Mental Health and Wellbeing Policy

At Trinity St. Peter's, we take pride in the teachings of our unique school values that underpin all learning. We promote the British fundamental values where British law, democracy and a mutual respect and tolerance for those of other faiths, cultures and beliefs is embedded through all areas of the curriculum. Through promoting positive Mental Health and Wellbeing across the whole school, we are also actively promoting fundamental British values where pupils are encouraged to regard all people of all faiths, races and cultures with respect and tolerance. This policy should be read in line with the school's Safeguarding, SEN, Behaviour, Anti-Bullying, Online Safety, Equality, SMSC, RE, Collective Worship, Multicultural & Multifaith, Global Citizenship and PSHE policies.

Purpose of Study

The Department for Education (DfE) recognises that: "in order to help their children succeed; schools have a role to play in supporting them to be resilient and mentally healthy". Schools can be a place for children and young people to experience a nurturing and supportive environment that has the potential to develop self-esteem and give positive experiences for overcoming adversity and building resilience. For some, school will be a place of respite from difficult home lives and offer positive role models and relationships, which are critical in promoting children's wellbeing and can help engender a sense of belonging and community.

Trinity St Peter's works towards positive mental health and wellbeing in the whole of our school community for adults as well as children. This is in line with the school values, where every child learns that they are a star that can **SHINE**:

VALUES	VISION	INTENT
Serve with a kind heart Service	Follow Jesus' example	Act with integrity and honesty Have a strong sense of fairness, justice and respect for individuals, groups and communities Take responsibility for their own actions and the consequences that accompany them Grow spiritually through experience of prayer, stillness, worship and reflection
HOPE with open eyes	Have a positive outlook on life	Have self belief Be optimistic Be resilient Strive for accuracy
Imagine with a curious mind	Think critically and creatively	Think and communicate with clarity and precision

Creation		Ask questions and explore concepts, ideas and possibilities Create original and ingenious ideas, Form new solutions and techniques
Nurture with helping hands Kindness	Be kind to yourself and to others	Be present and in control – paying attention to what is happening right now with kindness Have a personal commitment to make a positive difference to their own life, the lives of others and the environment Demonstrate compassion and have a concern for justice for themselves and for others Work well independently as well as effectively and willingly in collaboration with others
Enjoy with happy feet Joy	Enjoy and appreciate every step of the journey	Enjoy coming to school Have a love for learning and a thirst for knowledge Thankful for opportunities and experiences and respond with wonderment and awe Find humour and have fun

We believe that each of our core values have a strong link to positive mental health and wellbeing. At Trinity St. Peter's, we recognise how important mental health and emotional wellbeing is to our lives in just the same way as physical health. We recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement, hence why it forms such a large

Our role in school is to ensure that children are able to manage times of change and stress, and that they are supported to reach their potential or access help when they need it. We also have a role to ensure that children learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues, and where they can go if they need help and support.

Definition of Mental Health

In short, we believe 'mental health' is a person's condition with regard to their psychological and emotional well-being. The World Health Organisation's definition of mental health and wellbeing is "a state of well-being in which every individual realises his

or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community".

Mental health and wellbeing is not just the absence of mental health difficulties. We want all children/young people to:

- feel confident in themselves.
- be able to express a range of emotions appropriately.
- be able to make and maintain positive relationships with others.
- cope with the stresses of everyday life.
- manage times of stress and be able to deal with change.
- learn and achieve.

Aims

Our aim is to help develop the protective factors which build resilience to mental health problems and to be a school where:

General:

- All stakeholders are happy and feel valued;
- There are positive and effective relationships between all stakeholders;
- 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;

Teaching and Learning:

- Pupils are more engaged in the learning process;
- Pupils concentrate and learn more effectively;
- Standards are high in all subjects, including English and Maths.
- Attainment is good or outstanding;
- Teaching is effective;
- Parents and carers are more involved in school life and learning.

Behaviour and Attendance:

- Pupils and staff have high self-esteem and confidence;
- All stakeholders are confident enough to have a say in what happens at school;
- There are fewer disaffected pupils, disengaged from learning;
- Pupil and staff have good behaviour and attendance;
- Bullying is rare;
- Truancy rates are low;

Roles and Responsibilities

We believe that all steakheolders have a responsibility to promote positive mental health, and to understand about protective and risk factors for mental health. Some children will require additional help and all adults should have the skills to look out for any early warning signs of mental health difficulties and ensure that children with mental health needs get early intervention and the support they need. These same observation and monitoring skills should also be applied to parents and colleagues.

All staff understand about possible risk factors that might make others more likely to experience problems, such as: physical long-term illness; having a family member 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.

At Trinity St. Peter's, we ensure that all staff have training on mental health and wellbeing. We also promote our Wellbeing Team, who all stakeholders know they can speak to if they require further support in helping others or need help themselves. This team comprises of particular members of our school community with additional skills in promoting positive mental health and wellbeing, including:

- Assistant Headteacher for Curriculum / PSHE Lead / SMSC Lead / Mental Health Lead / Mental Health First Aider;
- Deputy Headteacher / SENDCo;
- School's ELSA;
- PE Lead / Mindfulness Lead;
- School Counsellor;
- School Office Manager;
- Pupil Premium & Parent Governor;
- Pupil Voice 'Kindness Committee'.

Pupils are made aware of how to support each other and themselves with regards to positive mental health through a range of ways, including our school values; PSHE, RSE, Global Citizenship curriculums; mindfulness practice and whole-school events.

Parents and carers are encouraged to participate fully in implementing it in partnership with the school.

Mental health and wellbeing is discussed in termly Governors' meetings. Governors monitor and assess the impact of the school's provision annually.

Whole-School Approaches in Supporting Mental Health and Wellbeing

The school's vision and values – which are embedded across the school and all areas of the curriculum – promote positive mental health and wellbeing. In addition,

The school enhances pupil self-esteem and personal development through:
- Its bespoke PSHE curriculum and teaching and learning of global citizenship (see PSHE Policy and Global Citizenship Policy).
- Its RSE curriculum, which has been developed by all stakeholders;
- Opportunities for pupil leadership through various committees and school projects;
- An emphasis on praise and reward;
- Opportunities for reflection and spiritual development across the curriculum;
- The regular practice of mindfulness;
- Whole school events and themes which focus on personal development (Celebration of Kindness Week, Hello Yellow, Hate Crime Awareness Week, Children's Mental Health Week, LGBT Month);
- Careers advice and guidance during National Careers Week.

The school facilitates a context for learning through:

- Enhancing school and classroom layout; facilities and resources;
- Recognising the background of individual pupils and their physical, social and emotional needs;
- Establishing clear rules, routines and expectations about behaviour for learning and social cohesion;
- Encouraging positive, caring and constructive relationship;
- Providing opportunities for social interaction and peer discussions regularly through Kagan teaching methods;
- Educating the children around national events and awareness days (see PSHE Policy and Global Citizenship Policy for calendars of events).

The school enhances pupil motivation and learning by providing:
- Consistent support for vulnerable children and those with SEN from trained teams of pastoral, learning support, teaching assistants and other agencies where appropriate;
- A range of challenging opportunities for more able pupils;
- An exciting and varied range of extracurricular events and trips;
- A balanced curriculum with opportunities for intellectual, physical and expressive development;
- Educating the children around national events and awareness days (see PSHE Policy and Global Citizenship Policy for calendars of events);
- Recognising a range of learning styles;
- Encouraging independence in learning;
- Using a range of teaching styles such as Kagan which are appropriate to pupils' age, ability and level of maturity.
- A well-developed PSHE curriculum that builds on children's prior knowledge across key stages;
- Using the PSHE materials such as those from PSHE Association and Jigsaw to raise self esteem and confidence levels.

The school enhances staff motivation, learning and professional development through:
- Curricular planning time within the school week;
- Whole school training events, including Safeguarding and personal empowerment;
- Access to appropriate external training;
- Involving all staff in decision making and proposed change e.g. timing of the school day, frequency of reporting to parents, extracurricular clubs;
- Provision of non-contact time to allow for planning, delivery and evaluation of healthy school activities;
- Consultation on training and support needs through regular review;
- The opportunity to visit the school counsellor.

The school promotes and provides a range of services to pupils:
- Hygienic toilets which ensure privacy and safety;
- 'Pupil Voice' committees and buddy systems allow children to act as mentors;
- The option to participate in mindfulness activities regularly;
- Staff who are trained in first aid and mental health first aid;
- Co-ordinated support from a range of external organisations, such as a weekly counsellor and school nurses;

- Transition programmes / events between year groups, phases and key stages, including KS3;
- Resources and directory of services shared on the school website.

The school promotes and strengthens the pupil voice through;
- A democratic process for the election of school council representatives.
- Meeting time for members of the 'Pupil Voice' committees.
- Consulting pupils about change and policy development.
- Pupil led assemblies and activities.

The school promotes an anti-bullying culture through;
- A strong school ethos which empowers tolerance and respect, including respect for difference and diversity. These are in line with our Equality policy, Anti-Bullying Policy, Multicultural policy and Behaviour Policy.
- High profile of anti-bullying procedures and policy through bespoke posters, assemblies and events such as Celebration of Kindness Week.
- Active listeners, including assistants and adults other than school staff to whom the victim may turn.

The school promotes the involvement of parents and carers in the life and learning of the school through:
- Parent questionnaires, including views on RSE curriculum and suggestions for parent workshops;
- Sports activities, concerts / music events and celebrated national events such as National Careers Week andMacmillan Coffee Morning;
- Team TSP – a parent committee- leads on several events throughout the year.
- Involvement in school trips and extracurricular activities;
- Half-termly meetings with teachers;
- Regular communication and involvement over pupil progress, behaviour and pastoral issues when appropriate;
- Weekly communication through class blogs and Twitter pages.

The school creates an awareness across the whole school community of the importance of emotional wellbeing and mental health through:
- Mindfulness in classes.
- Awareness events such as Hello Yellow, Mental Health Awareness Week and its own bespoke event, Celebration of Kindness Week.
- The school 'Keeping Safe' Twitter account, as well as individual class Twitter pages and blogs.
- Wellbeing section on the school website, including a directory of services.
- Class Collective Worship which always focus on a particular Christian value.
- Relevant resources such as Class Dojo.
- Wellbeing Team, who help promote mental health across the whole school.
- Working with other schools in the Connect network to share best practice.
- Class blogs and Twitter pages.

PSHE Curriculum

As per our PSHE Policy, the school uses the Jigsaw scheme of work for most explicitly taught PSHE lessons. Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education.

Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', Physical health and fitness', Healthy Eating', 'Drugs, Alcohol and Tobacco', 'Health and Prevention', 'Basic First Aid', 'Changing adolescent body'. It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured every lesson through the 'Calm Me' time; social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter.

Teachers know that mental well-being is a normal part of daily life and teaching through our school vision and values. However, through the Jigsaw scheme of work, the following knowledge is taught:

	Pupils should know	**How Jigsaw provides the solution**
Mental wellbeing	• H1 that mental wellbeing is a normal part of daily life, in the same way as physical health. • H2 that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • H3 how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • H5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. • H6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • H7 isolation and loneliness can affect children and that it is very important for children to discuss	All of these aspects are covered in lessons within the Puzzles • Healthy Me • Relationships • Changing Me • Celebrating Difference

		their feelings with an adult and seek support. • H8 that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. • H9 where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online). • H10 it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.	

As per our PSHE Policy, the school also promotes positive mental health through national and global events, including Hello Yellow! and Children's Mental Health Week. Additional lessons outside of the Jigsaw scheme of work may also be taught depending on the needs of individual classes and pupils.

RSE Curriculum

As per our RSE Policy, one of the primary aims of our RSE curriculum is to promote positive mental health and wellbeing.

The RSE programme reflects the school Christian ethos and demonstrate and encourage the following values. Part of maturity is learning to deal with failure in ourselves and others and realising that in strong relationships, mistakes or wrong choices can be followed by repentance.
- Respect for self.
- Respect for others.
- Responsibility for their own actions.
- Responsibility for their family, friends, school and the wider community.

Key objectives are covered in each year group and recapped in following year groups. As early as Foundation Stage, children are taught to 'talk about how they and others show feelings' and to 'show sensitivity to others' feelings and needs'. By Year 6, children are taught to 'understand their right to say no (peer pressure)' and to know where they can go for help and advice, particularly in regards to their mental health.

By the end of primary school, pupils should at least know:

Families
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for their security as they grow up;

- How to recognize if family structures are making them feel unhappy or unsafe and how to seek help or advice from others if needed.

Friendships
- How important friendships are in making us feel happy and secure;
- How people choose and make friends.

Relationships
- The importance of self-respect and how this links to their own happiness.

Special Educational Needs

Pupils who are identified as having additional learning needs will access PSHE learning through Quality First Teaching resources and additional strategies as outlined in the child's SEN Support Plan.

Monitoring

Aside from formative assessments by class teachers and communication with parents, the mental health of pupils is assessed summatively at regular intervals throughout the school year. The children take the PASS test (GL Assessment) every Autumn term and the results are analysed and evaluated by class teachers. Additional questionnaires are then provided through Spring and Summer term to monitor the pupils.

Where additional support is needed, the school SENDCo assesses and monitors pupils' wellbeing through the following:
- B Squared
- SEN Support Plan

Disclosures by Children and Confidentiality

We recognise how important it is that staff are calm, supportive and non-judgemental to children who disclose a concern about themselves or a friend. The emotional and physical safety of our children is paramount and staff listen rather than advise. Staff make it clear to children that the concern will be shared with the Mental Health Lead or the Safeguarding Lead and recorded, in order to provide appropriate support to the pupil.
All disclosures are recorded and held on the pupil's confidential file, including date, name of pupil and member of staff to whom they disclosed, summary of the disclosure and next steps.

Interventions and Additional Support

All concerns are reported to the Mental Health Lead or SENDCo, who will then ensure that the child gets the support they need, either from within the school or from an external specialist service, based on the level of need. Our aim is to put in place interventions as early as possible to prevent problems escalating. All actions taken are recorded.

The school understands that mental health difficulties are complex and strategies may differ for each child, depending on the factors causing the mental health difficulties, the

age of the child and the behaviour being exhibited as a result of the mental health difficulties.

Review

Our Mental Health and Wellbeing Policy is monitored at an annual review meeting led by the Mental Health Lead and SENDCo and involves members of the Wellbeing Team and governors.

The Governors are committed to reviewing the impact of the Mental Health and Wellbeing policy as part of the Monitoring and Evaluation Schedule, taking into account the following aspects:-

- Motivation
- Self esteem
- Behaviour (including Online Safety)
- Anti-bullying
- Anti-racism
- Anti-hate
- Anti-sexism
- Anti-homophobia
- Attendance
- Attainment
- Teaching

Reviewed during academic year 2024/25
To be reviewed during academic year 2025/26