



‘Caring, learning and achieving together as part of God’s family’

## Mental Health Policy

### Intent

At Margaret Roper Catholic Primary School, our vision is to prioritize the mental health and well-being of all our pupils. We believe that a positive mental health culture lays the foundation for academic success and equips pupils with the skills they need to thrive in later life. By fostering a supportive and nurturing environment, we aim to empower our pupils to develop resilience, emotional intelligence, and a strong sense of self-worth.

### Aims

1. Promote positive mental health and emotional well-being for all pupils, staff, and parents.
2. Foster an inclusive environment that reduces stigma and increases understanding surrounding mental health.
3. Equip pupils with the knowledge and tools to manage their emotions, build resilience, and develop healthy coping strategies.
4. Enable early identification and intervention for pupils experiencing mental health difficulties.
5. Collaborate with external agencies and parents to provide effective support for pupils with mental health needs.

### Objectives

1. Embed mental health and well-being across the curriculum, ensuring it is integrated into all aspects of school life.
2. Provide high-quality training and professional development opportunities for staff to improve their understanding of mental health and well-being.
3. Implement a robust and evidence-based whole-school approach to mental health, comprising proactive and reactive strategies.
4. Involve parents and the wider community in promoting mental health awareness and providing support.
5. Regularly evaluate and review our mental health provision to ensure continuous improvement.

### Implementation

1. Whole-school approach
  - a. Curriculum integration

- Integrate mental health and well-being content across the curriculum, specifically addressing social and emotional aspects of learning. This will be taught through grounding techniques, collective worship and through Ten Ten Plus.
- Regularly review and revise the content to align with best practices.
- Promote opportunities for pupils to discuss and reflect on their emotions, including through circle time, personal development lessons, and cross-curricular activities.

#### **b. Staff training and development**

- Provide high-quality training to all staff on understanding and promoting mental health and well-being.
- Collaborate with external agencies or experts to deliver training focused on specific areas such as mindfulness, resilience, and self-esteem.
- Encourage staff to share their knowledge and experiences through regular team meetings and professional learning communities.

#### **c. Creating a supportive environment**

- Establish a whole-school ethos that promotes kindness, empathy, and respect.
- Develop effective systems for pastoral care, including designated staff members responsible for mental health and well-being. This will be through ELSA.
- Implement restorative practices to promote positive relationships and conflict resolution.

### **2. Early identification and support**

#### **a. Emotional well-being monitoring**

- Provide regular opportunities for pupils to self-assess their emotional well-being using appropriate tools. This is through the zones of regulations that are displayed and used in all classes.
- Train staff to identify emotional difficulties early through observation and individual conversations.
- Establish effective communication channels between teachers, educational psychologists, and parents to share concerns and collaborate on appropriate support.

#### **b. Targeted interventions**

- Offer targeted support groups for pupils identified as needing additional mental health support.
- Employ external agencies, such as child and adolescent mental health services (CAMHS) or educational psychologists, to provide targeted interventions when necessary.
- Collaborate with parents and external agencies to develop personalized support plans and evidence-based interventions.

## **Impact**

### **1. Pupil outcomes**

#### **a. Academic achievement**

- Improve pupil attainment by addressing emotional barriers to learning and developing resilience.
- Foster a positive learning environment where pupils feel safe and supported.

#### **b. Mental health and well-being**

- Enhance pupils' confidence, self-esteem, and emotional intelligence.
- Reduce stigma surrounding mental health issues through awareness and understanding.
- Strengthen pupils' capacity to manage their emotions, make positive choices, and develop healthy coping mechanisms.

### **2. Staff development and well-being**

#### **a. Knowledge and skills**

- Improve staff members' understanding of mental health, enabling them to provide effective support to pupils.
- Enhance staff members' own well-being by providing confidential access to mental health support services.

### **3. Whole-school community**

#### **a. Parental engagement**

- Increase parents' awareness and understanding of mental health.
- Facilitate parents' involvement in mental health initiatives through regular communication.

#### **b. Community partnerships**

- Foster partnerships with external agencies, such as CAMHS or local mental health charities, to provide additional support and resources.
- Collaborate with the wider community to raise awareness and reduce stigma surrounding mental health.

In conclusion, at Margaret Roper Catholic Primary School we prioritise mental health and well-being, embedding them into the curriculum, supporting early identification and intervention, and fostering a supportive environment. By implementing these strategies, we aim to improve pupil outcomes, enhance staff development and well-being, and promote a culture of mental health awareness within our whole-school community.

#### **Teaching and Learning**

- Ten Ten Plus is designed to deliver RSE and PSHE in accordance with the Catholic faith. During these lessons children will be given the opportunity to discuss different emotional, social and health scenarios. Children will be given valuable thinking and discussion time to talk about their feelings and how they can respond to a variety of situations.
- On a regular basis, teachers will give children opportunities to have some quiet time either through drawing, meditation, reading, yoga etc in order to get children focused and ready to learn.
- All classrooms have zones of regulation displayed and it is referred to in order to check on their children's MH. During the day it is expected that their class teacher or teaching assistant speaks to them to establish why they felt they were not in the green zone.
- Children who have been identified by their class teachers as needing mental health support will be discussed during Mental Health meetings, consisting of the SENCo, Mental Health Lead and ELSAs. Child centered planning will be created for those accepted on the ELSA programme.
- Mental Health will be promoted in our school through the use of class wall displays and posters to provide pupils with different ways of managing their mental health.

#### **Equal Opportunities and Inclusion**

All staff will be expected to give every pupil the chance to experience success in their learning regardless of ability, gender, race or cultural background. Teachers ensure that the curriculum is appropriate for the needs of the children.

Children have equal opportunities to nurture their mental health regardless of race, gender and ability. Every effort will be made to ensure that activities are equally interesting to both boys and girls.

#### **Assessment, Recording and Reporting**

Before each ELSA session, teachers will need to complete an audit on their child. At the end of the ELSA sessions the teacher will be required to complete the same audit to measure the impact that the sessions have had on their pupil/s.

#### **Review**

This policy is monitored through:

- Scrutiny of class wall displays promoting mental health

- Regular monitoring and evaluation of Ten Ten Plus planning
- Half-termly ELSA meetings
- Parent and staff questionnaires.

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