

St Mary's Catholic Primary School

Social, Emotional and Mental Health and Wellbeing Policy

Policy Statement

At St Mary's Primary School, we aim to promote positive social, emotional and mental health and wellbeing for every member of our staff and student body. We pursue this aim using whole school approaches and specialised, targeted approaches aimed at vulnerable students. In addition to promoting positive mental health and wellbeing, we aim to recognise and respond to mental ill health and both short and long-term social and emotional difficulties; including those caused by stress, anxiety, bereavement, separation and loss. Targeted support is offered through the school's varied provision; which offers a wide range of group and 1 to 1 interventions, tailored to the identified needs of the children within the current cohort that encompasses different methods including the practice of mindfulness and our school therapy dog, Charlie.

Scope of the Policy

This document describes our whole-school and targeted approaches to promoting positive mental health and wellbeing. This policy is intended as guidance for all staff including non-teaching staff and governors.

Aims of the Policy

- To promote positive social, emotional and mental health in all staff and students
- To articulate a whole-school approach to promoting positive social, emotional and mental health and wellbeing
- To set out the school's procedure for offering targeted support for social, emotional and mental health difficulties, including :
 - How we identify children requiring targeted support
 - What targeted support is available
 - How we communicate internally and with parents
 - How to escalate a concern requiring more specialist intervention

Lead Members of Staff:

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| • Designated Safeguarding Lead | Mrs Janet McKinlay |
| • Deputy Designated Safeguarding Lead | Miss Clare Cooke |
| • Staff and Student Wellbeing Champions | Miss Tarranie Woolley,
Mrs Leanne Quilliam |

Whole-School Approach

Curriculum

Our bespoke integrated curriculum is structured around the school's Christian ethos and Gospel Values. **Through this curriculum and our TenTen programme**, children are actively taught:

- to become responsible and valuable members of society
- to develop their social, communication and interaction skills
- to build positive relationships
- to recognise relationships that are potentially damaging
- to use expressive arts to promote their own wellbeing
- to think creatively to solve problems
- to be resilient, resourceful and determined
- to develop independence
- to understand their own emotions and emotional triggers
- how their actions affect others emotionally
- strategies for enhancing their own wellbeing
- to keep themselves safe both physically and emotionally
- to recognise dangers and risks and to make informed decisions to keep themselves safe
- about the link between physical and emotional health
- to be active
- to eat a healthy, balanced diet
- to recognise their own value and believe in themselves

All these areas of learning work together to help the children develop into individuals who realise their own potential, can cope with the normal stresses of life, can work productively and fruitfully, and are able to make a contribution to their community. **Many of these are also spotlighted in Weekly Planning through our 'Statements to Live By', which are also displayed on the whiteboards as our SMSC for the week.**

Wellbeing Moments

Providing 'Weekly Wellbeing Moments' is common practice by all teachers. The aims of these 'moments' are to make everyone smile; to build positive relationships within the class; to build children's feelings of positivity about school; to raise the profile of wellbeing and to encourage the children to be active in their approach to their own emotional health and wellbeing.

Rewards Systems

St Mary's has a whole school reward system of house points. There are four different house teams- **Mark (red), John (green), Matthew (blue) and Luke (yellow).** House points are awarded and then physically represented using plastic tokens and are collected and displayed visually at the front of the school. Each term, the winning house is announced at a special praise assembly. The winning

house at the end of each term gets a treat such as a visit to the ice cream parlour that we set up in school.

We have a weekly Praise assembly on Friday afternoons, where class teachers choose a child to be celebrated for their weekly achievements and also a whole Key Stage has their work celebrated.

At St Mary's, we believe positive relationships and mutual respect are critical to behaviour management. Staff work thoughtfully and consistently with rewards to encourage intrinsic motivation and teamwork, not simply individualistic and extrinsic- that is pupils doing the right thing because that is the expectation in their class and around school and they want to work hard and do well, rather than doing it to 'earn' or 'get' something. However, within this ethos, the following rewards may be used:

- Verbal praise.
- Share desired behaviour with teacher/ headteacher.
- Positive comments to parents- postcard home.
- Praise assembly.
- House points are awarded- can be given by any member of staff for a pupil who is doing well inside or outside of the classroom.
- Golden tickets awarded for a whole class and their behaviour moving around school and at break times etc. **These are displayed outside of each classroom.**
- Each class may also agree a class reward system- e.g. a bead jar, class Dojo, raffle tickets etc that are age and class appropriate

Voice of the Child

Our school council act as the voice of their class; having been voted into the role by their peers, they are able to bring and suggestions / concerns to their weekly meetings for discussion. The school council also act as student Wellbeing Champions; planning events or initiatives to promote wellbeing across the school; for example, the development of the playground environment and use of coaches at lunchtime to help support children in their play.

The children also complete our annual Pupil Survey through which we can identify and common threads of concern amongst the children and address and issues. Targeted support is also offered for any children with more individual concerns / difficulties.

Targeted Approach

How we identify children who would benefit from support

- Class teachers and Teaching assistants can request support for any child by speaking to **Miss Woolley or Mrs Quilliam**. These requests will then be considered and time built in as appropriate with an individual, bespoke plan devised for the child and their needs.
- Parents are encouraged to share concerns with their child's class teacher, either within an informal chat or a more formal meeting can be arranged if desired.
- Children can approach the Well Being Champions to request support for themselves also.

What targeted support is available?

Various levels of support are available through a range of means. Children can take part in a number of sessions, either within a small group or individually. Although they are continually assessed and redesigned to meet the needs of the pupils, current activities include:

- Variety of Mindfulness activities (e.g. colouring, meditation etc.)
- Accessing nurture room and sensory resources
- Lego and construction Therapy
- Time with Charlie (our therapy dog)
- A variety of clubs including: Chicken Club, Gardening Club, Choir (music therapy)
- Worry Monster time
- Play therapy
- Music therapy
- Access to adults with ELSA/ Mental Health and Wellbeing training
- Equipping the children with skills they can use to recognise when they may require extra help e.g. through RSHE programmes and metacognition
- Library Club
- Chapel
- Reading Shed
- Access to outdoor gym equipment at break and lunchtimes

How we communicate internally and with parents

During weekly staff briefing and SLT meetings, safeguarding, behaviour wellbeing and pastoral issues form the first item of every agenda. Staff are requested to share any appropriate information relating to the safeguarding, behaviour or welfare of students with the teaching team to ensure we can provide a consistent approach and to highlight areas of concern, such as friendship group issues, changes to personal circumstances, etc. which may affect the child's emotional health and wellbeing. The minutes from these meetings are made saved on Staff Share and can be access by any member of staff at any time, including teaching assistants as they are often well-placed to offer additional nurture / support on an informal basis.

Parents are informed by the school of their child joining any nurture intervention and activity as this is seen as part of the school's intervention programme; comparable with a child joining a reading or spelling booster group. The aims and outcomes of the support will be discussed as part of routine parent consultations and if there are significant emotional or mental health concerns about the child, these are discussed with the parents by the class teacher as soon as possible. If any parent has questions or concerns about provision, they are encouraged to speak to the class teacher in the first instance.

How to escalate a concern requiring more specialist intervention

Where a teacher feels that the intervention offered through school is not sufficiently meeting the needs of the child, they will discuss this with the SENCO ([Denis Orr-McGuinness](#)). The SENCO will be able to provide more specialist knowledge/ advice related to a range of emotional and mental

health concerns and will facilitate referral to an external agency where appropriate: for example, CAMHS, Visyon, CARITAS and the Emotionally Healthy School Links Team.

Policy Date: February 2019

Review Date: February 2022

Review Date: December 2023