



# St Mary's Catholic First School

## Mental Health & Emotional Wellbeing Policy



**Bishop Wilkinson**  
Catholic Education Trust  
Through Christ, in Partnership

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### **Policy statement**

At St Mary's Catholic Primary First we are committed to promoting positive mental health and emotional wellbeing to all pupils, their families, members of staff and governors. Our open culture allows pupils' voices to be heard, and through the use of effective policies and procedures we ensure a safe and supportive environment for all affected - both directly and indirectly - by mental health issues.

### **Scope**

This policy is a guide to all staff – including non-teaching and governors – outlining our approach to promoting mental health and emotional wellbeing. It should be read in conjunction with other relevant school policies.

### **Policy Aims**

- Promote positive mental health and emotional wellbeing in all staff and pupils.
- Increase understanding and awareness of common mental health issues.
- Enable staff to identify and respond to early warning signs of mental ill health in pupils.
- Enable staff to understand how and when to access support when working with children with mental health issues.
- Provide the right support to pupils with mental health issues, and know where to signpost them and their parents/carers for specific support.
- Develop resilience amongst pupils and raise awareness of resilience building techniques.
- Raise awareness amongst staff and gain recognition from SLT that staff may have mental health issues, and that they are supported in relation to looking after their wellbeing; instilling a culture of staff and pupil welfare where everyone is aware of signs and symptoms with effective signposting underpinned by behaviour and welfare around school.

### **Key staff members**

This policy aims to ensure all staff take responsibility to promote the mental health of pupils, however key members of staff have specific roles to play:

- Pastoral Staff
- Designated Safeguarding Leads
- SENCO
- Mental Health Champions
- PSHE Coordinator

If a member of staff is concerned about the mental health or wellbeing of a pupil, in the first instance they should speak to the class teacher. The class teacher can then seek advice from the appropriate colleague depending on the concerns. This could be the SENCO, pastoral staff or the head teacher.

If there is a concern that the pupil is high risk or in danger of immediate harm, the school's child protection procedures should be followed. If the child presents a high-risk medical emergency, relevant procedures should be followed, including involving the emergency services if necessary.

### **Providing individual support**

When a pupil has been identified as having cause for concern, often this will be discussed among key staff to determine the best way to support the pupil. Parents will be included in discussions too, and the young person can be included depending on their age and understanding. School based support will be considered as an immediate response; referral to specialist agencies will be considered if appropriate (with parental permission).

Our school based support includes, but is not limited to:

'Let's Talk' Boxes, weekly nurture group; nominated adult to speak to; ELSA sessions, sensory sessions; referral to local 'Be You' emotional wellbeing and mental health support in Northumberland.

### **Teaching Points**

A variety of teaching methods is beneficial e.g. class, group, pairs, individual. Open enquiry, the expressing of opinions, sharing views, oral and written work, music and drama, should be utilised to present the programme. The Health and Well Being programme will allow broad and balanced coverage of issues relating to all aspects of health, affording access to information appropriate to young people's ages and stages.



### **Outside Agencies/Visitors**

It is widely recognised that specialists and experts from other agencies can provide information, expertise and insights that class teachers would not normally be able to provide. The use of other agencies to complement and enhance the work of the class in a planned way is to be encouraged. It is important that the school enters into discussion with the agency prior to the input to ensure that it will indeed complement the ongoing curriculum. The Well-Being Coordinator will ensure that agencies come from reputable sources, satisfy guidelines for their use and are approved for use in

schools by the education authority. For example, school links, MHST (Mental Health Support Team, NHS), and Speech and Language Therapists.

### Parents/carers

The school will consult and involve parents appropriately in our approaches to learning and teaching but particularly so in relation to sensitive issues such as sexual health and drug education. The school follows a PSHE programme which is set at an appropriate level of understanding for each year group.

### Thrive Model:

Sharing wellbeing concerns at St. Mary's we strive to use Northumberland's current wellbeing pathway 'THRIVE' to inform its wellbeing provision and underpin the pathway of support for pupils and their families. The Thrive model is an integrated, person centred, and needs led approach to delivering mental health services for children, young people and their families. It conceptualises need in five categories; Thriving, Getting Advice and Signposting, Getting Help, Getting More Help and Getting Risk Support.



Most children in terms of the THRIVE model are thriving and will use the people close to them and the information they have available to support their own wellbeing. However, around 10% of children have a mental health problem and will need more targeted support. If parents/carers are concerned for the wellbeing of their child, then they should make an appointment to share concerns with their child's class teacher. The class teacher will then put into place appropriate measures using St. Mary's universal or selected provision (see provision table below). If concerns continue, staff in

close consultation with parents/carers may decide to refer their child to the wellbeing team for a referral to more targeted support for example from some of the outside agencies we closely work with such as MHST (Mental Health Support Team), Early Help etc.

#### **Thriving**

Universal offer e.g. class wellbeing sessions. Strong whole school wellbeing ethos PSHE and RE curriculum. Quality First Teaching Strategies. GP. Family Information Services:

Calmer Therapy <http://www.calmertherapy.co.uk>

Family Information Service <https://www.northumberland.gov.uk/Children/Family/Info.aspx>

Northumberland Local Offer <http://www.northumberland.gov.uk/SEND-Local-offer.aspx>

SEND Information Advice and Support Service (SENDIASS)

<https://www.northumberland.gov.uk/Children/Needs/SEND.aspx>

#### **Getting Advice**

Selected support stage 1 provided by school. Information about local services-Health visitors, school nurses. Children's Centres and Early Help localities:

<https://www.northumberland.gov.uk/NorthumberlandCountyCouncil/media/Child-Families/Sure%20Start/Prevention-Intervention-Pathway-June2019.pdf>

<https://www.northumberland.gov.uk/NorthumberlandCountyCouncil/media/Child-Families/Sure%20Start/Request-for-Children-s-CentreService.docx>

**Be You website**, website provides resources and support for Young People, Parents and Carers and Professionals around mental and emotional health and wellbeing. Pupils speak to trusted adult. Parents seek advice from teacher, family liaison officer, member of wellbeing or pastoral team

#### **Getting Help**

Parent workshops. Intervention groups-Emotional Literacy Support (ELSA). School nurse. Primary Mental Health Workers (PMHW): Mental Health Support Teams 'Be You'/ The Peer Mentor. NHS Paediatric Speech and Language Therapy Service. NCC SEND Speech, Language and Communication Service . NCC SEND Autism Support Service. Portage. Community Paediatrician. Primary Mental Health Service. NCC Psychological Services. Early Help Family Workers-provide intensive family support for families who have a range of needs. SEND Information, Advice and Support Service (SENDIASS). Children's Centre Prevention Pathway-see coping. Children's social work assessed services-this can include additional services such as short breaks or holiday support. Contact Onecall to request a social work assessment.

#### **Getting More Help**

Children & Young People's Support (CYPS). Education Psychologist. Community paediatricians-<https://www.northumbria.nhs.uk/our-services/childrens-services>. NCC Send Support Services: Portage, Psychological Services, Autism Support, Speech and Language Support. Barnardo's 'Cygnet' Parent Support delivered by Northumberland Autism Support Service. NHS Paediatric Speech and Language Therapy Service . Portage. Community Paediatric Dentist. Occupational Therapy. Children's social work assessed services-this can include additional services such as short breaks or holiday support. Contact Onecall to request a social work assessment.

#### **Getting Risk Support**

CAMHS (Child and Adolescent Mental Health Services). NHS services that assess and treat young people with emotional, behavioural or mental health difficulties.

CAMHS support Clinical psychologist Specialist support e.g. eating disorders, self-harm covering [depression](#), [problems with food](#), [self-harm](#), [abuse](#), violence or [anger](#), [bipolar disorder](#), [schizophrenia](#) and [anxiety](#), among other difficulties.

### **Responsibility of All**

Everyone within the school, whatever their contact with children may be, shares the responsibility for creating a positive ethos and climate of respect and trust – one in which everyone can make a positive contribution to the wellbeing of each individual within the school and the wider community.

### **St. Mary's wellbeing team:**

Wellbeing governor: Mrs Nicola Vaughan

Senior wellbeing lead and co-ordinator: Miss. R. Baird

Wellbeing staff leads: Mrs. E. Stansfield (SENCO) & Miss. R. Baird

ELSA: Mrs Eleanor Stoves

### Well-Being Provision at St. Mary's

Universal	Selected	Targeted
Adjustments, interventions and support accessible to all children.	Stage 1-Suport and interventions delivered using the school's resources and led by a staff member. Stage 2- As above but including the support of an external professional through consultation.	Support and interventions for children who have more complex and enduring emotional or mental health needs
<ul style="list-style-type: none"> <li>• Catholic Ethos-Mission Statements/values</li> <li>• Oasis room-designated area.</li> <li>• Half termly class wellbeing sessions.</li> <li>• Kagan structures-team building...</li> <li>• Celebration assemblies.</li> <li>• Value Award charts.</li> <li>• School council/Regenerators.</li> <li>• Well-being days/weeks.</li> <li>• Well-being/friendship Group (x1 per week)</li> <li>• Daily exercise-daily mile/ 'imoves' dance/ sports sessions.</li> <li>• 'Let's Talk' Boxes</li> <li>• MIND assemblies</li> <li>• Assemblies by NSPCC, Childline.</li> <li>• Treat days/Awards tea party</li> <li>• Go Noodle</li> </ul>	<ul style="list-style-type: none"> <li>• Lego Therapy.</li> <li>• Meet and Greet.</li> <li>• Time to Talk.</li> <li>• Socially Speaking.</li> <li>• Social stories.</li> <li>• MIND workshops.</li> <li>• Behaviour/Home school diaries.</li> <li>• Emotional Literacy 1-1 sessions with ELSA support staff.</li> <li>• Pastoral/Family support officer.</li> <li>• Health Professionalsschool nurse.</li> <li>• Outside agency consultations- e.g. Education Psychologist etc.</li> </ul>	<ul style="list-style-type: none"> <li>• 1-1, group sessions with MHST</li> <li>• Counselling- by 'Be You'</li> <li>• Referrals to CYPS/Healthy Young Mind's.</li> <li>• Emotional Literacy 1-1 sessions with ELSA support staff.</li> <li>• Pastoral/Family Support Officer.</li> <li>• Outside agency consultations e.g. Education Psychologist.</li> <li>• Referrals to MHST, CAHMs, MIND, Early Help Team.</li> </ul>