St. Mary's RC Primary School, Clive Road, Failsworth, Manchester. M35 0NW
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# WELLBEING POLICY

| Version | Date | Amended by | Recipients | Purpose |
|---|---|---|---|---|
| 1 | September 2023 | Mrs O'Leary | Website | New Policy |
| 1 | September 2024 | Mrs O'Leary – No Amendments | Website/Governor Hub | Review |

This document requires approval by Governors:

| Name | Position | Date Approved | Version |
|---|---|---|---|
| Mr Aston | Chair of Governors | September 2023 | 1 |
| Mr Crossley | Chair of Governors | September 2024 | 1 |

***"The Lord does not keep his distance, but is near and real. He is in our midst and he takes care of us."***
***Pope Francis (World Youth Day 2016)***

St Mary's Catholic Primary School seeks to support positive Emotional Health and Wellbeing in the whole of our school community for adults as well as children.

We are proud to have achieved the Bronze Level School Mental Health Award awarded by the Carnegie Centre of Excellence for Mental Health in Schools, Leeds Beckett University 2023-2026 and shows are on-going commitment to improve the self-confidence, resilience and emotional intelligence of our school community.

CONTEXT AND RATIONALE

Emotional health and wellbeing promotes school success and improvement by:

- contributing positively to priorities such as enhancing teaching and learning, raising standards, promoting social inclusion and improving behaviour and attendance.
- involving pupils more fully in the operation of the school.
- helping pupils and staff feel happier, more confident and more motivated.

AIMS

General

- Happier and more motivated pupils and staff who get more out of life Teaching and Learning.
- Pupils who are more engaged in the learning process.
- Pupils who can concentrate and learn better.
- Improved standards in all subjects, including literacy and numeracy.
- Improved attainment.
- More effective teaching.
- Parents and carers more involved in school life and learning

Behaviour and Attendance

- Pupils with high self-esteem and confidence.
- Pupils who have a say in what happens at school.
- Fewer disaffected pupils, disengaged from learning.
- Improved behaviour and attendance.
- Less bullying.

Staff Confidence and Development

- Improved morale.
- Lower absenteeism.
- Better recruitment level.
- Positive and effective relationships with pupils.

Each pupil will have access to members of staff who will;

- Work to ensure the pupil is happy and safe in school.
- Deal with any problems or concerns in a positive and supportive manner
- Provide relevant learning opportunities about pastoral concerns and practices.
- Act as a supportive link to parents, carers, family and external services

- Ensure that information about the pupil is used sensitively to support their well -being and achievements.

Teaching Points

A variety of teaching methods is beneficial e.g. class, group, pairs, individual. Open enquiry, the expressing of opinions, sharing views, oral and written work, music and drama, should be utilised to present the programme. The Health and Well Being programme will allow broad and balanced coverage of issues relating to all aspects of health, affording access to information appropriate to young people's ages and stages.




Outside Agencies/Visitors

It is widely recognised that specialists and experts from other agencies can provide information, expertise and insights that class teachers would not normally be able to provide. The use of other agencies to complement and enhance the work of the class in a planned way is to be encouraged. It is important that the school enters into discussion with the agency prior to the input to ensure that it will indeed complement the ongoing curriculum. The Well-Being Coordinator will ensure that agencies come from reputable sources, satisfy guidelines for their use and are approved for use in schools by the education authority. For example, school links, MHST (Mental Health Support Team, NHS), Caritas counsellor (1 day) and Speech and Language Therapists.

Parents/Carers

The school will consult and involve parents appropriately in our approaches to learning and teaching but particularly so in relation to sensitive issues such as sexual health and drug education. The school follows a PSHE programme which is set at an appropriate level of understanding for each year group.

I-Thrive Model: Sharing Wellbeing Concerns

St. Mary's strive to use Oldham's current wellbeing pathway THRIVE to inform its wellbeing provision and underpin the pathway of support for pupils and their families.
Most children in terms of the THRIVE model are thriving and will use the people close to them and the information they have available to support their own wellbeing. However, around 10% of children have a mental health problem and will need more targeted support.

If parents/carers are concerned for the wellbeing of their child then they should make an appointment to share concerns with their child's class teacher. The class teacher will then put into place appropriate measures using St. Mary's universal or selected provision (see provision table below). If concerns continue, staff in close consultation with parents/carers may decide to refer their child to the wellbeing team for a referral to more targeted support for example from some of the outside agencies we closely with such as MHST (Mental Health Support Team), Caritas, Early Help…




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|---|
| Thriving: Universal offer e.g. class wellbeing sessions.<br>Strong whole school wellbeing ethos<br>PSHE and RE curriculum |
| Getting Advice: Selected support stage 1 provided by school.<br>Information about local services on school webpage e.g. TOG MIND, parent wellbeing booklet.<br>Pupils speak to trusted adult.<br>Parents seek advice from teacher, family liaison officer, member of wellbeing or pastoral team. |
| Getting Help: Selected support stage 2<br>Parent workshops<br>Intervention groups<br>Caritas counselling<br>School nurse<br>ELSA<br>MHST<br>TOG MIND |
| Getting More Help: Targetted support<br>CAMHs support<br>Education Psychologist<br>For LAC children access to support via virtual classroom. |
| Getting Risk Support:<br>CAMHs support<br>MASH<br>Clinical psychologist<br>Specialist support e.g. eating disorders, self-harm |

MHST (Mental Health Support Team)

At St. Mary's we are fortunate to work alongside colleagues from MHST (NHS based).

These colleagues provide vital support for the whole of our community from staff, pupils and parents.

- MHST support for pupils includes 1-1 sessions following approximately an 8 week programme, small group sessions and class workshops.
- MHST support for staff includes consultations and staff meetings.
- MHST support for parents includes 1-1 phone or face to face consultations and parent workshops.

Responsibility of All

Everyone within the school, whatever their contact with children may be, shares the responsibility for creating a positive ethos and climate of respect and trust – one in which everyone can make a positive contribution to the wellbeing of each individual within the school and the wider community.

St Mary's Wellbeing Team

Wellbeing governor: Mrs Leonard
Senior wellbeing lead and co-ordinator: Mrs O'Leary
Wellbeing staff leads: Mrs Millington (EYFs and KS1)/Mrs Crmel Clarke (KS2)
Youth Mental Health First Aiders: Mrs Clarke and Mrs Millington
Adult Mental Health First Aiders: Mrs Clarke and Mrs O'Leary
ELSA: Mrs Rowan

Well-Being Provision at St Mary's

| Universal | Selected | Targeted |
|---|---|---|
| Adjustments, interventions and support accessible to all children. | Stage 1-Support and interventions delivered using the school's resources and led by a staff member.<br>Stage 2- As above but including the support of an external professional through consultation. | Support and interventions for children who have more complex and enduring emotional or mental health needs. |
| • Catholic Ethos-statements of belief.<br>• Breakfast Club<br>• Oasis room-designated area.<br>• Half termly class wellbeing sessions.<br>• Kagan structures-team building…<br>• Celebration assemblies.<br>• Star/house point charts.<br>• School council.<br>• Well-being days/weeks.<br>• Well-being/friendship group(x1 per week)<br>• Daily exercise-daily mile/ 'i-moves' dance/ sports sessions.<br>• Worry monsters/ Calm boxes<br>• MIND assemblies.<br>• Assemblies by NSPCC, Childline.<br>• Always Badge raffle/treat days.<br>• Go Noodle. | • Lego Therapy.<br>• Meet and Greet.<br>• Positive People.<br>• Time to Talk.<br>• Socially Speaking.<br>• Social stories.<br>• MIND workshops.<br>• Behaviour/Home school diaries.<br>• Pastoral/Family support officer.<br>• Health Professionals-school nurse.<br>• Outside agency consultations- QEST, Education Psychologist | • 1-1, group sessions with MHST<br>• Counselling- by Caritas, Resolve.<br>• Referrals to CAHM's/Healthy Young Mind's.<br>• Emotional Literacy 1-1 sessions with ELSA support staff.<br>• Pastoral/Family Support Officer.<br>• Outside agency consultations-QEST, Education Psychologist.<br>• Referrals to MHST,CAHMs, TOG MIND, Early Help Team. |

Wellbeing Class Sessions

Every Tuesday afternoon, the school facilitates an inclusion programme of whole school well-being. This programme enables each child from each year group, from Nursery to Year 6, to access a wide range of activities which promote a positive well-being ethos in our school.

Nurture Group

Every Friday afternoon, the school facilitates nurture group sessions for our most vulnerable children who are experiencing mental health difficulties and need some additional support.

Wellbeing Ambassadors

St. Mary's have an established wellbeing ambassador team. Each class have representatives on the wellbeing ambassador team. They work closely with the staff wellbeing team to develop the wellbeing provision at St. Mary's listening carefully to the pupil voice of their respective classmates. They help plan and facilitate wellbeing activities to promote good emotional health and wellbeing such as assemblies, lunchtime activities, school environment assessments.