

# ST. MICHAEL'S C.E. (AIDED) PRIMARY SCHOOL



## Mental Health and Wellbeing Policy

### Vision

At St Michael's, we desire to be a community where we inspire and nurture everyone to grow as resilient, empathetic, and courageous individuals. Together, we empower all to thrive academically, personally, professionally and spiritually, becoming compassionate agents of change who positively impact the world around them.

Empathy - Resilience – Courage – Aspiration – Collaboration - Kindness

### Policy Statement

Mental health is defined by the World Health Organization as:

*“A state of well-being in which every individual realises their own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to their community.”*

At our school, our Christian vision underpins all that we do.

We are committed to promoting positive mental health and wellbeing for all members of our school community. We take a whole-school approach, alongside targeted support for those with greater need. Through effective policies and practices, we aim to provide a safe and supportive environment for all pupils, staff, and families.

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### Scope

This policy applies to all staff, including non-teaching staff and governors. It should be read in conjunction with:

- Medical Policy (for mental health linked to physical health)
- SEND Policy (for pupils with additional needs)

Our aims are to:

- Promote positive mental health in pupils and staff
  - Increase awareness and understanding of mental health issues
  - Identify early signs of poor mental health
  - Support staff in working with affected children
  - Support pupils, families, and peers when mental health issues arise
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## Key Staff

While promoting mental health is the responsibility of all staff, specific roles include:

- **Mrs Lucy Perry** – Designated Safeguarding Lead
- **Mrs Nina Mathers** – Lead First Aider
- **Mrs Gaynor Gerrard** – Well Being Champion
- **Mrs Catherine Prole** – PSHE Lead
- **Mrs Helen Howden** – Health and Wellbeing TA

Immediate safeguarding or medical concerns must follow standard child protection or first aid procedures.

Referrals to CAMHS (Child and Adolescent Mental Health Services) are coordinated by the school SENCO, Sue Smith.

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## Individual Care Plans

For pupils with diagnosed or emerging mental health needs, a care plan should be developed in collaboration with the pupil, parents/carers, and relevant professionals. Plans may include:

- Details of the condition
- Medication and side effects
- Emergency contacts
- Special requirements
- The school's support role

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## Teaching about Mental Health

Mental health education is embedded in our PSHE curriculum, RE, and our assembly programme.

We follow PSHE Association guidance to deliver safe, age-appropriate lessons focused on:

- Emotional literacy
- Healthy coping strategies
- Help-seeking behaviour

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## Signposting Support

We ensure all members of our community know how and where to access support:

### For Staff and Pupils:

- Longford Park Support Services
- School Nurse
- Educational Psychologist
- Diocese and Church-based support
- **MARAT: 0161 912 5125** – safeguarding line for DSL use
- **Teacher Support Line: 08000 562561** – staff counselling service

We teach pupils:

- What support is available
- Who it is for

- How to access it
  - Why it helps
  - What to expect
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### **Recognising Warning Signs**

Staff should be alert to signs that may indicate a pupil is struggling:

- Unexplained physical harm
- Changes in eating/sleeping habits
- Social withdrawal
- Mood or behaviour changes
- Drop in academic performance
- Self-harm references or jokes
- Alcohol or drug misuse
- Feelings of hopelessness
- Reluctance to attend school or PE
- Secretive behaviour

Concerns should be recorded and shared with the Mental Health Lead.

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### **Managing Disclosures**

All staff must respond calmly, supportively, and non-judgementally to disclosures. Staff should:

- Listen without pressing for details
- Reassure the pupil they are being taken seriously
- Prioritise the pupil's safety and wellbeing
- Record disclosures including:
  - Date
  - Name of staff member receiving disclosure
  - Key points of discussion
  - Agreed next steps

Share this with the Mental Health Lead for safe storage and follow-up.

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### **Confidentiality**

We respect confidentiality but prioritise safety. Where concerns need to be shared, pupils should be informed of:

- Who we are telling
- What we are sharing
- Why it must be shared

If there is a safeguarding concern, the Designated Safeguarding Lead must be informed immediately.

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### **Working with Parents**

When appropriate, parents/carers will be informed. We consider:

- Holding face-to-face meetings

- Who should attend (parents, pupil, key staff)
- Aims of the discussion

We allow parents time to process the information, offer written resources, and agree on next steps. Follow-up contact will be arranged.

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### **Supporting Parents**

To support families, we will:

- Share information about mental health via our website and events
  - Provide clear guidance on who to contact with concerns
  - Keep our policy accessible
  - Inform parents about topics covered in PSHE
  - Suggest home strategies to promote mental health
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### **Supporting Peers**

Peers may be affected when a friend is experiencing mental health difficulties. We will consider:

- What friends need to know (with consent)
- How they can support safely
- Avoiding harmful behaviours
- Signs a friend may need help themselves

We will also direct peers to reliable information and safe coping strategies.

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### **Staff Training**

All staff receive regular training as part of child protection procedures. Additional training opportunities are:

- Hosted during Inset
- Offered through CPD, especially in response to emerging needs
- Available via twilight sessions when needed

Staff should raise training needs with Mrs Perry, CPD Lead.

## SIAMS Checklist for Church Schools

For SIAMS, mental health and wellbeing is mainly captured in the 'Community and Living Well Together' section of the non-statutory SEF.

<b>Community and Living Well Together</b>	
The school is a safe inclusive community which values and celebrates each member.	
Policies related to mental health and wellbeing are linked to the school's Christian vision.	
Pupils are able to identify a member of staff, a preferred adult, who they can talk to and knows them.	
Pupils have the opportunity to lead on aspects of mental health and wellbeing.	
Pupil and staff voice is listened to and influences provision within the school.	
<b>Wisdom, Knowledge and Skills</b>	
The school's curriculum offer is accessible to all, inclusive and supports the mental health, wellbeing and spiritual development of pupils.	
<b>Leadership</b>	
The school has ensured that the provision of support for the mental health and wellbeing of pupils and staff is an expression of its Christian vision.	
All staff have received some level of CPD on mental health and wellbeing and are clear on their role and how to refer concerns	
There is a lead professional who champions mental health and wellbeing. The mental health and wellbeing Lead has received additional training.	
Professional supervision is available to staff working with pupils with complex needs.	
Consultation with pupils, staff and parents shape provision.	
A lead governor understands the complexity of mental health and wellbeing provision and reports knowledgeably to governing board meetings.	