

Bishop Chadwick Catholic Education Trust

St. Gregory's Catholic Primary School

Pupil Mental Health and Wellbeing Policy

Approved by:	Headteacher & LGC	Date: 19 th February 2024
Last reviewed on:	Spring 2024	
Next review due by:	Spring 2025	
Review frequency:	Annually	

‘Mental health is a state of well-being 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’. (World Health Organization)

Statistics

- One in six children aged five to 16 were identified as having a probable mental health problem in July 2021, a huge increase from one in nine in 2017. That’s five children in every classroom (i).
- The number of A&E attendances by young people aged 18 or under with a recorded diagnosis of a psychiatric condition more than tripled between 2010 and 2018-19 (ii).
- 83% of young people with mental health needs agreed that the coronavirus pandemic had made their mental health worse (iii).
- In 2018-19, 24% of 17-year-olds reported having self-harmed in the previous year, and seven per cent reported having self-harmed with suicidal intent at some point in their lives. 16% reported high levels of psychological distress (iv).
- Suicide was the leading cause of death for males and females aged between five to 34 in 2019 (v).
- Nearly half of 17-19 year-olds with a diagnosable mental health disorder has self-harmed or attempted suicide at some point, rising to 52.7% for young women (vi).

[Mental Health Statistics UK | Young People | YoungMinds](#)

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1. Rationale

At St. Gregory's, we are committed to supporting the mental health and wellbeing of pupils, parents, carers, staff and other stakeholders.

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

It should be read alongside:

- SEND policy
- Behaviour policy
- Anti-bullying policy
- Child protection and safeguarding policy
- Attendance policy

2. 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) or a deputy designated safeguarding lead in their absence.

Certain members of staff have extra duties to lead on mental health and wellbeing in school. These members of staff include:

Headteacher: Emma Shaughnessy

Designated safeguarding lead (DSL) Emma Shaughnessy

Senior Mental Health Lead: Emma Shaughnessy

Special educational needs co-ordinator (SENCO) Samantha Blackwood

Mental health lead: Samantha Blackwood

Mental Health First Aiders: Emma Shaughnessy and Samantha Blackwood

3. See Appendix 1 recommended procedure/flowchart to follow in the case of acute mental health crisis.

4. Warning signs

All staff will be observant for signs that a pupil's mental health is deteriorating. Some warning signs include, but are not exclusive to:

- 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

5. Managing disclosures

If a pupil makes a disclosure about themselves or a peer to a member of staff, staff should remain calm, non-judgemental and reassuring.

Staff will focus on the pupil's emotional and physical safety, rather than trying to find out why they are feeling that way or offering advice.

Staff will always follow our school's safeguarding policy and pass on all concerns to the DSL. All disclosures are recorded and stored in the pupil's confidential child protection file on CPOMS.

6. Confidentiality

Staff will explain the limits of confidentiality and share all information with the DSL in line with the school's safeguarding policy.

7. Supporting pupils

As part of our school's commitment to promoting positive mental health and wellbeing for all pupils, our school offers a tiered system of mental health support. This includes our universal offer, targeted support and specialist support. See Mental Health Provision Map in appendix 2.

8. Supporting and collaborating with parents/carers

We will work with parents/carers to support pupils' mental health by:

- Engaging in an open discussion with parents/carers around any mental health needs the pupil may be experiencing at home or at school, to ensure provision of holistic support.
- Providing guidance to parents/carers on navigating and accessing relevant local mental health services or other sources of support.
- Keeping parents/carers informed about the mental health topics their child is learning about in PSHE, and share ideas for extending and exploring this learning at home.
- Hold regular parent drop in meetings with our Healthy Minds Team Lead
- Referring children to appropriate service: Healthy Minds Team, South Tyenside Emotional Resilience Team including bereavement and counselling support.

When informing parents/carers about any mental health concerns we have about their child, we will endeavour to do this face-to-face.

A record of what was discussed, and action plans agreed upon in the meeting will be recorded and added to the pupil's confidential record on CPOMS.

If appropriate, an individual plan will be created in collaboration with parents/carers

9. Supporting peers

Pupils may be distressed and/or be at risk of developing unhealthy coping mechanisms from each other.

We will offer support to all pupils impacted by mental health directly and indirectly. We will review the support offered on a case-by-case basis. Please refer to the flowchart in appendix 1 for each pupil.

10. Signposting

Sources of support are displayed around our school and linked to on our school website, so pupils and parents/carers are aware of how they can get help.

The Designated Senior Mental Health Lead will be available to provide further information to pupils and parents/carers if they want to learn more about what support is available.

We celebrate Children's Mental Health Week where we use a range of resources, including those from the NSPCC and the Healthy Minds Team to promote good mental health. Pupils are signposted to websites, phone numbers or other contacts of where they can get help if ever needed.

We have an Emotional Literacy school who can deliver bespoke

Support Assistant key worker in 1:1 and small group intervention

to support children with their well being and emotional development. Children can access this with parental consent.

11. Whole school approach to promoting mental health awareness

11.1 Mental health is taught in PSHE

At St Gregory's School we follow a scheme of work, 'Life to the Full' which has been approved by the Diocese of Hexham and Newcastle. Life to the Full covers the Relationship and Health Education (RHE) for Catholic Schools and fulfils new statutory curriculum. The programme is taught with a spiral approach to learning in which pupils will revisit the same topics at an age-appropriate stage through their school life, the programme includes teaching about physical and emotional well-being and strong emotions.

PHSE is included in the weekly timetable of each class. Areas of the PHSE National curriculum not covered by 'Life to the Full' have been identified and will be taught by the Year Group teacher either within another subject such as maths, science or RE. as a discrete PHSE lesson.

We follow the PSHE Association Guidance teaching mental health and emotional wellbeing and promote the 5 ways to wellbeing across the curriculum.

Pupils are taught to:

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

For more information, see our PSHE curriculum

11.2 Creating a positive atmosphere around mental health

Staff will create an open culture around mental health by:

- Discussing mental health with pupils in order to break down stigma
- Encouraging pupils to disclose when their mental health is deteriorating

12. Training

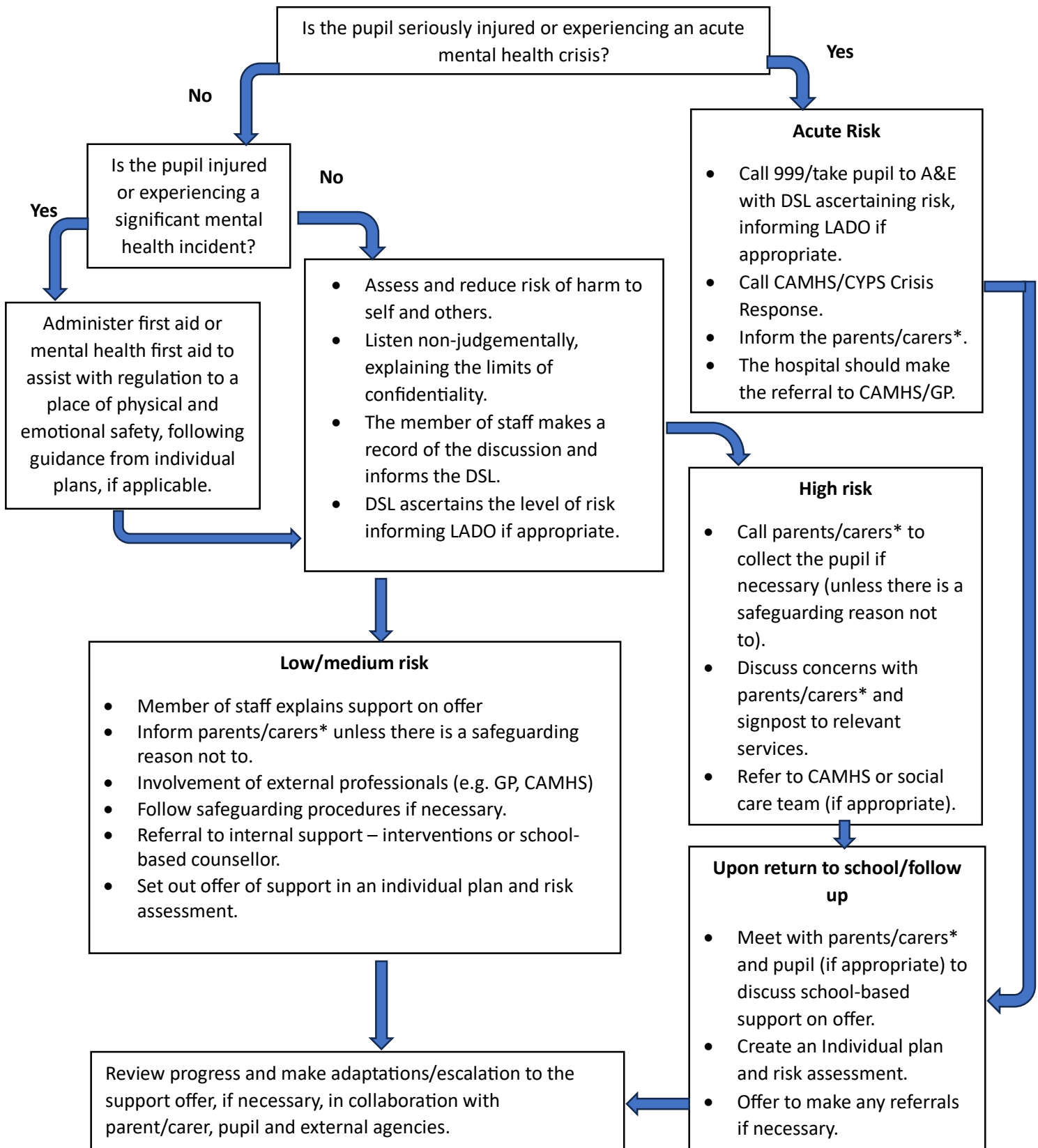
All staff will be offered training so they:

- 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
- Access any training offered by Bishop Chadwick Education Trust or South Tyneside SEND Team

13. Monitoring arrangements

This policy will be reviewed by Emma Shaughnessy (Headteacher) on an annual basis. At every review, the policy will be approved by the Local Governing Committee.

**Appendix 1 - Recommended procedure to follow in a case of acute mental health crisis (as appropriate with an understanding of the needs of the young person).
Read alongside safeguarding and other previously mentioned policies.**



*If child LAC contact social worker

Appendix 2

Insert MH provision map

BCCET Mental Health Provision Map

Social, Emotional and Mental Health Needs		
Universal Offer	Targeted Support	Specialist Provision
<ul style="list-style-type: none"> ▶ Nurturing classroom approaches offering pupil opportunities to take on responsibilities e.g. form reps, school council members ▶ The wider school curriculum promotes positive examples of diversity ▶ Planned opportunities to learn and practice social and emotional skills during structured activities ▶ Restorative practices approaches ▶ Use of different teaching styles ▶ Consideration of pupils learning style, including active engagement opportunities ▶ Awareness that pupil may need more time to complete tasks and may need adapted to access tasks e.g. chunking ▶ Differentiated questioning ▶ Flexible teaching groups ▶ Routine feedback to support pupils ▶ Transparent system of class/whole school rewards and sanction ▶ Consistency with rules and expectations ▶ Information from the pupil regarding their views using person centred approaches ▶ Environment consideration to classroom organisation, seating and group dynamics ▶ Access to 'quiet areas' in school ▶ Use of peer buddy systems, lunchtime clubs and friendship clubs ▶ Self-regulation strategies e.g. fidget toy ▶ Check ins from key staff 	<ul style="list-style-type: none"> ▶ school work with families closely to monitor and improve attendance ▶ Monitor and manage the pastoral needs of the students with SENCo/ELSA Lead. ▶ Behaviour records analysed to identify triggers and patterns ▶ Regular home-school communication and support meetings ▶ Time out, school counselling services, re-integration into school, SEMH support (Managed by ELSA TA) ▶ Interventions to support SEMH needs – Mindfulness club, homework support clubs, games group 	<ul style="list-style-type: none"> ▶ Provide programmes to support social skills development / Preparation for Adulthood ▶ Specialist behaviour support services ▶ Deployment of specialist staff – Safer Handling support ▶ Personalised timetable in negotiation with staff, parents/carer and pupil and with consultation with outside agencies/specialist services ▶ Specialist support and interventions e.g. CAHMS, CYPS, School Counselling services, Anna Freud ▶ Staff mentor programme (pupil has been assigned a trusted adult to offer support during vulnerable times) ▶ Behaviour/Pastoral support plans where appropriate (monitored by Head Teacher/ Deputy Headteacher) ▶ Time limited referral to alternative provision ▶ Consideration to Early Help referral ▶ Risk Assessment if appropriate ▶ Daily teaching of social skills ▶ Healthy Minds referral and support ▶ Lifecycles referral ▶ South Tyneside's Emotional Resilience Team

