



St Cuthbert's Catholic Primary School

God made us all unique
To learn, live and grow
To show care, concern and friendship
To be the best we can
Showing Christ's love in all we do.

Mental Health and Wellbeing Policy

The national criteria states that:

"A healthy school ensures that when pupils are unhappy, anxious, disturbed or depressed there are open channels for them to seek or be offered support, without stigma and with appropriate confidentiality. A healthy school actively seeks to promote emotional health and wellbeing and helps pupils to understand their feelings".

At St Cuthbert's, we believe that every child deserves an excellent education that prepares them academically and emotionally for the challenges they will face both inside the classroom, and for the world they will enter as adults.

We therefore work towards positive mental health and wellbeing for the whole of our school community for adults as well as for children.

Introduction

Emotional health and wellbeing promotes school success and improvement by:

- Contributing positively to priorities such as enhancing teaching and learning, raising standards, promoting social inclusion and improving behaviour and attendance
- Involving pupils more fully in the operation of the school
- Helping pupils and staff feel happier, more confident and more motivated
- Helping to meet legal, ethical and curricular obligations

General Aims

Our teaching of mental health and wellbeing at St Cuthbert's aims to create:

- Happier and more motivated pupils and staff who get more out of life
- Pupils who are more engaged in the learning process
- Pupils who can concentrate and learn better
- Parents and carers more involved in school life and learning
- Pupils with high self-esteem and confidence
- Fewer disaffected pupils, disengaged from learning
- Improved behaviour and attendance
- Less bullying

Staff Confidence and Development

Through our delivery of mental health and wellbeing sessions we aim to provide for staff:

- Improved morale
- Lower absenteeism
- Positive and effective relationships with pupils

Outcomes

St Cuthbert's promotes and provides a range of services to pupils to support them with mental health and wellbeing:

- NHS Trailblazers who offer individual children counselling and support
- Pupil council surgery
- Mindfulness club
- Wellbeing week whole school activities with reference to growth mindset, resilience and mindfulness
- Pastoral staff with a mixture of teaching and non-teaching pastoral assistants and qualified first aiders
- Co-ordinated support from a range of external organisations
- Welcome days and transition events
- Hygienic toilets which ensure privacy and safety

We promote an anti-bullying culture through:

- A strong school ethos which empowers tolerance and respect, including respect for difference and diversity
- High profile of anti-bullying procedures (including e-safety) and policy through assemblies and events such as national anti-bullying week
- Designated safeguarding leads throughout school

We promote and strengthen the pupil voice through:

- A democratic process for the election of pupil council representatives
- Timetabled meeting time for members of the school council
- Involving pupils in interviews for members of staff
- Opportunities for pupil council members to lead assemblies

We promote the involvement of parents and carers in the life and learning of the school through:

- Parent questionnaires
- Regular consultation about change and development through questionnaires and special meetings
- Subject Focus evenings
- Involvement in extracurricular activities
- Regular communication and involvement over pupil progress, behaviour and pastoral issues

We facilitate a context for learning through:

- Enhancing school and classroom layout; facilities and resources for example, the 'Enchanted Forest' resource area
- Recognising the background of individual pupils and their physical, social and emotional needs

Organisation of Mental Health and Wellbeing Across School

At St Cuthbert's, Mental Health and Wellbeing starts with our very youngest children in Nursery and continues all of the way into Year 6. We achieve our positive outcomes by:

- Establishing clear rules, routines and expectations about behaviour for learning and social cohesion.
- Encouraging positive, caring and constructive relationships

We enhance pupil motivation and learning through:

- Consistent support for vulnerable children and those with SEN from trained teams of pastoral, learning support, teaching assistants and other agencies where appropriate.
- A range of challenging opportunities for gifted and talented pupils
- An exciting and varied range of extra-curricular events and trips
- A balanced curriculum with opportunities for intellectual, physical and expressive development
- Recognising a range of learning styles
- Encouraging independence in learning
- Using a range of teaching styles such as Circle Time appropriate to pupils' age, ability and level of maturity

We enhance pupil self-esteem and personal development through:

- Outstanding teaching of PSHE
- Opportunities to contribute to the wider school environment, e.g. gardening club for vulnerable learners, Eco Warriors, charity events
- Access to a range of school clubs, including sports, cookery and creative activities
- Real life experiences and projects, such as the Year 5 finance project
- An emphasis on positive behaviour management
- Opportunities for reflection and spiritual development through art, literature and the RE curriculum

St Cuthbert's also aims to enhance staff motivation, learning and professional development through:

- Curricular planning time within the school week
- Whole school training events, including Safeguarding
- Access to appropriate external training
- Involving all staff in decision making and proposed change e.g. timing of the school day, frequency of reporting to parents and so on.
- Consultation on training and support needs through regular review
- Termly staff wellbeing days
- Wellbeing weeks

Links with other areas of the curriculum

At St Cuthbert's we understand that mental health and wellbeing is a subject which must be taught repeatedly throughout school so that effective practice becomes embedded. As well as our whole school wellbeing week activities, we also find links between mental health and wellbeing and other subjects. Our PSHE programme follows a spiral curriculum where all year groups receive teaching sessions on:

- Friendships and relationships
- Emotions and empathy
- Rules and expectations

These equip children with the knowledge and vocabulary to discuss their thoughts and feelings.

The role of parents

At St Cuthbert's we are aware that parents and carers play a key role in helping children to manage their mental health and wellbeing. We wish to build a positive and supportive relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Keep parents informed about any changes in their child's mental health or wellbeing and suggest prompt strategies to support the child where needed
- Offer and arrange access to Early Help to support families with mental health and wellbeing
- Maintain a positive and dynamic relationship with parents, encouraging them to speak to a member of staff about any concerns they may have
- take seriously any issue that parents raise with teachers or governors about their child's wellbeing

The role of other members of the community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our mental health and wellbeing programme.

Confidentiality

Teachers conduct lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, or any incidences of self-harming behaviour, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the Head Teacher.

The role of the Head Teacher

It is the responsibility of the Head Teacher to ensure that both staff and parents are informed about our Mental Health and Wellbeing policy, and that the policy is implemented effectively. It is also the Head Teacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The Head Teacher liaises with external agencies regarding the school Mental Health and Wellbeing programme and ensures that all adults who work with children on these issues are aware of the school policy and that they work within this framework.

The Head Teacher monitors this policy on a regular basis and reports to governors when requested, on the effectiveness of the policy.

Equal Opportunities

At St. Cuthbert's we are committed to working towards equality of opportunity in all aspects of school life. Mental health and wellbeing sessions will be delivered in line with the school's Equal Opportunities Policy and within an atmosphere of mutual respect. Resources selected to support the programme will be free from cultural bias wherever possible and will avoid gender stereotyping. Mental Health and Wellbeing activities will be available to all pupils regardless of gender, culture or disability.

Monitoring and Evaluating the Policy

The policy will be monitored and reviewed by the Head Teacher, Deputy & RE/PSHE Coordinator.

Appendix

The policy ensures the school is meeting the following statutory requirements:

- The Education Reform Act 1988 (-the school must provide a broad and balanced curriculum to prepare pupils for the adult life.)
- The Education (Schools) Act 1992 (- provides for the inspection of schools by the Office for Standards in Education (OFSTED). The inspection must comment on the provision of health education including the sex and relationship education policy and pupil support and guidance, amongst a range of other aspects of school life.)
- The Education Act 1996
- The National Curriculum Handbook KS1 & 2 (2014)
- The Early Years Foundation Stage (2012)

The policy is informed by the following guidance documents:

- Sex and Relationship Education Guidance (DfES Update June 2019)
- Child protection and schools (2018)
- National Healthy School Status, A Guide for Schools (DoH 2019)
- Personal, Social and Health Education and Citizenship at KS 1 and 2 (QCA 2013)
- SRE and Parents (2019)