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Mental Health and Well-Being Policy

‘Love Challenge Inspire’

‘Let your light shine’ Matthew 5:16

At St Peter’s we believe that all our children can shine as we strive for every member of our family to succeed and flourish through our values centred curriculum; to enable our children to grow in confidence with God’s love, to challenge each other and ourselves and be inspired to love God and learning as disciples of Jesus Christ.

STATEMENT OF POLICY

St Peter’s primary school seeks to provide a broad and balanced education for all children by addressing their academic, social, moral and spiritual needs within a caring, positive and stimulating environment.

At St Peter’s we aim to have a positive ethos where there is mutual respect between pupils, staff, other adults and visitors to the school where people are valued and encouraged to have high self-esteem.



BASIC INFORMATION

This policy covers our school’s approach to Mental Health and Well-Being. It was produced by the Mental Health and Well-Being Leader through consultation with the Governors and staff. Parents and carers will be informed about the policy through the school website and school handbook. The policy will be available to view on our website under ‘policies’.



PRINCIPLES and VALUES

Our Motto is “Love, Challenge, Inspire” and our Mission Statement declares that we believe that in sharing God’s love, challenging one another to succeed and inspiring a love of learning, we will all unlock our potential.

At St. Peter's, pupils’ personal, social and emotional development are supported, alongside their educational development in a highly positive school ethos. Each individual is valued and

there is a safe, secure school environment which is conducive to learning, personal growth and development. We aim to provide a broad and balanced curriculum, Christian commitment and sensitivity, working in conjunction with the family and the wider community.

Concern for the good mental health and well-being of all members of the school community is vital at St. Peter's and therefore, in conjunction with national legislations, this policy aims to promote and safeguard the health and safety of the whole school community. We believe that nurturing the health and wellbeing of pupils is a key facet of holistic education for human flourishing as exemplified in the *Church of England Vision for Education: Deeply Christian, Serving the Common Good*.



INTENT

The aim of our school Mental Health and Well-Being policy is to help develop the protective factors which build resilience to mental health problems and to be a school where

- All children are valued.
- Children have a sense of belonging and feel safe.
- Children feel able to talk openly with trusted adults about their problems without feeling any stigma.
- Positive mental health is promoted and valued.
- Bullying is not tolerated.
- Developing academic resilience.
- Ensuring the value of prayer, worship and reflection.
- Ensure pupils can identify a preferred member of staff who they can talk to.

In addition to children's well-being, we recognise the importance of promoting staff mental health and well-being.

The purpose of the policy is to show

- How we promote positive mental health for all.
- How we prevent mental health problems.
- How we identify and support children with mental health needs.
- How we train and support staff to understand mental health issues and spot early warning signs to help prevent or address mental health problems.



EMOTIONAL HEALTH AND WELL-BEING AT OUR SCHOOL

What is 'good' emotional health and well-being in our school?

- The ability to recognise, acknowledge and manage their feelings
- The ability to develop caring concerns for others
- The ability to develop meaningful, positive and long lasting relationships
- The ability to take responsibility for themselves and make practical decisions

We want our children to:

- Be effective and successful learners
- Make and sustain friendships
- Deal with and resolve conflict effectively and fairly
- Solve problems with others by themselves
- Manage strong feelings such as frustration, anger and anxiety
- Be able to promote calm, optimistic states that support the achievement of goals
- Recover from setbacks and persist in the face of difficulties
- Work and play co-operatively
- Compete fairly and win and lose with dignity and respect for other competitors
- Recognise and stand up for the rights of others
- Understand and value the similarities and differences between people, respecting the rights of others who have beliefs and values different to their own.



ASPECTS OF TEACHING AND LEARNING

The skills, knowledge and understanding needed by our students to keep themselves mentally safe are included as part of our PSHE and RS curriculum.

The specific content of lessons will be determined by the specific needs of the cohort we are teaching but we will also use the PSHE Association Guidance and 1decision lesson plans to ensure that we teach mental health and emotional well-being issues in a safe and sensitive manner. Through PSHE, we teach the knowledge and social and emotional skills that will help children to be more resilient, understand about mental health and be less affected by the stigma of mental health problems.

The curriculum will be delivered through:-

- Cross curricular themes / topics
- PSHE lessons / activities
- Circle times
- Worships
- Outside visitors eg Yoga instructors, Freddie Fit, Compass Bloom
- Community links eg Chorley Sports Partnership
- Forest Schools
- Healthy Aces Club
- Use of resources from 1 Decision and Pol-Ed

The children will learn

- What is meant by a healthy lifestyle
- How to maintain physical, mental and emotional health and wellbeing
- How to manage risks to physical and emotional health and wellbeing
- Ways of keeping physically and emotionally safe
- About managing change, including puberty, transition and loss

- How to make informed choices about health and wellbeing and to recognise sources of help with this
- To identify different influences on health and wellbeing

We have clear policies for Behaviour, Child Protection, Anti-Bullying and Attendance which are promoted in school. Together, they provide the foundations for emotional, mental health and well-being. Alongside our policies are a range of practices to promote positive mental health;

- A School Council with two elected members from Year 1 – Year 6
- A group of School Health and Well-being Champions
- Celebration Worship
- A whole school system of rewards for individuals -Golden Book, DOJO, Faith award and Secretly Famous

We also promote our Mental Health and Well-being through our Christian Values which are embedded into all our learning: love, peace, trust, respect, friendship and compassion.

Targeted Support

The school will offer support through targeted approaches for individual pupils or groups of pupils which may include:

- Circle time approaches and activities.
- Nurture Groups.
- The use of Ask-it **baskets** which are located in each key stage area within school.
- Healthy Heroes resources.
- Therapeutic activities including art, lego, dough time, gardening and relaxation and mindfulness techniques.
- Support from our SENDCO and Learning Mentors.
- Compass Bloom – leading Worship, Staff training, 1-1 sessions, Group sessions and supporting transition.
- Sensory Room to allow children to have therapeutic time.



RESILIENCE

At St Peter's the teaching and learning enables those in its care to establish academic resilience and achieve well despite adversity is rightly a priority. This involves strategic planning and involves the whole school community. Academic resilience means pupils achieving good educational outcomes despite adversity. We understand the contexts of the children and families which we serve and are aware when their basic needs are not being met so support is tailored appropriately. We work in partnership with others including parents, health and local authorities in order to fully appreciate all that is on offer and so we are able to help families fully access the best support for their child. At times, staff at St Peter's work as advocates for families, for example when housing is poor and impacting on sleep, health, wellbeing and learning. We believe when support for children and young people is in the round it is likely to be more effective and have greater impact.

A core biblical principle is that we were created to live in community with others. In 1 Corinthians chapter 12 St Paul uses the image of a body to express how a community only functions well through recognising the different skills within it and being interdependent. Likewise, resilience is something that can only be fully achieved when a person is part of a nurturing community. Being resilient means knowing when and where to get the help you need at any one time. Sometimes this can be from within but at other times this support may need to come from elsewhere. At St Peter's our intent is that children are aware of where to seek help from when required.



CONFIDENTIALITY

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

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

We should never share information about a pupil without first telling them. Ideally we would receive their consent, though there are certain situations when information must always be shared with another member of staff and / or a parent. Particularly if a pupil is in danger of harm.

It is always advisable to share disclosures with a colleague, usually the Mental Health and Emotional Wellbeing Lead, this helps to safeguard our own emotional wellbeing as we are no longer solely responsible for the pupil, it ensures continuity of care in our absence and it provides an extra source of ideas and support. We should explain this to the pupil and discuss with them who it would be most appropriate and helpful to share this information with.

Parents should be informed if there are concerns about their mental health and wellbeing and pupils may choose to tell their parents themselves. If this is the case, the pupil should be given 24 hours to share this information before the school contacts parents. We should always give pupils the option of us informing parents for them or with them.

If a child gives us reason to believe that there may be underlying child protection issues, parents should not be informed, but the child protection office must be informed immediately.

Working with Parents

Where it is deemed appropriate to inform parents, we need to be sensitive in our approach. Before disclosing to parents we should consider the following questions (on a case by case basis):

- Can the meeting happen face to face? This is preferable.
- Where should the meeting happen? At school, at their home or somewhere neutral?
- Who should be present? Consider parents, the pupil, other members of staff.

- What are the aims of the meeting?

It can be shocking and upsetting for parents to learn of their child's issues and many may respond with anger, fear or upset during the first conversation. We should be accepting of this (within reason) and give the parent time to reflect.

We should always highlight further sources of information and give them leaflets to take away where possible as they will often find it hard to take much in whilst coming to terms with the news that you're sharing. Sharing sources of further support aimed specifically at parents can also be helpful too e.g. parent helplines and forums.

We should always provide clear means of contacting us with further questions and consider booking in a follow up meeting or phone call right away as parents often have many questions as they process the information. Finish each meeting with agreed next step and always keep a brief record of the meeting on the child's confidential record.



STAFF ROLES AND RESPONSIBILITIES

We believe that all staff have a responsibility to promote positive mental health, and to understand about proactive and risk factors for mental health. Some children will require additional help and all staff should have the skills to look out for any early warning signs of mental health problems and ensure that children with mental health needs get early intervention and the support they need.

All staff understand about possible risk factors that might make some children more likely to experience problems, such as: physical long-term illness, having a parent who has a mental health problem, death and loss, including loss of friendships, family breakdown and bullying. They should also understand the factors that protect children from adversity, such as self-esteem, communication and problem-solving skills, a sense of worth and belonging and emotional literacy.

Our team of lead staff

- Lead and work with other staff to coordinate whole school activities to promote positive mental health and wellbeing.
- Lead on PSHCE teaching about mental health.
- Provide advice and support to staff and organise training and updates.
- Is the first point of contact with mental health services and makes individual referrals to them.



SUPPORTING AND TRAINING STAFF

We want all staff to be confident in their knowledge of mental health and wellbeing and to be able to promote positive mental health and wellbeing, identify mental health needs early in children and know what to do and where to get help. Our Mental Health Lead has achieved the

qualification advised by the Department for Education. All teaching staff have completed mental health and well-being training.

Supporting and promoting the mental health and wellbeing of staff is an essential component of a healthy school and we promote opportunities to maintain a healthy work life balance and wellbeing.



IDENTIFYING NEEDS AND WARNING SIGNS

All teaching staff have been trained in order to help them identify needs and warning signs which indicate that a student is experiencing mental health or emotional well-being issues. These warning signs should always be taken seriously and staff observing any of these signs will communicate their concerns with the DSL or emotional well-being leads through CPoms. Possible warning signs may include:

- Changes in eating / sleeping habit
- 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 OTHER AGENCIES AND PARTNERS

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

- The school nurse
- Education psychology services
- Paediatricians
- CAMHS (Child and Adolescent Mental Health Services)
- Access to refer to Counselling services
- School based Family Support worker / Learning Mentor
- CISS team
- Therapists



PARTNERSHIP WITH PARENTS AND CARERS

The partnership of home and school is critical in shaping how children and young people behave, particularly where health is concerned. Each must reinforce the other. In order to support parents / carers, 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 they can talk to, and how to get the support they need 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.
- Keep parents informed about the mental health topics their children are learning about in PSHCE.



SUPPORTING PEERS

When a pupil 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. Support will be provided either in one to one or group settings and will be guided by conversations by the pupil who is suffering and their parents with whom we will discuss:

- What it is helpful for friends to know and what they should not be told
- How friends can best support
- Things friends should avoid doing / saying which may inadvertently cause upset
- Warning signs that their friend needs help (e.g. signs of relapse)

Additionally, we will want to highlight with peers:

- Where and how to access support for themselves
- Safe sources of further information about their friend's condition
- Healthy ways of coping with the difficult emotions they may be feeling

At St Peter's we want to encourage children to support each other through difficult times and allow friends to 'Let their light shine' by supporting others.



THE ROLE OF THE SCHOOL VICAR

Our school Vicar offers a valuable source of support to school and can offer:

Additional and specific spiritual and pastoral support of pupils; support for staff; critical incident support; community links; and can be seen as working beyond the 'gates'.

In addition, our Vicar

- Gets on well with local clergy and faith communities;
- Provides information about local religious groups, their traditions and practices;
- Willing to recognise that in some circumstances the focus on religious beliefs and activities isn't always appropriate for certain individuals;
- Works closely with pastoral and mental health teams so that spiritual needs can be recognised and helped;
- Makes sure that staff, pupils, parents and governors know about the help available for their spiritual and pastoral care.



NATIONALLY

Nationally as a school we can seek support from:

Anxiety UK work to relieve and support those living with anxiety and anxiety-based depression by providing information, support and understanding via an extensive range of services, including 1:1 therapy. They can provide support and help if a person has been diagnosed with, or suspect they may have an anxiety condition and can also help them deal with specific phobias such as fear of spiders, blushing, vomiting, being alone, public speaking, heights – in fact, any fear that stops a person from getting on with their life. www.anxietyuk.org.uk/

Catholic Mental Health Project supports the Catholic community to further develop spiritual and pastoral care for mental health www.catholicmentalhealthproject.org.uk/

Charlie Waller Memorial Trust offers free resources, including guidance and policy templates for use by schools and colleges. www.cwmt.org.uk/

Child Bereavement UK supports families and educates professionals when a baby or child of any age dies or is dying, or when a child is facing bereavement. Every year they train more than 8,000 professionals, helping them to better understand and meet the needs of grieving families. <https://childbereavementuk.org/>

Childline is a free, private and confidential service for children and young people available online, on the phone, anytime facilitated by trained counsellors. The website is easy to navigate and has many interactive resources, advice and sources of support for children and young people. www.childline.org.uk/

Education Support Partnership is the UK's only charity providing mental health and wellbeing support services to all education staff and organisations. www.educationsupportpartnership.org.uk/

Fixers: young people's stories Fixers are young people using their past to fix the future. They are motivated by personal experience to make positive change for themselves and those around them. Fixers have different backgrounds, interests and life experiences, and come from every corner of the UK. They are motivated by a desire to act on an issue that is important to them or a strong desire to help other people. They also have a voice that they want to be heard, whether that's on eating disorders, drugs, offending, cyberbullying or any other issue that is concerning them. Becoming a Fixer allows that to happen. Fixers are heard, understood and respected by others. Fixers choose the issue they want to fix and, using the skills of a team of creative experts, they work out how to make sure their message is heard by the right people, whether that's through a unique film, a leaflet or poster campaign, a website, an event or workshop. Then they use digital, print and broadcast media to make their voice heard as far and wide as possible. www.fixers.org.uk/home/news.php

HeadMeds: about mental health medicines HeadMeds is a website for young people about mental health medication, launched in March 2014 and is owned and managed by the national charity YoungMinds. www.headmeds.org.uk/

MeeTwo a free App that lets users post anonymously and receive support and advice about their worries from other teens. All posts, which cannot be more than 300 characters, are seen by moderators who are trained and have experience in counselling or psychotherapy, so there is no risk of bullying. MeeTwo experts can also post and direct users to help from other organisations. The founders are in discussion with Childline about ways to refer young people to them. In exceptional cases the moderator would contact the emergency services. www.meetwo.co.uk/

Mental Health Access Pack is a compact, free resource which aims to: equip you with knowledge and advice, from medical, psychological and theological perspectives; help you support those in your community who are struggling with mental health issues; help you to discuss issues and share ideas surrounding mental health and the church. www.mentalhealthaccesspack.org/

Mental Health Matters contains information and resources for parishes, dioceses, chaplaincies and church community groups - and anyone else who's interested - to help improve our work with people experiencing mental illness. The Church is well placed to make a significant difference in the area of mental health. We can be a force to end stigma, and we can also be a place of inclusion, welcome and ministry. Mental Health Matters is working to make mental wellbeing a priority in our churches today. www.mentalhealthmatters-cofe.org/

Mentally Healthy Schools brings together quality-assured information, advice and resources to help primary schools understand and promote children's mental health and wellbeing. Our aim is to increase staff awareness, knowledge and confidence to help you support your pupils. www.mentallyhealthyschools.org.uk/

Mind provides trusted advice and support to empower anyone experiencing a mental health problem. They campaign to improve services, raise awareness and promote understanding. www.mind.org.uk/MindEd MindEd is a free educational resource on children and young people's mental health for all adults. www.minded.org.uk/

NHS Live Well Youth Mental Health offers resources and signposting for support from external links www.nhs.uk/Livewell/youth-mental-health/Pages/Youth-mental-health-help.aspx

PAPYRUS is the national charity for the prevention of young suicide. The website draws from the experience of many who have been touched personally by young suicide across the UK and speak on their behalf in PAPYRUS campaigns and in their endeavour to save young lives. PAPYRUS believe that with appropriate support and education, many young suicides can be prevented. They deliver awareness and prevention training, provide confidential support and suicide intervention through the HOPELineUK, campaign and influence national policy, and empower young people to lead suicide prevention activities in their own communities. www.papyrus-uk.org/

Reading Well for young people Reading Well promotes the benefits of reading for health and wellbeing. The programme has two strands: Books on Prescription and Mood-boosting Books. <http://reading-well.org.uk/books>

Rethink: living with mental illness provides expert, accredited advice and information to everyone affected by mental health problems. 'When mental illness first hits you or your family, it can be hard to know who or what to trust.' They give people clear, relevant information on everything from treatment and care to benefits and employment rights. We were the first mental health charity to gain the Information Standard for our trusted and relevant information. www.rethink.org/living-with-mental-illness/young-people/

Samaritans work to ensure that fewer people die by suicide by working to alleviate emotional distress and reduce the incidence of suicide feelings and suicidal behaviour. They offer 24 hours a day emotional support for people who are struggling to cope, including those who have had thoughts of suicide, as well as reaching out to high risk groups and communities to reduce the risk of suicide and working in partnership with other organisations, agencies and experts, influencing public policy and raising awareness of the challenges of reducing suicide. www.samaritans.org/

The Charlie Waller Memorial Trust provides funded training to schools on a variety of topics related to mental health including twilight, half day and full day INSET sessions. www.cwmt.org.uk/

The Children's Society is a national charity that works with the country's most vulnerable children and young people. We listen. We support. We act. Because no child should feel alone. They work directly with children, develop resources and publications and lobby on behalf of children annually, surveying them as part of their Good Childhood reports. www.childrensociety.org.uk/

MENTAL HEALTH AND WELLBEING Advice for schools and SIAMS inspectors **The Mind and Soul Foundation** aims to educate – sharing the best of Christian theology and scientific advances; equip – helping people meet with God and recover from emotional distress; encourage – engaging with the local church and mental health services. Of more use to staff and parents, they have a good selection of resources and articles, including the mental health access pack which was developed for churches, offering information on common mental health conditions and pastoral tips for working with those with mental health conditions. www.mindandsoulfoundation.org/

Winston's Wish provide specialist child bereavement support services across the UK, including in-depth therapeutic help in individual, group and residential settings. www.winstonswish.org/

YoungMinds is the UK's leading charity championing the wellbeing and mental health of young people. They offer resources and bespoke training for schools and support for parents and young people. In addition they have a dedicated section on caring for the wellbeing of teachers and school staff. <https://youngminds.org.uk/>



MECHANISM FOR MONITORING AND REVIEWING

This policy will be reviewed every two years or in the light of changes to legal requirements.



EQUAL OPPORTUNITIES

We recognise that young people live in a diverse range of cultures, religions and family types. We are committed to working towards equal opportunities in all aspects of school life and will ensure that teaching, learning and resources support this commitment in order to meet the needs of all children. Teaching will take into account the ability, age, readiness and cultural backgrounds of our young people to ensure that all can fully access provision to develop their health and wellbeing.



HEADTEACHER AND THE GOVERNING BODY

The Head teacher takes overall responsibility for the policy and its implementation, for liaison with the Governing Body, LEA, parents and agencies.

Update to Policy Record Sheet

Date	Reference / aspect of policy to update	Suggested amendments to consider at next review.

R Brown and S Burrows (May 2025)

Date approved by governor's _____