



**St George's Vision Statement**

At St George's we are proud to be one family of lifelong learners who know that they are special to God.  
Our Family is built upon a strong sense of belonging and mutual respect.  
Our community gives our children the freedom to flourish and succeed.

A flourishing fellowship: Learning together with God by our side.

<b>Policy Title:</b>	<b>Mental Health and Wellbeing</b>
<b>Responsibility:</b>	Headteacher
<b>Date:</b>	September 2020
<b>Review:</b>	September 2021

*We recognise that our pupils bring with them a wide variety of behaviours influenced by life experiences outside school. We aim to respond to each case professionally, objectively and compassionately. We are sensitive when working with children and families with specific needs and experiences and we continuously seek ways to promote successful partnerships. The basis of differentiation will vary dependant on the needs of each case but we will take into account the views of parents and families, colleagues and external agencies together with any Statement of Special Educational Need or Education, Health and Care Plan. We will also ensure compliance with the trust's Equality Policy taking into account pupils with protected characteristics and making reasonable adjustments for pupils with a disability within the meaning of the Equality Act 2010. Both the school and trust respects the Public Sector Equality Duty (PSED) that requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities. By following the trust's Equality Policy, the school seeks to eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by such legislation.*

*This policy should be read in conjunction with the Trust's Equality Policy.*

<https://www.aquinastrust.org/>

**Aim**

At St George's CE Primary School, we promote positive mental health and wellbeing for our whole school community (pupils, staff and parents), and recognise how important mental health and emotional wellbeing is to our lives in the same way as physical health.

We recognise that children's mental health is a crucial factor for their overall wellbeing and can affect their learning and achievement. All children will go through ups and downs during their school lives, and some face major life events. 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 have access to help when they need it.

We also have a duty to ensure that children learn about what they can do to maintain positive mental health, what affects their mental health, and who they can turn to if they need support.

Our aim is to 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.

### **Lead Staff Members**

Ellen Peyton, Dawn Arden and Michelle Fahey – Safeguarding Leads.  
Christiana Georghiades – Family Worker  
Anna Payne – Assistant SENCO  
Carrie Sawyer and Verena Magee – Emotional Literacy Support Assistants  
Kelly Whitmee and Verena Magee – Mental Health First Aiders

Any member of staff who is concerned about the mental health or wellbeing of a pupil should speak to the class teacher in the first instance and record their concerns on Safeguard. If there is a fear that the pupil is in danger of immediate harm then the normal child protection procedures will be followed with immediate referral to the designated safeguarding lead.

School staff may become aware of warning signs which indicate a pupil is experiencing mental health or wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns to the DSLs and record on Safeguard.

Possible warning signs include: (this is not an exhaustive list)

Physical signs of harm that are repeated or appear non-accidental  
Changes in eating / sleeping habits  
Increased isolation from friends or family, becoming socially withdrawn  
Changes in activity and mood  
Lowering of academic achievement  
Talking or joking about self-harm or suicide  
Expressing feelings of failure, uselessness or loss of hope  
Changes in clothing – e.g. long sleeves in warm weather  
Secretive behaviour  
Noticeable changes in appearance/behaviour/attitude  
Skipping PE or getting changed secretly  
Lateness to or absence from school  
Repeated physical pain or nausea with no evident cause  
An increase in lateness or absenteeism

Also, all staff, on completion of the Leuven Scale each term, will alert the Inclusion team if there are any concerns which need to be monitored.

### **Curricular and Extra-curricular Support**

We support the mental health and wellbeing of all pupils through:

A strong school vision which empowers tolerance and respect, including respect for difference and diversity.  
High profile anti-bullying procedures and policy.  
Establishing clear rules, routines and expectations about behaviour for learning and social

cohesion.

Encouraging positive, caring and constructive relationships.

Enhancing school and classroom layout, facilities and resources.

Recognising the background of individual pupils and their physical, social and emotional needs

Consistent support for vulnerable children and those with SEND from trained teams of pastoral, learning support, teaching assistants and other agencies where appropriate.

A broad and balanced curriculum with opportunities for intellectual, physical and expressive development.

Using a range of teaching styles such as Circle Time appropriate to pupils' age, ability and level of maturity.

Opportunities for pupil leadership through school council, play leaders, peer mentors and other roles.

An emphasis on praise and reward

Opportunities for reflection and spiritual development through art, literature and the RE curriculum.

Having nurture groups for general wellbeing as well as specific mental health, such as interventions dealing with anxiety or emotions.

Check in opportunities throughout the day to support vulnerable pupils.

Family worker who works closely with the whole family, and outside agencies.

### **Staff Support**

We support the mental health and wellbeing of all staff through:

Curricular planning time within the school week.

Whole school training events, including Safeguarding.

Access to appropriate external training and physical exercise

Involving all staff in decision making and proposed change e.g. timing of the school day, frequency of reporting to parents and so on.

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

Work life balance regularly reviewed and acted upon i.e. reduction of unnecessary paperwork, admin tasks.

Encouragement of social events roles and responsibility

The promotion of Emotional Health and Social Well Being and raising the achievement of all pupils is the responsibility of the whole school staff and AAC. The Head teacher and Senior Leadership Team will demonstrate through their personal leadership the importance of this scheme, ensure all staff are aware of it and understand their role and responsibility in relation to it.

### **DATA PROTECTION**

*St George's CE Primary School [The Academy] processes personal data, some of which will be sensitive personal data, in accordance with the data protection principles embodied in the General Data Protection Regulations (GDPR) and the Data Protection Act 2018. The Academy complies with the requirements of the data protection legislation as detailed in the Trust Data Protection Policy.*

*All staff are aware of the principles of data protection and will not process personal data unless necessary. The Academy safeguards the personal data it collects through the operation of the Trust's data protection policy and processes and the IT policy. In addition, the Academy has taken steps to ensure that all its contracts that process data have the GDPR compliant provisions.*

