1

Mental Health and Wellbeing Policy

November 2022

Head teacher signature	F. Moore
Date adopted	November 2022
Review date	November 2024

Contents

St Augustine's Catholic Primary & Nursery School, a Voluntary Academy

St Augustine's School Wellbeing Vision

November 2022

At St Augustine's, everything we do is underpinned by our mission statement:

"We are created in the image of God, we strive to love and serve Him in all we do. With Gospel Values at the centre of our school, we aim to value, welcome, understand and support others. We do this in partnership with family and parish."

1. **Our Wellbeing vision**

At St Augustine's School we:

● Are committed to promoting positive wellbeing of all pupils, staff and parents.

● Aim to ensure that all staff, pupils and parents are able to maintain positive mental health and wellbeing.

● Offer a safe environment to work in where bullying, child on child abuse are not tolerated, instances are dealt with quickly and effectively and not allowed to spread.

● Listen, support and respond to feedback from our community and provide opportunities to equip all with the tools needed to maintain positive wellbeing.

There are four key principles driving the ideas and recommendations behind the successful accreditation of the Wellbeing Award:

1. Emotional wellbeing and mental health are a continuum. Related issues can range from positive attitudes and behaviour, through to experiences of emotional distress and mental disorder.

2. Schools already experience and manage emotional issues on a daily basis; the objective is to minimise the impact of such issues and maximise the effectiveness of any responses.

3. Emotional wellbeing covers a range of dimensions, such as resilience, character building, relationships and self-esteem, etc. Understanding both developmental and mental health awareness is critical.

4. Creating a positive school culture requires a whole-school approach that is led from the top while involving all in the school community.

The Well-being Award for Schools (WAS) has eight objectives which focus on areas of evaluation, development and celebration of the work of schools in promoting and protecting emotional well-being and positive mental health.

Objective 1: The school is committed to promoting and protecting positive emotional well-being and mental health by achieving the Well-being Award for Schools.

Objective 2: The school has a clear vision and strategy for promoting and protecting emotional well-being and mental health, which is communicated to all involved with the school.

Objective 3: The school has a positive culture which regards emotional well-being and mental health as the responsibility of all.

Objective 4: The school actively promotes staff emotional well-being and mental health.

Objective 5: The school prioritises professional learning and staff development on emotional well-being and mental health.

Objective 6: The school understands the different types of emotional and mental health needs across the whole-school community and has systems in place to respond appropriately.

Objective 7: The school actively seeks the ongoing participation of the whole-school community in its approach to emotional well-being and mental health.

Objective 8: The school works in partnerships with other schools, agencies and available specialist services to support emotional well-being and mental health.

2. <u>Rationale</u>

The emotional health and wellbeing of everyone in the care of St Augustine's is fundamental to our vision and our daily running. We believe this promotes school improvement and success in a multitude of ways:

● Pupils are more engaged with their learning

● Improved standards in all subjects

● More effective teaching

● Parents and carers more involved in school life and learning

● Pupils with high self-esteem and confidence

● Improved behaviour and attendance

● Fewer disengaged pupils

● Lower rates of persistent absence

● Positive and effective relationships between staff and with pupils

● Positive impact on recruitment

We believe that positive emotional health and wellbeing creates happier, motivated staff and pupils who strive to get the most out of life.

3. <u>Links to Other Policies</u>

Our wellbeing commitment links to our policies on:

- Safeguarding
- **RSHE** (Relationships, sex and health education)
- **PSHE** (Personal, Social, Health and Economic Education)
- Anti-Bullying
- SEND and Equalities and Links with the School's Behaviour Policy's with particular reference to Mental Health First Aid
-

4. <u>Inclusion</u>

All curriculum policies refer to inclusion being key to our school ethos; learning to serve, loving to learn. Curriculum provision is based on an understanding that we may need to cater differently for individuals in order to provide equality of opportunity. This approach to equal opportunities is extended to all members of our school community and included in The St Augustine's Equality Policy Statement. These needs include specific policies for SEN (Special Educational Needs) children. Differentiation and awareness of a variety of teaching and learning styles are used to provide appropriate curriculum approaches for different children's needs.

5. <u>Staff roles and responsibilities, including those with specific responsibility</u>

We believe that all staff have a responsibility to promote positive mental health, and to understand protective and risk factors for mental health. 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 children with mental health needs get early intervention and the support they need. All staff understand possible risk factors that might make some children more likely to experience problems, such as: physical long-term illness, having a parent who has a mental health problem, death and loss, including loss of friendships, family breakdown and bullying. This has been facilitated through CPD opportunities:

- Attachment aware and informed training
- Emotions coaching strategies shared
- Mental Health First Aid training
- Wellbeing Drop in service

- Signposting for staff on services in the community to support mental health
- CPOMS training
- Hayes online compulsory training for safeguarding

They should 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. We recognise that many behaviours and emotional problems can be supported within the School environment, or with advice from external professionals. Some children will need more intensive support at times, and there are a range of mental health professionals and organisations that provide support to children with mental health needs and their families. We offer a range of interventions which aim to support our children:

- ELSA (Emotional Literacy Support Assistant)
- Bereavement Support

Whilst all staff have a responsibility to promote and protect the emotional wellbeing and mental health of our school community, staff with a specific responsibility include:

- Mrs. Fran Moore Head Teacher and Deputy Designated Safeguard Lead
- Mrs. Laura Bates Deputy Head Teacher, Designated Safeguarding Lead and KS1 Lead
- Mrs Leanne Thurman Special Educational Needs Co-ordinator (SENCO)
- Miss Zoe Thomas Designated Mental Health Lead, Wellbeing Ambassador Lead and PSHE Lead
- Mrs Julie Welsh DSG (Designated Safeguarding Governor)
- Mrs. Gurpreet Landa Wellbeing Governor
- Change Team/Wellbeing Working Party – Siobhan Doherty, Angela Littlewood, Dorota Kratus

(See St Augustine's safeguarding poster)

6. **Staff Training and CPD**

As a minimum, all staff will receive regular training about recognising and responding to emotional and mental health issues as part of their regular child protection training in order to enable them to keep pupils safe. We will display relevant information on our staff notice boards for staff who wish to learn more about mental health. 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.

7. <u>**Risk Factors**</u>

Risk factors can impact on the wellbeing of a person and/or family such as: bullying, discrimination and peer pressure. Other significant events such as homelessness, tragic accidents and socio-economic disadvantage can also impinge on the wellbeing of a family and consequently a child. We will retain strong links within our community to ensure any issues are addressed. At St Augustine's, we take great pride in our relationships with our pupils and the wider community. We will ensure our communication systems remain effective in ensuring we are consistently up to date. We will use a secure school system to record any changes in the circumstances of a child or family and we will react appropriately. This might involve internal support from school staff or an external referral to a support service. We will ensure relevant staff are informed of the change to circumstance. Risk factors can also affect our staff. We will recognise that at certain points in the year, things can be more challenging. We will aim to provide support at these times and ensure that staff have a voice to share their concerns or request help. The school's Senior Leadership Team is central to addressing all risk factors. We will ensure that these people have the capacity to provide a link to all groups and provide appropriate support where required.

8. <u>**Early Warning Signs**</u>

At St Augustine's, we know that certain characteristics put some of us at more risk of developing mental health difficulties than others. These risks can relate to factors within ourselves, our families, our community or life events. Protective factors then decrease the likelihood of these risk factors leading to mental health difficulties because they help to balance out the risk and build resilience. An understanding of these factors is built into our staff leadership and training programmes, with staff receiving dedicated training on both risk and protective factors. Staff are also aware of the warning signs that might indicate that someone is experiencing emotional wellbeing or mental health difficulties. These may include:

● Becoming socially withdrawn – isolating themselves from friends and family

● Changes in activity or mood

● Changes in eating/sleeping habits

● Falling academic achievement

● Talking/joking about self-harm or suicide

● Expressing feelings of failure, uselessness or loss of hope

● Secretive behaviour

● An increase in lateness or absenteeism

● Reluctance to participate in PE lessons or to get changed

● Physical signs of harm that are repeated or appear to be non-accidental

● Repeated physical pain or nausea with no evident cause

We have clear systems and processes in place to ensure early identification and intervention. We aim to identify mental health difficulties in our pupils as early as possible in order to prevent the difficulty from worsening. We do this in the following ways:

1. Concerns or comments are logged using our online monitoring system – CPOMS.

These concerns may arise through:

● Observations noting changes in behaviour, presentation or attention

● Conversations with parents/carers

● Conversations with pupils

The Designated Safeguarding Lead and Deputy Designated Safeguarding Leads are alerted to all entries that are added to CPOMS. These are quickly reviewed, and any follow up action taken, or that needs to be taken, is logged.

1. Information is gathered from a previous school at the point of transfer (both verbally, from pupil records and the transfer of information electronically in the form of a Common Transfer File (CTF) or paper copy which is scanned and uploaded to CPOMS.
2. Through discussion with parents/carers
3. Through discussion with other professionals – including external agencies

If there is a concern that the child is in immediate danger, then our safeguarding procedures would be followed. When a concern has been raised, we will:

● Discuss this with parents/carers – parents/carers will always be involved unless any safeguarding issues are identified

● Signpost parents/carers to other sources of support

● Be available for meetings or for conversations to take place over the phone

● Record all meetings, conversations and referrals on CPOMS

● Support parents with making any necessary referrals or make referrals as a school

● Liaise with other agencies

● Ensure that parents/carers are kept fully informed of any decisions made regarding referrals or intervention

● Teaching and Learning

Learning in Health and Wellbeing ensures that children develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Learning through Health and Wellbeing enables children to:

● Make informed decisions in order to improve their mental, emotional, social and physical wellbeing

● Experience challenge and enjoyment

● Experience positive aspects of healthy living and activity for themselves

● Apply their mental, emotional, social and physical skills to pursue a healthy lifestyle

● Make a successful move to the next stage of education or work

● Establish a pattern of Health and Wellbeing which will be sustained into adult life.

Staff use a variety of methods for ensuring sound emotional health and wellbeing for children some of which are included in our RSHE and PSHE school policies and delivered through our elected schemes of learning:

- Ten:Ten
- Come and See
- Evolve

These complement and reflect the overall aims and philosophy of our school, which is underpinned by:

● Gospel Values – *Service, Love, Forgiveness, Courage, Justice, Compassion, Hope*

● Learning to serve promises – *We will all listen and respond to all adults and each other politely. We will move around our school quietly and safely with respect for others. We will care for our school and everything in it. We will all show our care for each other by using kindness and good manners. We will all respect each other's right to learn and do our best.*

● clearly identified rewards and sanctions, understood by all. (See Behaviour Management Policy for more information)

● Regarding positive behaviour and achievement through award systems – Gospel Value badges, Achievement award, Head Teacher award, British Values stickers.

● Setting appropriately challenging tasks – quality first teaching

● Following Rosenshine's Principles

● Encouraging cooperation and collaboration

● Developing social competence.

● Encouraging and developing coping strategies and resilience

● Subject Leads

● Wellbeing Ambassadors, School Council and School Chaplaincy

At St Augustine's, we teach Wellbeing and Mental Health through PSHE lessons. We follow a comprehensive programme which is taught with a spiral approach to learning. The programme includes teaching about personal health, physical and emotional well-being, strong emotions, private parts of the body, personal relationships, family structures, trusted adults, growing bodies, puberty, periods, life cycles, the dangers of social media, where babies come from, an understanding of the Common Good and living in the wider world.

The statutory guidance for Sex Relationships and Health Education for primary schools is also covered within this scheme. All of these pieces of learning are brought together to form a cohesive picture, helping children to know and value who they are and understand how they relate to other people in the world. The delivery of personal, social and health education and citizenship is fundamental to our promotion of emotional health. Through the planned programmes and informal curriculum, opportunities exist to explore issues appropriate to children's ages and stages of development.

9. **Connecting with Parents**

We see parental involvement as a vital part of emotional wellbeing. Regular opportunities exist to promote partnership with parents, including:

● Meet the teacher meetings held in September annually

● Parents evenings with all teachers once per term

● Stay and Play for all EYFS classes (Nursery and F2)

● Parental questionnaires to help us build on what we do best and identify areas for improvement (WAS award stakeholder questionnaires, annual parent voice, OFSTED, parent consultation for RSHE)

● Celebration of success at all key stages (topic launches, nativities, play productions, Confirmation events)

● Involvement in pupil profiles and reviews for children with special educational needs (IEP's, **Individualized Education Program** provision maps, funding bids, concern forms)

● Inviting parents to mass held within the school

● Inviting parents to events (Christmas productions, drama performances and sports day)

● Regular updates on social media accounts (Twitter, school website)

10. <u>**Staff Wellbeing**</u>

At St Augustine's, we recognise that our staff are our most important resource and, as such, they are valued, supported and encouraged to develop personally and professionally within a caring, purposeful learning community. We recognise that there is a direct correlation between the wellbeing of our staff and the wellbeing of our pupils, and that the culture and ethos of a school are determined by the extent to which staff work towards a shared vision. We believe that it is essential that all staff feel part of a valued team, have the opportunity to express their views and are supported to manage their workload within a culture that supports a healthy work-life balance.

In light of this, we will provide staff with:

● Dedicated PPA (Planning, Preparation and Assessment) time within the school week

Termly planning days to be taken as a phase with team members to allow for shared planning and discussion

● Wellbeing initiatives – see wellbeing annual overview for staff meetings (termly), whole school training and fundraising opportunities

● A feedback and marking policy that incorporates 'live marking' and peer assessments, both reducing teachers marking considerably

● Additional non-contact time for subject leads - termly

● Access to appropriate external training and CPD (Continuing Professional Development), as relevant to their role

● A staff room environment that is relaxing and a comfortable space to work with a recent budget allocated to improving this environment

● An open-door policy meaning that the Senior Leadership Team are available when staff are in need of speaking to someone about an issue of concern

● A fully committed and supportive governing body

● Performance management and staff appraisal system and process will allow for mutual communication about personal wellbeing and mental health, if this is deemed necessary

● Opportunities for staff to share their concerns, ideas and contribute to the organisation and operation of the school through staff suggestions box

●Celebration of staff achievements and recognition of attributes through staff shout out board, gospel values badges and weekly staff briefing email

11. Signposting

There are a huge range of emotional wellbeing and mental health issues which might have an impact on our school community and it is beyond the scope this policy to provide detailed guidance on each one of them. In light of this, we will take opportunities to signpost pupils, staff and parents to appropriate support through a variety of means:

● The school website

● Letters and texts home

●Weekly newsletter to parents where DSL's are visible and a Wellbeing Message is communicated from the Wellbeing Lead

● Posters displayed around school and in outdoor noticeboards such as staff wellbeing board, wellbeing display and safeguarding display

● A dedicated 'Mental Health and Wellbeing' section on our school website

● As part of the teaching and learning process through assemblies, workshops and dedicated lessons

● Social Media outlets such as Twitter

By highlighting sources of support relevant to the whole school community we are ensuring that everyone understands:

● What help is available

● Who it is aimed at

●How to access it

● Why it can be accessed

● What is likely to happen next

Pupil Support is available through the following:

● Support via outside agencies CAMHS, NSPCC, BeU – free city wide mental health support for children and families, <mark>Mental health support team</mark> this is a bit vague, is it NHS or CAMHS or Education?

● Access to our school play therapist – Su Nostelthaller, trained TA's (Teaching Assistants) in interventions such as ELSA, Bereavement Support Weekly visit from MHST Mental Health Support Team to support children, families and teachers and Routes to Inclusion

● Extra Curricular clubs- Sporting, breakfast club, School Council, Wellbeing Ambassadors and School Chaplaincy

● Mindfulness enrichment days known as Wellbeing Wednesdays

● Whole school events such as Anti-bullying week, Healthy lifestyles week, Black history month.

● Retreats run by the Chaplain and facilitated by RE leads – Lydia Jones, Eve Smith (Collective Worship lead) and Supna Pankhania (alternative Faith lead)

● Through mental health and wellbeing during PSHE lessons in all year groups

● Well planned pastoral and inclusion provision

● Restorative practice is used across the school to restore relationships through emotions coaching strategies – we connect before we correct

● Recovery curriculum in place following lockdown

Staff Support is available through the following:

● Staff wellbeing lead on the Senior Leadership Team

● Opportunities for anonymous feedback (staff suggestions box in staffroom)

● Staff engagement programme for support (CPD, opportunities,Teaching Assistant Briefing)

● Wellbeing committee through Change Team/ Wellbeing Working

● Staff shout out board in the staff room

● SLT (Senior Leadership Team)/line manager Links

Parental Support is available through the following:

● Teachers

● Key Stage Leaders/ SLT

- SENCO (Special Educational Needs Coordinator)

- Head Teacher

- NSPCC website (signposting) and yearly participation of stand up, speak out initiative

- Links on the website

How Wellbeing is visibly signposted across the school for all:

For pupils;

- Information is on display in the toilets and in corridors

- Wellbeing is referenced during PSHE

- Weekly input during whole school assemblies

- Support services and links are listed on the schools website

For Staff;

- Staff weekly overview - staffroom

- Staff briefing emails

- Staff CPD

- Wellbeing committee minutes

- Posters in staff areas

- Emails

- Staffroom

- School website

- Line management meetings

- INSET day liturgies, times for reflection, wellbeing sessions

For Parents;

- School Website

- Newsletter

●Letters regarding wellbeing

14. Diversity

How we ensure diversity and inclusion are covered in subject curriculums:

● Where there is opportunity and groups are recognised in presentations, discussions, posters, classroom displays and resources

● The library includes books from many - new audit undertaken and new reading material is continuing to be purchased to ensure diversity

15. The physical environment

We give staff and pupils time for reflection in a peaceful place by providing various spaces are available for pupils and staff to access:

● Sensory Garden

● Calm corners

● Prayer tables in every classroom

● Sensory room

● Staff room

● Meeting room

● SENCO and Deputy Head teacher office

● Head Teacher office

● School Admin office

● Caretaker office

● Intervention rooms

● Inclusion area

● Staff are also able to work from home if requested, at the Head Teachers discretion