



English Martyrs Catholic Voluntary Academy  
Mental Health and Emotional Wellbeing Policy



*"We grow and learn using the gifts we have been given, following in the footsteps of Jesus."*

Approved by:

Alison Chambers

Date: 10 / 2 / 2022

Last reviewed on:

10 / 2 / 2022

Next review due

10 / 2 / 2024

by:

### Policy Statement.

At English Martyrs CVA we are committed to supporting the emotional health and wellbeing of our children and staff. We have a supportive and caring ethos and our approach is respectful and kind, where each individual and contribution is valued. At our school we know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the view that positive mental health is everybody's business and that we all have a role to play.

At our school we:

- help children to understand their emotions and feelings better
- help children feel comfortable sharing any concerns or worries
- help children socially to form and maintain relationships.
- promote self-esteem and ensure children know that they count.
- encourage children to be confident and 'dare to be different'
- help children to develop emotional resilience and to manage setbacks.

We promote a mentally healthy environment through:

- Promoting our school and virtues and encouraging a sense of belonging.
- Promoting pupil voice and opportunities to participate in decision-making
- Celebrating academic and non-academic achievements
- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others
- Providing opportunities to reflect.

- Access to appropriate support that meets their needs

We pursue our aims through:

- Universal, whole school approaches
- Support for pupils going through recent difficulties including bereavement.
- Specialised, targeted approaches aimed at pupils with more complex or long term difficulties working closely with external agencies where appropriate.

### Links with other policies

This policy should be read in conjunction with our Medical policy and our SEND policy in cases where pupils mental health needs overlap with these. This policy should also be read in conjunction with policies for Behaviour and Anti-bullying as well as RE and RSE policies. It should also sit alongside child protection procedures.

### Lead Members of Staff

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

- Alison Chambers - Head Teacher and Lead DSL
- Sian Humphreys - Assistant head and Deputy DSL
- Catherine Scott - SENDCO and Deputy DSL
- Cara Topping - RE leader and mental health and wellbeing lead.
- Amy Reeson- Emotional Literacy Support Assistant - ELSA

### Teaching about Mental Health

The skills, knowledge and understanding needed by our students to keep themselves mentally healthy and safe are included as part of our developmental PSHE /RSE curriculum. We use resources from the route to resilience training recently completed and structure our mental health and wellbeing curriculum on the NHS 5 steps to wellbeing and happiness.

The specific content of lessons will be determined by the whole school RSE / PHSE overview and also specific needs of the cohort we are teaching but we will always ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner.

### Targeted support

The school will offer support through targeted approaches for individual pupils or groups of pupils by identifying individual children and notifying our ELSA who currently provides 2 afternoons a week for targeted work. Strategies used in the classroom and also as part of the work completed by the ELSA may include:

- Weekly RSHE Circle time and Floor book KS1 /Class books KS2

- Managing feelings resources e.g. 'worry boxes' and 'worry eaters'
- Managing emotions resources such as scaling.
- Inside sensory circuit and Trim Trail
- Primary Group Work/Mental health and wellbeing groups
- Elsa sessions where child identifies a need to meet with AR
- Therapeutic activities including art, Lego and relaxation and mindfulness techniques.
- Mental Health practitioner and school nurse

The school will make use of resources to assess and track wellbeing as appropriate including:

- Strengths and Difficulties questionnaire
- The Boxall Profile
- Emotional literacy scaling by class teachers.
- RSHE Learning walk by Lead and Governors

### Signposting

We will ensure that staff, pupils and parents are aware of what support is available within our school and how to access further support. All concerns including safeguarding, medical, attendance, mental health and wellbeing will be documented onto CPOMS.

School staff may also 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 communicate their concerns with the designated child protection and safeguarding officer.

Possible warning signs include:

- Changes in eating / sleeping habits
- Becoming socially withdrawn
- Changes in activity and mood
- Talking or joking about self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

### Working with staff

In order to support the mental health and wellbeing of staff we will:

- Staff Wellbeing group – well represented in all areas- ELSA TA/Teacher /HLTA /Governor
- Exercise after school
- Wellbeing days organised
- Ensure that work load and expectations in school are reasonable and fair.
- Listen to staff providing a supportive ethos in school.
- Involve staff in making decisions connected to their wellbeing e.g. working rotas etc.
- Signpost staff to organisations able to offer external support in this area if needed.
- Provide regular training about recognising and responding to mental health issues.
- Mental Health Training offered to all staff.
- Supervision provided for ELSA and SENDCO.

### Working with Parents

In order to support parents we will:

- Highlight sources of information and support about mental health and emotional wellbeing on our school website designated page.
- RSHE page on website
- Share and allow parents to access sources of further support e.g. through parent forums.
- Ensure that all parents are aware of who to talk to, and how to go about this, if they have concerns about their child.
- Make our emotional wellbeing and mental health policy easily accessible to parents.
- Share ideas about how parents can support positive mental health with their children.
- Discuss any concerns through the Parents Forum
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### Working with other agencies and partners

As part of our targeted provision the school will work with other agencies to support children's emotional health and wellbeing including:

- The school nurse - Occasionally
- Resilient Rutland
- New NHS Mental health Practitioner in school weekly
- Educational psychology services
- Behaviour support through specialist teacher

- Education inclusion pathway
- Paediatricians
- CAMHS (child and adolescent mental health service)
- Counselling services including Kooth
- Early Help support workers
- Therapists

### 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 in order to enable them to keep students safe.

All staff have participated either in the 2 day mental health first aiders course or alternatively the youth mental health qualification.

Currently in school we have one qualified ELSA and another identified for training in the academic year 2021 2022.