



## **Supporting the Mental Health and Well-being of our pupils at St Paul's Catholic Primary School**

Here at St Paul's School we fully recognise the need for staff and children to be encouraged and supported to look after their mental health every day. In this School Offer, we hope to outline the provision in place to ensure our school community is able to thrive.

We know that everyone experiences life challenges that can make us vulnerable and that anyone, at times, may need additional support. We take the view that positive mental health is everybody's business and that we all have a role to play.

“Our school works with Alliance Psychological Services’ Mental Health Support Team (MHST).

MHSTs are part of a government initiative that aims to expand access to mental health care for children and young people and have three core functions:

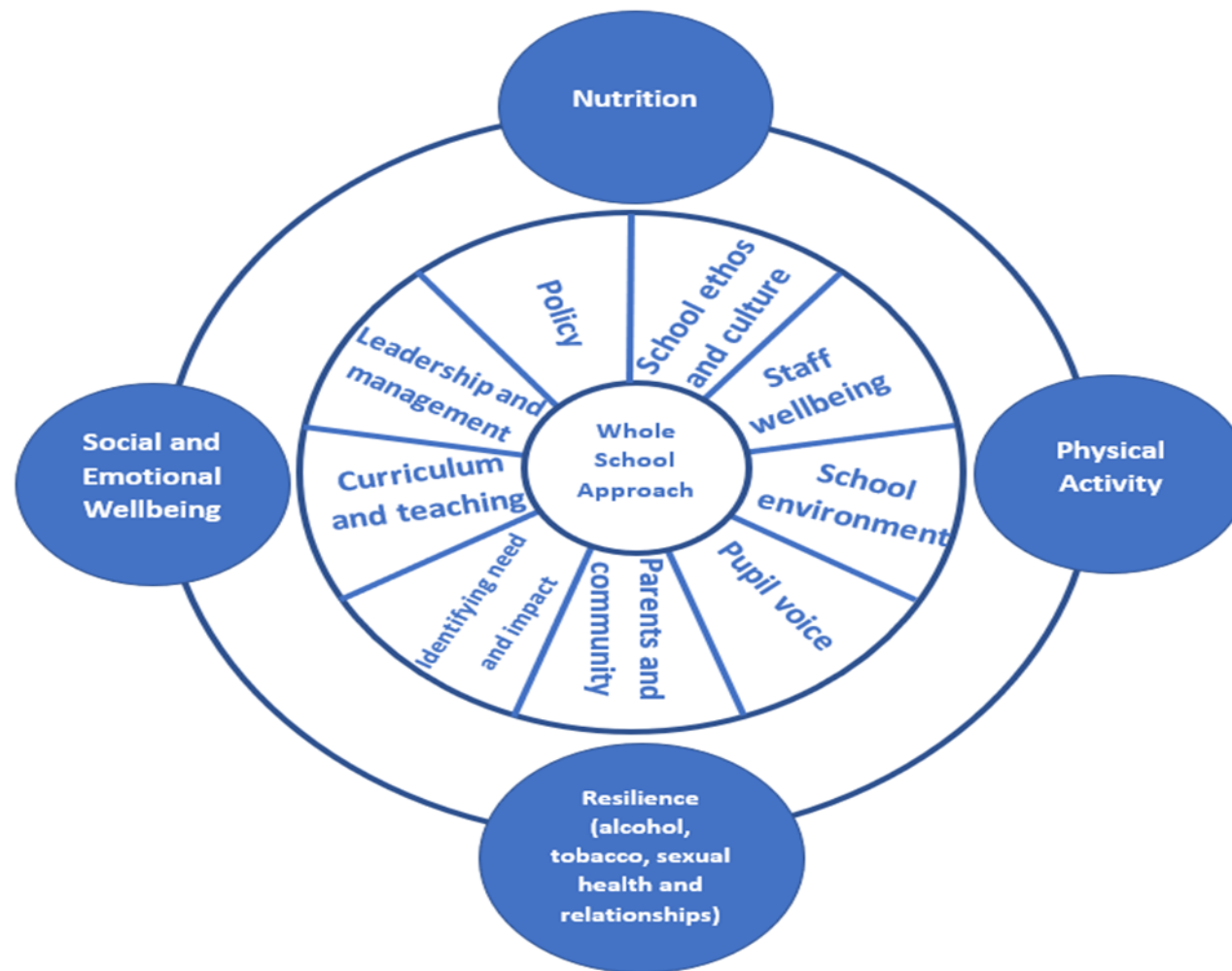
- to deliver evidence-based interventions for mild-to-moderate mental health issues;
- support the [senior mental health lead](#) (where established) in each school or college to introduce or develop a [whole school or college approach](#) and;
- give timely advice to school and college staff, and liaise with external specialist services to help children and young people to get the right support and stay in education.

(Visit <https://www.england.nhs.uk/mental-health/cyp/trailblazers/> for more information)

Alliance MHST provide support through the prevention and early intervention of mental health problems. They also help to strengthen links between our school and external mental health services as they work in partnership with Tees, Esk and Wear Valley NHS Foundation Trust, CAMHS Professionals and Local Authority/Early Help services.

If you think your child would benefit from support, please speak to our school’s Senior Mental Health Lead (Mrs Marie-Louise Peacock). Parents and carers can also request help by completing an online self-referral, available at <https://www.alliancepsychology.com/young-people/support-request/>”

The wheel below illustrates our whole school approach as recommended by Stockton Local Authority.



# Intent

We aim to encourage our children to follow the steps to successful and positive wellbeing.

We aim to listen to our children and empathise with their feelings and emotions.

We aim to empower our staff to deliver a high quality, broad and balanced curriculum covering the essential skills around a healthy body and mind.

We aim to support our staff, ensuring they have the opportunity to achieve a balanced workload.

We aim to develop our learning community to ensure all parties feel they are well-informed, know where to seek help and that their voices are heard.

**Ultimately, our intention is to achieve the following;**

“empowering young people to succeed in the economy, participate in culture, and leave school prepared for adult life”. *Nick Gibb, Education Minister.*

# Implementation

## School ethos and culture

Our daily routines ensure that children are welcomed into school and any concerns are noted and acted upon swiftly.

We provide specific children with emotional needs, daily 'check in' times with nominated adults within school.

We recognise the uniqueness of every person within our school community and celebrate 'difference'.

## Staff Wellbeing

Staff meetings are focussed with a clear agenda. Meetings rotate on a three weekly basis (whole staff, SLT and Teams) so that staff can address their own responsibilities without compromise.

Staff set aside times to walk and talk at the end of the school day to revitalise and energise.

Staff have taken part in dance sessions and netball sessions to promote wellbeing and fitness.

Staff genuinely care about each other and support each other when it is needed.

Advice on pathways of support covering a range of issues are clearly displayed in staff areas.

## School Environment

Staff lead by example by demonstrating positive mental health.

The school is a warm and welcoming environment where children feel able to confide in adults who listen to them and offer support.

Children know who to go to when they are worried. They are made aware that further help may be needed if their worries are serious.

Lunchtimes inside and outside, have improved by following the guidance of experts. In the playground, children are given specific equipment to play with and designated area of play including quiet zones. Inside, children are encouraged to improve manners, noise levels, eat more healthily and respect others to create a more pleasant eating environment.

## Pupil Voice

Children are encouraged to voice their feelings and are regularly reminded about who to turn to if they have any worries.

Childline provide assemblies in school to educate children on how to speak up and stay safe.

The SENCO collects the views of groups of pupils on a termly basis by completing 'Your Views Count'. The comments are reviewed and addressed.

The Student Council works hard to improve various aspects of school life and their projects have had a positive impact.

### Parents and Community

We have positive relationships with parents and work together to support their child's needs.

Staff are 'in sight' of parents: SLT at the start of the school day and teaching staff at the end of the school day to speak informally about concerns. Positive relationships are developed.

School offer training and advice around on-line safety and encourage parents to monitor their children in their use of social media.

School offers direct involvement for parents to understand English skills and Maths methods their children are being taught by inviting them to open evenings.

Where there is a need identified, parents are offered parenting programmes to support their child's anxieties and behaviours. This is delivered through our partnership with Alliance through the Trailblazer initiative. (as described above)

Staff are always available to discuss any concerns with parents and children are encouraged to recognise that home and school work together to help them.

## Identifying need and impact

A variety of interventions are in place to support carefully selected children with their emotional and social difficulties e.g. Lego therapy, Theraplay and specific sensory programmes.

Therapeutic programmes of support are in place for those children needing support to self-regulate throughout the school day.

We have adopted the Thrive Approach in school - Thrive programmes of support address different stages of emotional development.

Lunchtime clubs are available for children who are experiencing difficulties socialising or who need a quiet space to relax and spend time with an adult in a smaller group.

## Curriculum and Teaching

We offer a comprehensive PHSE programme supporting and developing children's knowledge of keeping mentally and physically healthy, developing and maintaining positive relationships, keeping safe and having an awareness of the world around us.



PE is at the heart of our curriculum where we promote positive health and well-being. We ensure that movement and activity is embedded throughout our school day with physical breaks to re-energise and motivate children.

We follow 'My Personal Best', promoting key vocabulary relating to resilience, positive mindset and well-being. This vocabulary is reiterated across the curriculum so that children recognise how it can be lived out.

We encourage children to speak up and give opinions. We use Picture News to stimulate conversation and debate and to express their feelings. By learning to do this, speaking openly about feelings and emotions becomes everyday practise.

Therapeutic interventions are aimed at specific children to support their mental health and emotional difficulties. The SENCO is qualified in supporting Attachment needs and delivering Theraplay, along with an experienced TA.

## Leadership and Management

The school SENCO works closely with staff and parents to identify children's needs and seeks support from outside agencies. Referrals are made to CAMHS, the school's Educational

Psychologist and our local Alliance Mental Health and Well-Being practitioner who works closely with the school.

The SENCO is qualified as a National Education Lead in Mental Health Lead as well as a qualified Thrive practitioner.

The development of mental health and well-being in the school is identified on our School Development Plan.

The SENCO is committed to involvement in the Personal Development Network meetings with the LA, to enhance knowledge and skills to influence the resilience and well-being of our children and their families.

The PE Lead is the school's Mental Health Champion. The school has achieved the AFPE Award with Distinction of which the mental health and wellbeing of our children is a significant element of this award.

### Policy

The school has a Health and Wellbeing Policy which the staff helped to develop. It is reviewed regularly.

Our school 'code of conduct' supports our aim to provide a safe, nurturing environment allowing mental well-being and academic success to go hand in hand.

## Impact

Our children will be healthy and confident young people who make sensible life choices

Our children will be capable learners who develop into ethically informed citizens.

We will be an example of a mentally-healthy school, where children flourish, learn and succeed by the opportunities offered to them. They will develop the skills that underpin resilience by the supportive staff around them.

Our whole-school approach is recognised and supported by all parties; governors, senior leaders, teachers and all school staff, as well as parents, carers and the wider community.

