

**THE HOLY FAMILY
CATHOLIC PRIMARY SCHOOL**

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Positive Mental Health Policy



OFSTED July 2019

'Pupils feel safe in school and believe that the adults take good care of them.'

'The quality of teaching, learning and assessment in the school is strong.'



Catholic Schools Inspection February 2023

'The visitor is left in no doubt that this is a loving Catholic school that prides itself on a genuine, warm welcome.'

'Staff provide the highest level of pastoral care; there is a deep commitment to the most vulnerable.'

'Prayer is central to life in Holy Family.'

At The Holy Family School we are committed to Safeguarding Children

Positive Mental Health Policy

Policy Statement

“Mental health is a state of wellbeing 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)

At The Holy Family Catholic Primary School, we envision a nurturing environment where pupils feel valued, supported and empowered to thrive. Grounded in our mission, ‘As a Family we Live, Love and Learn and Celebrate with Jesus’, our mental health policy aims to foster emotional well-being through compassionate relationships and a strong sense of community. We are committed to cultivating a culture of trust, honesty, sharing, acceptance and family, ensuring that each child’s mental health is prioritised and integrated into our holistic educational approach.

In partnership with families and the wider community, we strive to equip our pupils with the skills and resilience necessary to navigate life’s challenges, encouraging them to embrace their uniqueness and develop a strong sense of self-worth. Together, we celebrate the journey of learning and growth, creating a safe space where every child can flourish in mind, body and spirit. This is reflected by having achieved the Quality Wellbeing Mark in 2022, where a strategic and forensic look into the wellbeing of the whole school community took place.

To promote positive mental health within our school community, we use both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable students. In addition to promoting positive mental health, we aim to recognise and respond to mental ill health. It is important to recognise that in an average classroom, three children will be suffering from a diagnosable mental health issue. By developing and implementing practical, relevant and effective mental health policies and procedures, we can promote a safe and stable environment for students affected both directly and indirectly by mental ill health.

Scope

This document describes the school’s approach to promoting positive mental health and wellbeing. This policy is intended as guidance for all staff, including non-teaching staff and governors. This policy should be read in conjunction with the SEND policy where a pupil has an identified special educational need.

Aims

- Promote positive mental health amongst staff and pupils
- Prevent stigma relating to mental health amongst staff and pupils
- Increase understanding and awareness of common mental health issues
- Aim to recognise and respond to mental ill health
- Continuously promote a growth mindset in our school
- Enable children feel confident, resilient and empathic

- Encourage children to express and recognise a range of emotions appropriately
- Provide support to staff working with young people with mental health issues
- Our school aims to combat any stereotypes surrounding mental health and wellbeing

Lead Members of Staff

Whilst all staff have a responsibility to promote the mental health of students, staff with a specific, relevant remit include:

Katie Linnane	Headteacher and Designated Senior Lead for Child Protection (DSL)
Lisa Clifford	Assistant Headteacher and Deputy Senior Lead for Child Protection (DDSL)
Angela Micklethwaite	Assistant Headteacher (Inclusion), Deputy Senior Lead for Child Protection and Mental Health Lead
Rebecca Parmley	Mental Health and Wellbeing

Promoting positive mental health

At The Holy Family Catholic Primary, we will use a range of strategies to promote positive mental health and wellbeing:

- All classes to use age appropriate Mental health check in points daily
- Growth mindset to be taught continuously throughout all learning
- The whole school will participate in World Mental Health Day/Week and Youth Mental Health Awareness Day
- KS2 children will learn about the ‘stress-container’ and how this affects their daily lives
- All children will be aware of the different emotions you can feel and how to recognise these
- Each class to have a worry box/worry jar
- Special person scheme
- All staff aware of who to approach regarding any concerns
- Resources accessible to all staff for Mental Health/wellbeing sessions
- Members of staff to report in weekly staff meetings any concerns around children’s wellbeing
- Whole school transition document- ‘All about me’ - capturing both pupil and family voice completed in July to support the transition process and highlight any new challenges/worries

Teaching about Mental Health

The skills, knowledge and understanding needed by our pupils to keep themselves and others physically and mentally healthy and safe are included as part of our RSHE curriculum offer. Our curriculum deals with the diverse beliefs, values and attitudes that individuals and societies hold. They help pupils to develop themselves, their understanding of the world, and their ability to communicate their feelings. RSHE helps children to acquire British values and attitudes which are

necessary if they are to make sense of their experiences within school and life itself, value themselves, respect others, appreciate differences and diversity and feel confident and informed as a British citizen. Our RSHE vision is for every child to feel enabled to reflect on and clarify their own values, attitudes and feelings by having the opportunity to explore a range of values and attitudes they encounter in their lives and in their future lives.

At Holy Family, we know the importance of young children developing Emotional Literacy because children need to have a recognition of their emotions in order to know how to behave, mature and ultimately be happy. Emotional Literacy is so important in promoting happiness and self satisfaction.

Whilst promoting Catholic virtues, we will ensure that pupils and young people are offered a broad and balanced RSE programme which provides them with clear factual, scientific information about their bodies when relevant and aims to create well-rounded and adjusted pupils who are resilient and able to live well in relationship with others.

Warning Signs

School staff may become aware of warning signs which indicate a student 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 Angela Micklethwaite, our Mental Health and Emotional Wellbeing 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

How we recognise our children at risk:

Any member of staff who is concerned about the mental health or wellbeing of a student should complete a school nurture referral form. This outlines the reasons for the concerns, any background information, parental concerns and feedback, the impact on behaviour and the urgency of intervention. When this is completed, the mental health lead, Angela Micklethwaite, must then be made aware.

If there is a fear that the student is in danger of immediate harm then the usual child protection procedures should be followed with an immediate referral to the designated child protection officer,

the head teacher, or the designated governor. If the student 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.

Once a concern has been raised, the assessment tool will be implemented which is based on levels of need to ensure that every child receives appropriate support. If necessary, external agencies will be consulted and referral submitted. As part of the nurture referral process, children are asked to complete a questionnaire pre and post intervention to support the APDR (assess, plan, do, review) process.

Child Centered Plans (CCPs)

Where a significant specific mental health or wellbeing need has been identified, in line with the school Special Educational Needs (SEN) Policy, it is helpful to produce an individual plan for pupils causing concern or who receive a diagnosis pertaining to their mental health. This should be drawn up involving the pupil, the parents, and relevant health professionals and be reviewed at least termly.

This can include:

- Details of a pupil’s condition and needs
- Special requirements and precautions
- Medication and any side effects
- What to do and who to contact in an emergency
- Reasonable adjustments- what must and may be in place to support the pupil during the school day.



Levels of Need

Need:	Evidence-based Intervention and Support:	Monitoring:
<p><u>High need intervention</u></p> <p>High level:</p> <p>In most cases dealt with by external support services and support managed and overseen by AHT (Inclusion) and Mental Health Lead.</p>	<p>Examples include:</p> <ul style="list-style-type: none"> ● CAHMS referral and support ● Individual safety plan ● Consultation between school staff and agencies offering specific support dependent on needs of child/family. ● If the school, professionals and/or parents conclude that a statutory education, health and care plan 	<p>All children requiring targeted individualised support, will have a Child Centered Plan set up in collaborating with staff, pupil and family.</p> <p>Children and parents/carers will be involved in the care plan. The plan and interventions are monitored and evaluated to assess the impact. This will be overseen by SENDCO or Mental Health Lead.</p>

	<p>(EHCP) is required, the SEND policy will be referred to</p> <ul style="list-style-type: none"> ● Adapted timetable ● Behaviour support service/outreach services ● Single Point of Access (SPA) ● 1:1 in school support 	
<p><u>Medium need intervention</u></p> <p>Medium Level:</p> <ul style="list-style-type: none"> ● In some cases managed by the class teacher ● Intervention/referrals overseen by AHT (Inclusion) ● Supported by school Wellbeing practitioner and ELSA 	<ul style="list-style-type: none"> ● Assessment as to most appropriate school based intervention ● Referral to Family Support Worker ● School nurse ● 1:1 ELSA to manage feelings, anxiety, confidence and mindfulness (6-12 weeks) ● 1:1 Drawing and Talking ● Small intervention group such as group Lego Therapy ● Small intervention group ● Targeted lunch time support/clubs ● Families First Assessment ● Young carers support ● DSPL 5 Triage support ● Rainbows Programme 	<p>Use the nurture referral form and assessment tool to identify child's needs and to decide on the most appropriate school based intervention. Use APDR. An impact document will be completed as part of the graduated approach.</p>
<p><u>Low need interventions</u></p> <ul style="list-style-type: none"> ● General support from class teacher or TA 	<p>Examples:</p> <ul style="list-style-type: none"> ● Check in, check up, check out process are) ● Dealing with students who may be emotional, 	<p>Teachers to make notes about how they are supporting the child in class and to use CPOMS as a record.</p> <p>Record any meetings with parents/carers on CPOMS</p>

	<p>angry, tearful, or fearful</p> <ul style="list-style-type: none"> • Target these students for clubs, community projects, and confidence building activities • Empathy when a student may not be behaving as they may usually 	
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The Holy Family Catholic Primary School Offer (delivered in-house by trained professionals)

Intervention or support group:	Aim of the group:
<p>Rainbows</p> 	<p>A grief and loss programme. This recognises the impact of separation, divorce, death or any life changing event. The programme is delivered by trained staff. Most effectively delivered to a small group.</p>
<p>Rainbows Health and Wellbeing Programme</p> 	<p>Through attending this programme, children will have the opportunity to share their worries and anxieties in a safe and non-judgemental way. It will help them to recognise that we all have feelings and emotions that might make us feel sad and worried and it will give them the chance to develop strategies to help them cope in different situations. The children will begin to understand that it is ok to have ups and downs and they can learn how to use these emotions to develop greater resilience. The children will participate in six sessions which will explore their feelings and worries through stories and engaging activities. The sessions give them the opportunity to know that they will be supported by people who care for them.</p>
<p>ELSA (Emotional Literacy Support Assistant)</p>	<p>Elsa Support is a program that provides Emotional Literacy Support Assistants (ELSAs) to help children and young people with a range of emotional and social difficulties. ELSAs are trained learning support assistants who work with children and young people to</p>



help them develop emotional literacy, social skills, and positive mental health. ELSAs work closely with teachers to set objectives for each child, and then work with the child individually or in small groups to achieve those objectives.

Drawing and Talking



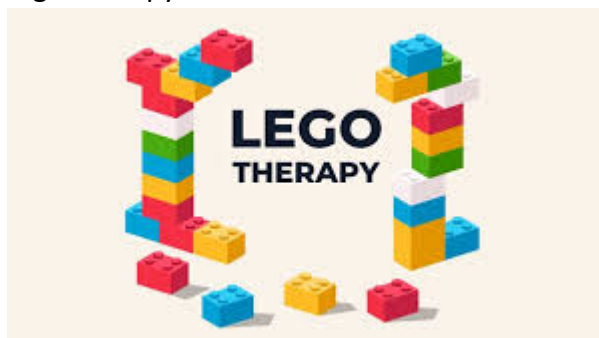
Drawing and Talking is a therapeutic intervention for children, young people and adults. It is designed as a short-term, time limited, pro-active intervention intended to complement, rather than replace, the work of specialist mental health services. Through a 12-week cycle of 30-minute one-to-one sessions, this non-intrusive tool allows children, young people and adults to process emotional pain resulting from trauma. The child or adult utilises drawing as a way to help them express their feelings differently from ordinary verbal language.

Zones of Regulation






A programme that promotes the recognition and labelling of emotions, triggers of said emotions and identification of tools to regulate emotions. Can be delivered on a 1:1 basis or in a small group.

LEGO Therapy



LEGO Therapy is a social development programme designed to aid, teach and promote social communication and social competence in a range of children. The programme is highly structured, systematic and predictable in nature. The programme supports the following skills:

- active listening
- frustration tolerance
- verbal communication
- non-verbal communication
- fine and gross motor skills
- problem solving
- peer interaction
- fine and gross motor skills

	<ul style="list-style-type: none"> ● expressive language ● receptive language ● turn-taking ● attention and focus ● confidence ● self-esteem ● conflict resolution
<p>Protective behaviours</p> 	<p>A scheme to develop the ethos that everyone has the right to feel safe in their community. Protective behaviours provides the tools to help individuals to feel safe through seven protective strategies.</p>
<p>Butterfly group</p> 	<p>A nurture group designed to increase the access to learning for children who may be identified as having difficult behaviour, and/or traumatic early experiences or who need a small group to develop basic skills of communication, basic life skills or build self-esteem.</p>
<p>Special person scheme</p> 	<p>Every child identifies at least one adult in school as their “special adult.” Pupils can request to speak to those adults and often approach them at break times. If a child shares worries, their special adult is alerted to make contact with the child.</p>

Signposting

We will ensure that staff, students and parents are aware of sources of support within school and in the local community. What support is available within our school and local community, who it is aimed at and how to access it is outlined on our school website and flyers/information if regularly emailed to parents/carers.

Managing disclosures

A student may choose to disclose concerns about themselves or a friend to any member of staff, so all staff need to know how to respond appropriately to a disclosure. If a student chooses to disclose concerns about their own mental health or that of a friend to a member of staff, the member of staff's response should always be calm, supportive, and non-judgemental.

Staff should listen rather than advise and our first thoughts should be of the student's emotional and physical safety rather than of exploring 'Why?'.

All disclosures should be recorded in writing and held on the student's confidential file on CPOMS. This written record should include:

- Date
- The name of the member of staff to whom the disclosure was made
- Main points from the conversation
- Agreed next steps

This information should be shared with the mental health lead, Angela Micklethwaite who will store the record appropriately and offer support and advice about next steps.

Confidentiality

We should be honest about the issue of confidentiality. If it is necessary for us to pass our concerns about a pupil on, then we should discuss with the student:

- Who we are going to talk to
- What we are going to tell them
- Why we need to tell them

Please see '*The Holy Family Catholic Primary School Safeguarding Policy*' for further information regarding confidentiality.

Working with All Parents

In order to support parents, we will:

- Highlight sources of information and support about common mental health issues on our school 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 mental health policy easily accessible to parents
- Share ideas about how parents can support positive mental health in their children through our regular information evenings
- Keep parents informed about the mental health topics their children are learning about in PSHE and share ideas for extending and exploring this learning at home

Supporting Peers

When a student is suffering from mental health issues, it can be a difficult time for their friends. Friends often want to support but do not know how. In the case of self-harm or eating disorders, it is possible that friends may learn unhealthy coping mechanisms from each other. In order to keep peers safe, we will consider on a case by case basis which friends may need additional support and how this will be best delivered.

Training

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection training to enable them to keep students safe. The MindEd learning portal (<https://www.minded.org.uk/>) provides free online training suitable for staff wishing to know more about a specific issue. 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 to developing situations with one or more students. Where the need to do so becomes evident, we will host training sessions for all staff to promote learning or understanding about specific issues related to mental health.

Suggestions for individual, group or whole school CPD should be discussed with a member of the senior leadership team 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. It is next due for review in September 2027. Additionally, this policy will be reviewed and updated as appropriate on an ad hoc basis. This policy will always be immediately updated to reflect personnel changes.

