Children's and Family Services

9.1.7 Therapists

9.1.8 Family support workers

9.1.9 Counselling Services Training

9.1.10 Support through Emotionally Healthy Schools

10 Staff Training

10.1 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.

10.2 The MindEd learning portal provides free online training suitable for staff wishing to know more about a specific issue.

10.3 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.

10.4 All staff working within RCSAT will have Youth Mental Health First Aid Training.

11 Links to other policies

11.1 This policy links to our Child Protection Policy and Procedure, Dignity and Respect Procedure, SEND Offer, Staff Wellbeing Policy and our Behaviour for Learning Policy and Procedure.

12 Monitoring and evaluation

12.1 The Mental Health and Wellbeing Policy will be published on the school website - hard copies are available on request.

12.2 The policy will be reviewed every two years.

RESPONSIBILITIES

Area of Responsibility	Person Responsible	Named Person
Overall responsibility	Executive Head teacher	Nic Badger
Co-ordinator in School	Principal Bunbury Principal St Oswald's Principal Warmingham	Nic Badger Alex Goodwin Kate Appleby
Safeguarding Officer	Bunbury St Oswalds Warmingham	Katherine Charlesworth/ Nic Badger Alex Goodwin Kate Appleby/Sally Allen
Mental Health and Pastoral Lead		Katherine Charlesworth
Safeguarding Governor		Sheila Loughlin
CPD Co-ordinator		Nic Badger
SENCO		Jo Cliffe



