

Pupil Mental Health and Wellbeing Policy

All the activities in St Mary's School are carried out in the Christian spirit and promote the school values of Faith, Family and Future – Building a positive future for all as part of God's loving family. St Mary's is a Unicef Rights Respecting School and its Whole School Charter is based on the school values and the UN convention of the rights of the child.

St Mary's School prides itself in providing equal opportunities for all members of its family regardless of disability, religion, sexual orientation, culture, gender, ethnic origin, colour or age. All pupils have access to the curriculum, and the right to a learning environment which dispels ignorance, prejudice or stereotyping.

Statement of Commitment

At St Mary's, we are committed to ensuring that every child succeeds and has opportunities to learn and live without limits. We are dedicated to raising the achievement and attainment of all pupils, enabling them to do the best they can within a positive, supportive, secure and safe learning environment. Through a quality parent partnership, rigorous assessment and monitoring, the school will identify individual pupil's needs and recognise and build on the skills they bring to school. Through quality first teaching based on experiences and talk, we aim to meet the emotional and pastoral needs of our learners.

Intent

The ethos of support for the individual permeates throughout St Mary's, both through whole school provision and specialist care for the individual when needed. The whole school family is committed to supporting everyone within the school community. At St Mary's we are committed to promoting positive mental health and emotional wellbeing to all children, their families and 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.

This policy focuses on pupils' mental health and wellbeing. It aims to:

- ✓ Set out our school's approach to promoting positive mental health and wellbeing for all pupils across our school
- ✓ Provide guidance to staff on their role in supporting pupils' mental health and wellbeing, including how they can foster and maintain an inclusive culture in which pupils feel able to talk about and reflect on their experiences of mental health
- ✓ Support staff to identify and respond to early warning signs of mental health issues
- ✓ Inform pupils and their parents/carers about the support they can expect from our school in respect of pupils' mental health and wellbeing, and provide them with access to resources

This policy should be read alongside:

- SEND policy
- Behaviour and Relationships policy
- Anti-bullying policy
- Child protection and safeguarding policy
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Roles and Responsibilities

All staff are responsible for promoting positive mental health and wellbeing across our school and for understanding risk factors. If any members of staff are concerned about a pupil's mental health or wellbeing, they should inform the designated safeguarding lead (DSL) and the mental health lead.

The Governing Body

The Governing Body are responsible for monitoring the implementation of this policy and its impact on the wider ethos of the school.

Headteacher

The Headteacher is responsible, along with the senior leadership team for:-

- Review of this policy
- Sharing this policy with all members of the school community
- Monitoring and implementation of this policy
- Allocating mental health support to pupils via Early Help assessments
- Liaising and planning with the Mental Health Lead

Mental Health Lead

The Mental Health Leader is responsible for:-

- Writing of this policy
- Sharing this policy with all members of the school community
- Monitoring and implementation of this policy
- Providing relevant information to staff and parents
- Feedback to class staff strategies to support children
- Provision of information for Family Support meetings
- Communicate with parents/carers as required, via Dojo or pupil learning meetings
- Carry out monitoring of pupils previously involved in support

Class staff (Teachers and TAs)

Class staff are responsible for the day to day mental health and wellbeing of the pupils in their class including the following:-

- Maintaining the school's Behaviour and Relationship policy
- Using the language of the zones of regulation
- Building positive relationships with all pupils
- Regular check-ins
- Escalating safeguarding concerns
- Implementing advice and guidance from the Pastoral Team
- Clear communication with parents/carers

Implementation

See Appendix A for procedure flow chart

Teaching About Mental Health

The skills, knowledge and understanding our children need to keep themselves and others physically and mentally healthy and safe are included as part of our Jigsaw PSHE/RSE curriculum.

Pupils are taught to:

- Develop healthy coping strategies
- Challenge misconceptions around mental health
- Understand their own emotional state
- Keep themselves safe

Additionally, we will use pastoral support through our ELSA sessions to provide support for children who develop difficulties in keeping themselves healthy and safe, as well as helping children to support any of their friends who are facing challenges.

Warning Signs

Staff may become aware of warning signs which indicate a child 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 alert the Designated Safeguarding Lead.

Possible warning signs, which all staff should be aware of include:

- Changes in:
 - Mood or energy level
 - Eating or sleeping patterns
 - Attitude in lessons or academic attainment
 - Level of personal hygiene
- Social isolation
- Poor attendance or punctuality
- Expressing feelings of hopelessness, anxiety, worthlessness or feeling like a failure
- Abuse of drugs or alcohol
- Rapid weight loss or gain
- Secretive behaviour
- Covering parts of the body that they wouldn't have previously
- Refusing to participate in P.E. or being secretive when changing clothes
- Physical pain or nausea with no obvious cause
- Physical injuries that appear to be self-inflicted
- Talking or joking about self-harm or suicide

Targeted Support

We recognise some children and young people 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 children who would benefit from targeted support and ensure appropriate referral to support services by:

- Identifying children who are showing early signs of anxiety, emotional distress, or behavioural problems;
- Providing specific help for those children most at risk (or already showing signs) of social, emotional, and behavioural problems;
- Working with Children's Services, CAMHS and other agencies services to follow protocols including assessment and referral
- Discussing options for tackling these problems with the child and their parents/carers.
- Agreeing a Personal Support Plan
- Providing a range of interventions
- Provide children with clear and consistent information about the opportunities available for them to discuss personal issues and emotional concerns.
- Provide children with opportunities to build relationships, particularly those who may find it difficult to seek support when they need it;

Supporting pupils

Baseline support for all pupils

As part of our school's commitment to promoting positive mental health and wellbeing for all pupils, our school offers support to all pupils by:

- Raising awareness of mental health during assemblies, lesson time, PSHE/ RSE lessons and mental health awareness week
- Signposting all pupils to sources of online support on our school communication system
- Having open discussions about mental health
- Providing pupils with opportunities to provide feedback on elements that are impacting their mental health
- Monitoring all pupils' mental health through observations, Pupil Learning Meetings and Pupil Progress Meetings
- Appointing a senior mental health lead with a strategic oversight of our whole school approach to mental health and wellbeing
- Offering pastoral support through our ELSA (Emotional Literacy Support Assistant) provision
- Making classrooms a safe space to discuss mental health and wellbeing through interventions such as:
 - Zones of Regulation areas

- Worry monsters
- Learning circles

Supporting Parents/Carers

We recognise the family plays a key role in influencing children and young people's emotional health and wellbeing; we will work in partnership with parents and carers to promote emotional health and wellbeing by:

- Ensuring all parents/carers are aware of and have access to promoting social and emotional wellbeing and preventing mental health problems;
- Highlighting sources of information and support about common mental health issues through our communication channels (Class Dojo, Parent Pay, school website);
- Offering support to help parents or carers develop their parenting skills through our Trafford Teams Together support network;
- Ensuring parents, carers and other family members living in disadvantaged circumstances are given the support they need to participate fully in activities to promote social and emotional wellbeing.

Supporting Peers

When a child is suffering from mental health issues, it can be a difficult time for their friends who may want to support but do not know how. To keep peers safe, we will consider on a case by case basis which friends may need additional support. Support will be provided in one to one or group settings and will be guided by conversations by the child who is suffering and their parents/carers with whom we will discuss:

- What it is helpful for friends to know and what they should not be told
- How friends can best support
- Things friends should avoid doing / saying which may inadvertently cause upset
- Warning signs that their friend needs help.

Additionally, we will want to highlight with peers:

- Where and how to access support for themselves
- Safe sources of further information about their friend's condition
- Healthy ways of coping with the difficult emotions they may be feeling

Supporting Staff

All staff will be offered training so they:

- Have a good understanding of what pupils' mental health needs are
- Know how to recognise warning signs of mental ill health
- Know a clear process to follow if they identify a pupil in need of help

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.

We recognise that supporting a pupil experiencing poor mental health can affect that staff member's own mental health and wellbeing. To help with this we will:

- Treat mental health concerns seriously
- Offer staff support through our open door policy and offer an Occupational Health referral where appropriate
- Support staff experiencing poor mental health themselves
- Create a pleasant and supportive work environment

Assessing what further support is needed

If a pupil is identified as having a mental health need, the Headteacher and Mental Health Lead will take a graduated and case-by-case approach to assessing the support our school can provide, further to the baseline support detailed above.

Our school will offer support in cycles of:

- Assessing what the pupil's mental health needs are
- Developing a plan to provide support

- Taking the actions set out in the plan
- Reviewing the effectiveness of the support offered

Internal mental health interventions

Where appropriate, a pupil will be offered support that is tailored to their needs as part of the graduated approach detailed above. The support offered at our school includes:

- ELSA sessions
- Brain Breaks
- Check-ins
- Adapted timetables

Personal Support Plans (PSPs)

A pupil will be offered a Personal Support Plan if additional support beyond the baseline support is needed. PSPs are written in collaboration with the pupil, their parent/carer, and any other relevant professionals.

Making external referrals

If a pupil’s needs cannot be met by the internal offer our school provides, our school will make, or encourage parents/carers to make, a referral for external support.

A pupil could be referred to:

- Their GP or a paediatrician
- CAMHS
- Mental health charities (e.g. Samaritans, Mind, Young Minds, Kooth)
- Trafford Teams Together

Signposting

We will ensure that staff, children and parents/carers are aware of the support and services available to them, and how they can access these services. Through our communication channels (Class Dojo, Parent Pay, school website), we will share and display relevant information about local and national support services and events.

This policy was adopted by: St Mary’s C.E. Primary School, Davyhulme	Date: November 2025
Reviewed: November 2027	Signed:. C. Looker Approved at FGB November 23

Appendix A

Procedure to follow in a case of acute mental health crisis

