

Wellbeing and Mental Health Policy 2024/2025

School Mission Statement

Together,

We live and learn with God the Father, through Jesus Christ, guided by the Holy Spirit.



The vision of St. David's Primary School is to enable all children to achieve their full potential following in the footsteps of Jesus. In this we aim to create a nurturing, inclusive and loving school community where Christ is at the centre and the children are at the heart, inspiring and guiding all that we do.

Through a commitment to excellent teaching and learning we aim to empower our children to be confident, healthy and responsible individuals, equipped for life with God at their side.

School Values

Love one another as God has loved you.

Praise and give thanks to God.

Pray together every day.

Respect and celebrate the richness of our different cultures as we work and walk together

Be proud of yourself and your achievements.

Challenge yourself...be resilient, resourceful and persevere!

Be curious and caring about God's wonderful world.

Care for and respect yourself and others.

Help to create a safe and healthy environment where everyone feels valued

Make the right choices based on the Gospel values of love and forgiveness

Recognise your roles as global citizens with our school, parish and wider community.

Be the best you can be!

Equality Statement

The Second Vatican Council clearly re-affirms what has always been fundamental to Catholic beliefs and teachings, namely that there is and should always be equality between all human beings.

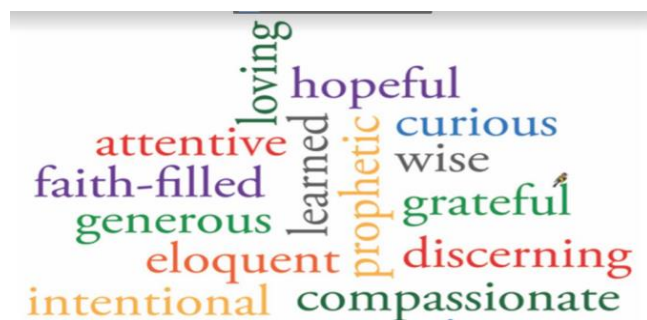
“All human beings are endowed with a rational soul and are created in God’s image: they have the same nature and origin and being redeemed by Christ, they enjoy the same divine call and destiny.....forms of social or cultural discrimination in basic personal human rights on grounds of sex, race, colour, social conditions, language or religion must be curbed and eradicated as incompatible with God’s design.”

(Gaudium et Spes. 29)

At St David’s we are in complete agreement with the fundamental belief and teachings of the Catholic Church as stated above. For this reason, we are all concerned with promoting equal opportunities for all those who belong to our school family –children and staff



The Purpose of a Catholic School:



Wellbeing:

'The state of being comfortable, healthy or happy...in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.'

Introduction

At our school, we aim to promote positive wellbeing and mental health for every member of our staff and pupils. We pursue this aim using whole school approaches and specialised, targeted approaches aimed at vulnerable pupils. By developing and implementing practical, relevant and effective wellbeing policies and procedures we aim to promote a safe and stable environment for all staff and pupils.

This document describes the school's approach to promoting positive wellbeing and mental health. This policy is intended as guidance for all staff including non teaching staff and governors.

The Policy Aims to:

- Promote positive wellbeing in all staff and pupils
- Provide support to vulnerable pupils and their peers and parents or carers
- Increase understanding and awareness of common mental health issues.
- Enable staff to identify and respond to early warning signs of mental ill health in students.
- Enable staff to understand how and when to access support when working with young people with mental health issues.
- Provide the right support to students with mental health issues, and know where to signpost them and their parents/carers for specific support.
- Develop resilience amongst students and raise awareness of resilience building techniques.

As recommended by the Local Authority, the school promotes the 5 Ways to Wellbeing:

- *Connect* –community links, school council, PTA, Newsletters, social media, family engagement, pupil voice groups
- *Take Notice* -Physical environment of the school, pupil awards and recognition,
- *Be Active* -Healthy Schools Network, Physical Education, extracurricular activities
- *Keep Learning* -ALN, Inclusion, curriculum, professional learning
- *Give* -actions of the school including charity and fundraising events

The school runs a number of initiatives to promote positive wellbeing, these are outlined in Appendix A.

Lead Members of Staff

Whilst all staff have a responsibility to promote the positive wellbeing of pupils, staff with a specific, relevant remit include:

Mrs Louise Robinson - designated child protection / safeguarding officer/Spiral of Inquiry Team

Mrs Lucienne Massey -Wellbeing lead/Mental Health Lead/First Aider/Safeguarding officer/Spiral of Inquiry Team

Mrs Andrea Woodward -Health & Safety Governor/First aid lead/Spiral of Inquiry Team

Mrs Rachael Ounsworth - ALNCO

Any member of staff who is concerned about the wellbeing of a staff member or pupil should speak to the Wellbeing lead in the first instance. If there is a fear that the pupil is in danger of immediate harm then the normal child protection procedures should be followed with an immediate referral to the designated safeguarding officer. If the pupil presents a medical emergency then the normal procedures for medical emergencies should be followed, including alerting the first aid staff and contacting the emergency services if necessary. Where referrals to specialist support is appropriate, this will be led and managed by the Wellbeing lead and ALNCO.

Guidance about referring to specialist support is provided in Appendix B.

Individual Care Plans

IDPs and Care Plans are prepared for pupils causing concern or who receive a diagnosis pertaining to their health and wellbeing. This should be drawn up involving the pupil, the parents and relevant health professionals.

The Care Plan can include:

- Details of a pupil's condition
- Special requirements and precautions
- Medication and any side effects
- What to do and who to contact in an emergency
- The role the school can play

Health and wellbeing

The skills, knowledge and understanding needed by our staff and pupils to keep themselves and others physically and mentally healthy and safe are included as part of our Health & Wellbeing AoLE and RSE curriculum. The specific content of lessons will be determined by the specific needs of the cohort with an emphasis on enabling pupils to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others.

Signposting

We will ensure that staff, pupils and parents are aware of sources of support within school and in the local community. Support available within our school and local community, who it is aimed at and how to access it is outlined in Appendix C. We will display relevant sources of support in communal areas such as the school foyer, parent notice boards, website, staffroom and toilets and will regularly highlight sources of support within relevant parts of the curriculum.

Warning Signs

School staff may become aware of warning signs which indicate a staff member or 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 Wellbeing lead or Safeguarding lead. Possible warning signs include:

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating or 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
- Skipping PE or getting changed secretly
- Lateness to or absence from school
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

Targeted support for pupils

We recognise some children are at greater risk of experiencing poorer mental health. For example, those who are in care, young carers, those who have had previous access to CAMHS, those living with parents/carers with a mental illness and those living in households experiencing domestic violence.

We ensure timely and effective identification of pupils who would benefit from targeted support and ensure appropriate referral to support services by:

- Providing specific help for those children most at risk (or already showing signs) of social, emotional, and behavioural problems;
- Discussing options for tackling these problems with the child and their parents/carers.
- Providing a range of interventions that have been proven to be effective, according to the child's needs;
- Ensure pupils have access to pastoral care and support, as well as specialist services;
- Provide pupils with clear and consistent information about the opportunities available for them to discuss personal issues and emotional concerns. Any support offered should take account of education policies and protocols regarding confidentiality;
- Provide pupils with opportunities to build relationships, particularly those who may find it difficult to seek support when they need it;

Working with Parents

Parents are often very welcoming of support and information from the school about supporting their children's wellbeing. In order to support parents, we will:

- Highlight sources of information and support about common wellbeing issues on our noticeboard and website
- Ensure that all parents are aware of who to talk to, and how to go about this, if they have concerns about their own child or a friend of their child
- Make our wellbeing policy easily accessible to parents
- Share ideas about how parents can support positive health and wellbeing in their children through our regular information sharing
- Keep parents informed about the health and wellbeing topics their children are learning about and share ideas for extending this learning at home

Where it is deemed appropriate to inform parents, we need to be sensitive in our approach. Before disclosing to parents we should consider the following questions (on a case by case basis):

- *Can the meeting happen face to face?* This is preferable.
- *Where should the meeting happen?* At school, at their home or somewhere neutral?
- *Who should be present?* Consider parents, the pupil, other members of staff.
- *What are the aims of the meeting?* It can be shocking and upsetting for parents to learn of their child's issues and many may respond with anger, fear or upset during the first conversation. We should be accepting of this (within reason) and give the parent time to reflect.

We should always highlight further sources of information and give them leaflets to take away where possible as they will often find it hard to take much in whilst coming to terms with the news that you're sharing. Sharing sources of further support aimed specifically at parents can also be helpful too, e.g. parent helplines and forums. We should always provide clear means of contacting us with further questions and consider booking in a follow-up meeting or phone call right away as parents often have many questions as they process the information. Finish each meeting with agreed next steps and always keep a brief record of the meeting on the child's confidential record.

Targeted support for staff

- Provide staff mindfulness, relaxation and managing stress sessions.
- Offer resilience-based workshops for staff to help normalise the process of speaking about wellbeing.
- Conduct teacher appraisal that is encouraging and that concentrates on the 'praise' aspect.

Targets are realistic and concentrate on raising standards of pupils. .

- Encourage staff to buddy up with colleagues to support each other.
- Create a sense of belonging to the school.
- Make staff recognition and praise a part of our school's culture.

Staff Training

As a minimum, all staff will receive regular training about recognising and responding to health and wellbeing issues as part of their regular child protection training to enable them to keep pupils safe. The school Wellbeing lead attends LA and Regional Consortia training and will disseminate training to relevant staff as required.

We will host relevant information on our staff shared area for staff who wish to learn more about health and wellbeing. 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 developing situations with one or more students. Where the need to do so becomes evident, we will host twilight training sessions for all staff to promote learning or understanding about specific issues related to Wellbeing. Suggestions for individual, group or whole school CPD should be discussed with the Wellbeing lead who can also highlight sources of relevant training and support for individuals as needed.

Policy Review

This policy will be reviewed every 3 years as a minimum. Additionally, this policy will be reviewed and updated as and when appropriate.

Policy updated Sept 2024 and approved by Governing body Oct 2024

| Reviewed by... | Date |
|-----------------|----------|
| Lucienne Massey | 02 09 24 |
| | |

Appendices

Appendix A: Current initiatives to promote positive wellbeing

- Nurture groups
- Growth mindset & Meditation
- Catholic/Jesuit Pupil Profile
- RSE programme
- PSHE curriculum
- ACE friendly classrooms
- Healthy Schools
- SUSTRAINS
- ELSA
- Lego therapy
- After School Clubs

Useful Documents and websites

Wellbeing of future generations Act [Children and families | Topic | GOV.WALES](#)

UNCRC [UN Convention on the Rights of the Child - UNICEF UK](#) [Children's rights: Information for children | GOV.WALES](#) [The United Nations Convention on the rights of the child poster](#)

WG Health and Wellbeing in schools [Thinking positively: emotional health and well-being in schools and Early Years settings](#)

Newport Family Information Service [Newport Family Information Service](#)

Child Commissioner for Wales [Children's Commissioner for Wales](#)

Ace awareness Wales [What we do - ACE Hub Wales](#)

Charlie Waller Mental Health Policy [Workplace](#)

Wales Healthy Schools Network <http://www.wales.nhs.uk/sitesplus/888/page/82249/>

The Wellbeing Toolkit <https://www.nurtureuk.org/news/wellbeing-toolkit-0>