

Mental Health and Well-being Policy



Policy updated by Miss Taylor (Mental Health and Well-being leader): February 2025

Policy approved by Governors: March 2025

A handwritten signature in black ink, appearing to read 'Fiona Taylor'.

Chair of Governors

A handwritten signature in black ink, appearing to read 'M. Grogan'.

Headteacher

Policy shared with staff and shared on the school website: March 2025

'Never settle for less than your best'

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MENTAL HEALTH AND WELL-BEING POLICY

Our school motto

Never settle for less than your best.

Our Vision

Following in the footsteps of Jesus, each member of our community will flourish as resilient, respectful and adaptable individuals prepared for life's journey. Along the way we will encourage and inspire each other to continue growing as beacons of light in our own lives and the wider world.

Our Mission

St George's Central seeks to provide quality education rooted in the Christian faith, serving the spiritual, moral and educational needs of the community of which it is part.

Introduction

Mental health 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 (World Health Organisation).

At St George's Central CE Primary School and Nursery, we are committed to supporting the mental health and well-being of our pupils and community. Our aim is to foster an inclusive, nurturing environment where everyone feels safe, supported, and valued. We believe mental health is as important as physical health and is integral to our ability to flourish, as articulated in our Christian Vision. We promote mental health through a whole-school approach, integrating strategies for emotional wellbeing into our curriculum, daily practice, and ethos. Our school seeks to build resilience, develop emotional literacy, and provide early intervention for those experiencing mental health difficulties. We are a caring community and our culture allows students' voices to be heard. Through the use of effective policies and trauma-informed practices we ensure a safe and supportive environment for all affected, both directly and indirectly, by mental health issues.

This policy is intended as guidance for all staff (including non-teaching and governors), outlining our whole school approach to promoting mental health and wellbeing. It should be read in conjunction with related policies. This policy includes 'Useful contact numbers' as an appendix.

Related Policies

This policy operates in conjunction with the following school policies:

- Behaviour and Relationships Policy
- Child Protection and Safeguarding Policy
- Child-on-Child Abuse Policy
- Equality Policy
- Anti-Bullying Policy
- Special Educational Needs and Disabilities (SEND) Policy
- PSHE, RSE and Health Education Policy

The aims of this policy are to:

- Provide a clear framework for promoting positive mental health and wellbeing for pupils, staff, and the wider school community.
- Ensure that mental health concerns are identified early and appropriate support is provided.
- Create a culture where mental health is openly discussed, and stigma is challenged.
- Offer support systems through trauma-informed school practices, pastoral care, and external partnerships.

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At St George's Central, we understand that everyone experiences life challenges that can make us seem vulnerable and, at times, anyone may need additional emotional support. We value the importance of positive mental health and well-being and believe everyone has an active role to play. We endeavour 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 ensure that children are equipped with the tools to understand and 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.

We aim for our pupils to:

- Feel loved, trusted, understood and safe.
- Feel like they belong.
- Recognise, acknowledge, communicate and manage a range of feelings and emotions.
- Identify a range of 'self-help' tools to manage emotional regulation.
- Receive and understand empathy, then in-turn developing care and concern for others.
- Be effective and successful learners;
- Make and sustain friendships;
- Deal with, and resolve, conflict effectively and fairly;
- Solve problems with others for themselves;
- Manage strong feelings such as frustration, anger and anxiety;
- Be able to promote calm, optimistic states that support the achievement of goals;
- Be resilient and adaptable; recover from setbacks and persist in the face of the difficulties.
- Work and play cooperatively;
- Compete fairly and win and lose with dignity and respect for other competitors;
- Recognise and stand up for their rights and the rights of others and
- Understand and value the differences and commonalities between people, respecting the rights of others to have beliefs and values different from their own.

Teaching about Mental Health and Well-being

Promoting mental health and emotional wellbeing is an integral part of our curriculum and school culture. We aim to equip our pupils with the knowledge, skills, and attitudes to manage their mental health, support their peers, and seek help when needed.

In EYFS teaching activities are developed from Wigan's Children's Well-being Project to provide strategies for pupils emotional development and self-regulation. Therefore supporting pupils to create their own calm, happy, peaceful moments.

The skills, knowledge and understanding needed by our pupils to keep themselves mentally healthy and safe are included as part of our PSHE curriculum for Year 1 - Year 6. We follow the PSHE Association Programme of Study to ensure mental health and well-being issues are being taught in a safe and appropriate manner. The specific content of lessons will be determined by the age and needs of the cohort being taught, however, there will always be an emphasis on enabling pupils to develop emotional literacy and the confidence to seek help, as needed, for themselves and others. Children are also taught tools to support themselves and others, such as mindfulness activities, including emotional coaching and breathing techniques.

Everyday Magic techniques are used to support daily interactions and conversations to build 'scaffolding' to enhance children's learning around mental wellbeing within a trusting relationship.

We also take a whole school approach to promoting positive mental health, aiming to help children become more resilient, happy and successful and to work in a pro-active way to avoid problems arising. We do this by:

- Creating a nurturing, loving environment where children are guided through their feelings.
- Creating a calm and positive ethos throughout the school where everyone feels safe, secure and valued, and where effective teaching and learning can take place.

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- Providing a behaviour management framework that is trauma-informed and inclusive, ensuring that it is appropriate for all children at out school.
- Providing children with emotionally available adults (EAA) following the PACE Model to increase levels of social engagement, empathy and emotional validation. (See Behaviour and Relationships Policy)
- Educating children about neuroscience linking to emotions and feelings to teach them about emotional regulation and develop awareness of mental health.
- Helping children socially to form and maintain relationships.
- Helping children to feel comfortable about sharing any concerns or worries.
- Promoting self-esteem and ensuring children understand their importance within our school and wider community;
- Helping children to be resilient learners and to manage setbacks;
- Supporting and training staff to develop their skills and their own resilience;
- Developing an open culture where it's usual to talk about mental health and
- Teaching using Wigan's Children's Well-being Approach 0-5 in EYFS and onwards through school.

Other Whole School Activities:

- **Themed Weeks and Days:** We hold special events such as Children's Mental Health Week, where the whole school engages in activities that highlight the importance of mental wellbeing. These events may include mindfulness sessions, physical activities, and workshops focused on resilience and emotional regulation.
- **Collective Worship:** Regular Collective Worship opportunities are used to promote positive mental health, covering topics like kindness, friendship, managing emotions, and the importance of asking for help.
- **Mental Health Ambassadors:** KS2 pupils are trained as Mental Health Ambassadors, offering peer support during break and lunch times. Their role is to listen to peers who might need someone to talk to and offer friendship and guidance, and support promoting emotional wellbeing among classes and pupils.

We promote a mentally healthy environment through promoting our school Christian Values and encouraging a sense of belonging. We also promote pupil voice and opportunities to participate in decision-making. We regularly celebrate academic and non-academic achievements. Opportunities are provided to help develop a sense of worth through encouraging children to take responsibility for themselves and others. We aim to provide opportunities to reflect and enable access to appropriate support. Mindfulness is practised and PSHE is delivered in all year groups. Well-being rooms are used daily for specific sessions, interventions and to provide calming areas to support mental health and well-being.

Assessment and Early Identification

We aim to identify children with mental health needs as early as possible. We recognise the effectiveness of early intervention and commitment to pastoral care for all. We use a range of tools to assess and monitor the emotional and social health of our pupils. These are the following:

- **The Leuven Scales of Emotional Well-being and Involvement:** This assessment is used within EYFS to observe pupils in their day-to-day interactions. Children who indicate low levels of 'well-being' and 'involvement' are identified and supported with well-being interventions.
- **'I Wish My Teacher Knew' Questionnaire:** KS1 and KS2 pupils undertake this questionnaire at the beginning of each half term to establish any concerns and staff will respond with the appropriate intervention. Additionally, all classes have an 'I Wish My Teacher Knew' box to allow future opportunities for communication, especially those individuals who lack confidence when speaking to adults. These are checked by staff daily.
- **Stirling Children's Well-being Scale Questionnaire:** This is undertaken by Year 4 to Year 6 as a baseline at the start the academic year to identify children who may be experiencing mental health difficulties. These individuals will be targeted with appropriate intervention. This is revisited at the end of the year to measure pupil progress with the mental health provisions provided.
- **Motional:** An assessment tool used with targeted pupils to monitor progress of specific emotional systems and executive functions.

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Changes in patterns of behaviour may indicate warning signs that a child is experiencing mental health or emotional well-being issues. These tend to link with attendance, punctuality, relationships, approach to learning, physical indicators, negative behaviour, family circumstances and health indicators. Possible warning signs include:

- Changes in eating/sleeping habits;
- Becoming socially withdrawn;
- Changes in activity and mood;
- Talking 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 and
- A recent bereavement.

Teaching and support staff are responsible for reporting concerns about individual pupils to designated adults within school.

Interventions and Support

At St George's Central, we recognise early intervention is fundamental to supporting pupils who are experiencing mental health difficulties. We use a variety of methods to provide appropriate care to our pupils. Alongside the assessment and monitoring tools used, all concerns are reported to the designated adults within school and a triage approach with SLT, class teachers and SENDCO is used to ensure the child gets the support they need, either from within the school or from an external specialist service, as quickly as possible.

Once children or groups have been identified as needing additional support, the school can provide targeted interventions such as trauma-informed practices, therapeutic stories based around emotional literacy (e.g. loss, anxiety, self-esteem) or social skills groups. For instance, a child with low wellbeing may benefit from peer support, counselling, or adjustments in their classroom environment, whilst another child might require sensory breaks or additional resources to increase engagement. Targeted interventions are undertaken by our Learning Mentor, or other another EAA where appropriate. They will work in close consultation with class teachers, the Mental Health Lead and SENDCo as part of the 'Assess, Plan, Do, Review' approach (See SEND Policy).

Parental partnerships are developed through positive communication to support children's emotional health and well-being. Parents will be informed if their child is receiving a targeted intervention and relevant information will be communicated about the support provided or concerns. We will signpost parents to further information or resources to provide additional support.

Working with specialist services:

As part of our targeted provision, the school will work with other agencies to support children's emotional health and wellbeing. Children may be referred to one of the following services for additional support.

- Educational Psychology Services
- CAMHS (Child and Adolescent Mental Health Service)
- School Nursing Service
- Children's and Family Services
- Therapists
- Family support workers
- Counselling Services
- Specialist agencies for pupils' with SEND e.g. The Autism Outreach Team

Whole school approaches to developing mental health and wellbeing are also contained in our Behaviour and Relationships Policy. Policies for Child Protection, Anti-Bullying and Attendance are promoted in school. Together they build the foundations for mental health and well-being. Alongside our policies, there are a variety of practices within our school to promote positive mental health. For example, our transition arrangements and our reward systems. We have various whole school organisations including a School Council, an Ethos Council, an Eco Council, Rota Kids and a 'school team' approach to support pupil voice and collaboration. Where children indicate that they may be vulnerable and at risk, staff will follow our Safeguarding and Child Protection Policy and inform the

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Staff Promoting Mental Health and Well-being

As a minimum, all staff receive regular training in recognising and responding to mental health issues as part of their regular child protection training in order to enable them to keep pupils safe. Staff have also received Everyday Magic training. Specific staff have undertaken a Trauma Informed Schools Diploma providing expertise in childhood trauma and trauma informed practices. Additional CPD will be supported throughout the year where it becomes appropriate due to developing situations with one or more pupils.

Additionally, staff will encourage positive mental health and wellbeing for pupils by:

- Following the Behaviour and Relationships Policy to implement trauma-informed practices and the PACE model.
- Promoting positive mental health and understand protective and risk factors for mental health.
- Educating pupils about the neuroscience behind emotions and feelings to develop awareness of mental health.
- Having the skills to identify warning signs of mental health problems and ensure these children receive early intervention and the support required.
- Following the school's reporting systems if a child comes to a member of staff with an issue that they feel they are not able to deal with alone.
- Ensuring personal beliefs and attitudes will not prevent them from providing balanced mental health and well-being in school.
- Tailoring lessons to suit all children in their class, across the whole range of abilities, faiths, beliefs and cultures, including those children with special educational needs, asking for support in this from the Inclusion Leader, should they need it.
- Reporting to the Mental Health and Well-being Leader/SLT/Headteacher on any areas that they feel are not covered or inadequately provided for in the school's mental health and well-being provision.

The role of parents/carers

At St George's Central we believe parental involvement is a crucial part of mental health and wellbeing. Regular opportunities exist to promote partnership with parents, including:

- Welcome meetings for parents new to our school in both Nursery and Reception;
- Meet the teacher meetings in Autumn Term – an opportunity to meet staff and become familiar with curriculum and routines in classes in KS1 and KS2;
- Staff available on entry to the school site for parental queries;
- Parents' Evenings throughout the year;
- Parent workshops;
- Stay and Play sessions for EYFS and open afternoons for KS1 and KS2;
- Inviting parents to various assemblies and services throughout the year;
- Regular parent questionnaires, to help us build on what we do best and identify areas for improvement and
- Regular updates on class 'X' pages and Seesaw.

The role of the Mental Health and Well-being Leader

- To write a Mental Health and Well-being Policy in consultation with other members of staff and governors.
- To advise staff on delivering and supporting mental health and well-being across school.
- To ensure the adequate and appropriate provision of resources, that teachers are aware of where to access and how to use resources available.
- To keep up to date with recent educational thinking and new initiatives for mental health and well-being, including local and national, and to attend relevant training.
- To advise the Headteacher of strengths and areas for development in mental health and well-being and resources within the school.
- To monitor mental health and well-being within school and to have a clear understanding of standards.
- To address any issues relating to children's progress in consultation with the Headteacher and members of staff.
- To keep a portfolio of evidence.

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The role of staff

- To receive training about recognising and responding to mental health issues as part of regular child protection training
- To report back to Mental Health and Well-being Leader/Headteacher on any areas that they feel are not covered or inadequately provided for in the school's mental health and well-being provision.
- To promote positive mental health and to understand protective and risk factors for mental health.
- To have the skills to identify warning signs of mental health problems and ensure these children receive early intervention and the support required.
- To follow the school's reporting systems if a child comes to a member of staff with an issue that they feel they are not able to deal with alone.
- To ensure that their personal beliefs and attitudes will not prevent them from providing balanced mental health and well-being in school.
- To tailor their lessons to suit all children in their class, across the whole range of abilities, faiths, beliefs and cultures, including those children with special educational needs, asking for support in this from the Inclusion Leader, should they need it.

The role of the Headteacher

- To ensure teaching and promotion of mental health and well-being is provided in accordance with the Governors' Agreed Syllabus for all registered children at the school.
- To ensure sufficient time and resources are devoted to mental health and well-being.

The role of the Governing Body

- To ensure there is a current policy statement and curriculum for the teaching and promotion of mental health and well-being.
- To ensure mental health and well-being is included in the basic curriculum.
- To ensure sufficient time and resources are devoted to mental health and well-being.

Conclusion

At St George's Central CE Primary School and Nursery we believe that it is our professional duty to share this policy with all new members of staff, parents and carers on request. The policy will be reviewed in the light of experiences, new developments or requirements. The leader will discuss any aspect of this policy on request.

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Appendix 1

Useful contact numbers

St. George's Central CE Primary School (Darlington St Nursery):	01942 883773
St. George's Central CE Nursery (Lancaster Avenue):	01942 889779
School Nurse:	0300 7071091
CAMHS School Link:	01942 764473
Wigan Family Welfare:	01942 867888
Multi-Agency Safeguarding Team (Mon-Fri, 8.45am – 5pm):	01942 828300
Multi-Agency Safeguarding Team (Mon-Fri, 5pm – 8pm & Sat 8.45am – 1pm):	01942 828777
Multi-Agency Safeguarding Team (Mon-Fri, 8pm – 8:45am & Sat 1pm – Mon 8:45am):	0161 834 2436
Start Well Hub (Astley, Tyldesley, Atherton):	01942 486344
Emergency Services number:	999
NHS Non-Emergency numbers:	111
Police Non-Emergency numbers:	101/0161 872 5050
Crimestoppers:	0800 555 111
NSPCC Helpline:	0808 800 50000
Childline:	0800 1111

Useful weblinks

[Wigan Council Free Support for 0-19's](#)

[Wigan Council Family Directory](#)

[North West Borough Healthcare \(Wigan\)](#)

[NHS Mental Health](#)

[NHS Every Child Matters](#)

[Young Minds](#)

[Childline](#)

[Kooth](#)

[Barnardo's](#)

[Family Lives](#)

[Parent Gym](#)

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