The Rosary Catholic Primary School

Aspire, Believe, Achieve: Together in Christ

Mental Health and Wellbeing Policy

Policy Approved by:	FGB
Date of Approval:	June 2026
Date of next Review:	June 2027

The Rosary Mission Statement

'Together, as God's children,
We realise our dreams,
inspiring and encouraging one another
to reach our true potential,
transforming our world
through our unique gifts.'

Rationale

At the Rosary Catholic Primary School, we believe that creating a supportive, inclusive environment for all is key; we aim for an environment in which pupils develop self-esteem, independence and resilience, and where their positive experiences teach them how to overcome adversity. We want our pupils to learn about what they can do to maintain positive mental health, the factors that affect their mental health, and where they can go if they need help and support. We wish to address potential issues early and to connect our staff, our pupils and their families with appropriate resources as needed. We offer positive role models and inter-connected relationships that are critical in promoting wellbeing and engendering a sense of belonging and community. Our open culture allows all voices to be heard.

Our Aims

We aim to:

- promote positive mental health and emotional wellbeing by increasing understanding and awareness of common mental health issues
- enable staff to identify and respond to early warning signs of mental health concerns in themselves, our pupils and in each other
- enable staff to understand how and when to access support - for themselves, for pupils and for their colleagues, through effective signposting
- providing appropriate support to pupils with mental health issues
- develop resilience amongst pupils and raise awareness of resilience-building techniques, creating a safe and nurturing environment for all
- remove the stigma of mental health issues

Our approach:

- Provide a safe environment to enable our pupils to express themselves and to be listened to
- Ensure the welfare and safety of pupils are paramount
- Identify appropriate support for pupils based on their needs
- Involve parents and carers when their child needs support
- Involve pupils in the care and support they have

What is Good Mental Health?

Individuals are mentally healthy when they have the ability to:

- develop psychologically, emotionally, intellectually and spiritually
- initiate, develop and sustain mutually satisfying personal relationships
- use and enjoy solitude
- are aware of others and empathise with them
- experience happiness and can play and learn
- develop a sense of right and wrong
- resolve (face) problems and setbacks and learn from them.
- develop a sense of self and identity

Key staff members

This policy aims to ensure all staff take responsibility to promote the mental health of pupils and each other. However, key members of staff have specific roles to play:

- Designated Safeguarding Lead/Senior Mental Health lead – Fiona Bass
- Designated Deputy Safeguarding leads/Senior Mental Health lead/SENDCo – Becky Shickle
- Designated Deputy Safeguarding leads Angela Dodd, Karen Cunningham
- PSHE lead – Cara Savory
- ELSA leads: Jas Dhillon and Vijya Vara
- Rainbows leads: Mandy Willmer, Jas Dhillon

The Role of All Staff

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

All staff understand possible risk factors that might make some pupils 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 pupils from adversity, such as self-esteem, communication and problem-solving skills, a sense of worth and belonging and emotional literacy

We recognise that many behaviours and emotional difficulties can be supported within the school environment, or with advice from external professionals. Some pupils will need more intensive support at times, and there are a range of mental health professionals and organisations that provide support to pupils with mental health needs and their families.

Staff will speak directly to one of the designated safeguarding leads if they have a concern, as well as documenting their concern on CPOMS. If there is a concern that the pupil is a high risk or in danger of immediate harm, the school's child protection procedures will be followed. If the pupil presents a high-risk medical emergency, relevant procedures should be followed, including involving the emergency services if necessary.

Staff are aware that mental health needs, such as anxiety, might appear as non-compliant, disruptive or aggressive behaviour which could include difficulties with attention or hyperactivity. This may be related to home problems, difficulties with learning, peer relationships or development.

We recognise how important it is that staff are calm, supportive and non-judgemental to pupils who disclose a concern about themselves or a friend. The emotional and physical safety of our pupils is paramount and staff listen rather than advise. Staff make it clear to pupils that the concern will be shared with the Senior Mental Health Leads/Safeguarding Lead and recorded, in order to provide appropriate support to the pupil.

Early Identification

Our identification system involves a range of processes. We aim to identify pupils with mental health needs as early as possible to prevent things getting worse. We do this in different ways including:

- worry boxes in each class for pupils to raise concerns which are checked by the Class Teachers
- CPOMs entries

- concerns may be raised at Pupil Progress Reviews (held termly) and at the half termly meetings of our safeguarding team
- gathering information from a previous school at transfer
- parental meetings in EYFS before the child starts school
- positive and open relationships that encourage pupils to share concerns and worries; a positive, open-door policy that encourages parents to share concerns and worries
- using pupil wellbeing questionnaires to identify concerns

Teaching and learning

We take a whole-school approach to promoting positive mental health that aims to help pupils become more resilient, happy and successful and to prevent difficulties before they arise or worsen.

1. Creating an ethos, policies and behaviours that support mental health and resilience, and which everyone understands, including leadership and management that supports and champions efforts to promote emotional health and wellbeing and listen to the views of pupils
2. Helping pupils to develop social relationships, support each other and seek help when they need it.
3. Helping pupils to be resilient learners; this is one of our Growth Mindset aims.
4. Teaching our pupils social and emotional skills and an awareness of mental health.
5. Early identification of pupils who have mental health needs and planning support to meet their needs, including working with specialist services and monitoring the impact of interventions
6. Effectively working with parents and carers.
7. Supporting and training staff to develop their skills and their own resilience.

We follow a robust, rigorous PSHRE programme (Ten Ten – Life to the Full Plus). It follows a four stage structure where content is repeated and developed across the different learning stages. Our programme clearly identifies where mental health is taught in each year group, from reception through to Year 6.

Pupils experiencing mental health needs may also require reasonable adjustments to ensure full access to the curriculum. These may include:

- Breaks from class when required;
- Provision of stress relief toys;
- Work broken into small chunks;
- Individual behaviour plans

Strategies to Promote Mental Health

In order to promote our children's positive mental health and in helping to prevent mental health difficulties, we have developed a range of strategies and approaches. Examples are:

- A rigorous Religious Education programme that provides our children with a sense of self that is rooted in Christ
- Celebration of the Word assemblies weekly
- Sacred singing weekly (singing as a positive mental experience)
- A prayer and Liturgy group organised and run by our Rosary Apostles
- Daily prayer and class collective worship
- A termly prayer and liturgy programme
- Soft start in the morning
- Individual transition plans for children identified as feeling anxious regarding change
- Transition Programme to secondary school
- Transition strategies for children moving to new year groups
- Transition Programme for children new to school, including home visits, gradual build up to full-time and open afternoons.
- Dojos, a mechanism where children can be praised for effort applied, tasks achieved and a collaborative attitude are given freely and work towards public praise.
- Worry boxes - where children can anonymously share worries or concerns in class and select the adult they wish to talk to
- Achievement assemblies to celebrate achievement
- Anti-bullying week and activities
- National Children's Mental Health Week/Mental Health Awareness Week
- Displays and information around the School about positive mental health and where to go for help and support
- Our Growth Mindset characters: the Self-Motivator, Independent Iris, Resilient Robin and Charlie Challenge
- Class assemblies/productions
- Class charters
- Opportunities to do more physical activity and link being physically active to positive mental health eg daily mile
- ELSA group
- Rainbows group
- Draw and Talk therapy
- Lego Therapy a conducive dining environment
- Pupil roles and responsibilities e.g. Rosary Apostles, Sports council…
- Food bank for parents to alleviate pressures

Involving Parents

Parents and carers are valued and welcomed into school. We communicate regularly, consult and engage with parents/carers through newsletters, assemblies, parent meetings etc.

We recognise the family plays a key role in influencing children and young people's emotional health and wellbeing. We work in partnership with parents and carers to promote emotional health and wellbeing by:

- Working closely with our local partners including Hounslow Mental Health Support

- Early Help Service
- Meeting all EYFS parents in person to discuss their family circumstances prior to their child starting school
- Encouraging parents into school for events such as class assemblies, workshops…
- Ensuring Senior Leadership Team (SLT) attendance at all Friends of the Rosary events
- SENDCO attends parent meetings as required
- Offering parents the opportunity to meet the Educational Psychologist, School Nurse or Speech and Language Therapist
- 'Reading together' sessions before school on Friday morning
- Offering support to help parents or carers develop their parenting and academic skills, for example workshops
- Ensuring parents, carers and other family members living in disadvantaged circumstances are given the support they need to participate fully in activities to promote social and emotional wellbeing. This will include support to participate in any parenting sessions, by offering a range of times for the sessions
- Working hard to develop a close relationship with parents and carers which allow us to offer support
- Food bank provision

Parents and carers will always be informed if their child is at risk of danger and we make every effort to support parents and carers to access services where appropriate. We also provide information for parents and carers to access support for their own mental health needs. These are on our website.

Wellbeing strategies that support all 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 pupils and know what to do and where to get help.

Supporting and promoting the mental health and wellbeing of staff is an essential component of a healthy school. Training, including INSET days support staff in carrying out their vocational role. We also ensure:

- A wellbeing breakfast every term
- Annual wellbeing surveys and suggestion box
- Buddy scheme for new staff
- Opportunity to discuss wellbeing as part of twice-yearly performance reviews
- Termly parent consultations held during the school day
- Staff questionnaires to help identify concerns and opportunities to improve our staff wellbeing provision
- Revised marking policy led by a team of teachers
- Designated release time for subject leadership

Staff Training

Two of our staff are mental health leads and have gained the Anna Freud Mental Health qualification.

Annual training takes place for all staff as part of the safeguarding training. Other specific training is utilised as appropriate.

Training opportunities for staff who require more in-depth knowledge will be considered as part of our appraisal process and additional CPD will be offered throughout the year where it becomes appropriate.

Twilight training sessions for staff to promote learning or understanding about specific issues related to mental health can be arranged as needed.

This policy should be read in conjunction with:

- Safeguarding Policy
- Managing Sickness and Absence Policy
- Staff wellbeing handbook
- Staff wellbeing policy
- Code of Conduct