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Agreed by Directors and Available to Staff– January 2025

To be Reviewed – Jan 26

Mental Health and Wellbeing Policy

Purpose

At St. George's Preparatory School, we are committed to supporting the emotional health and wellbeing of our pupils and staff.

We have a supportive and caring ethos and our approach is respectful and kind, where each individual and contribution is valued.

At our school we know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the view that positive mental health is everybody's business and that we all have a role to play.

At our school we:

- help children to understand their emotions and feelings better
- help children feel comfortable sharing any concerns or worries
- help children socially to form and maintain relationships.
- promote self-esteem and ensure children know that they count.
- encourage children to be confident and 'dare to be different'
- help children to develop emotional resilience and to manage setbacks.

We promote a mentally healthy environment through:

- Promoting our school values and encouraging a sense of belonging
- Actively teaching skills that benefit mental health
- Promoting pupil voice and opportunities to participate in decision-making
- Celebrating academic and non-academic achievements
- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others
- Providing opportunities to reflect.
- Access to appropriate support that meets their needs

We pursue our aims through:

- Universal, whole school approaches
- Support for pupils going through recent difficulties
- Specialised, targeted approaches aimed at pupils with more complex or long term difficulties

Policy Scope

This policy should be read in conjunction with our SEND policy. This policy should also be read in conjunction with our Behaviour, Anti-bullying, and PSHE policies. It should also sit alongside our Safeguarding and Child Protection policies.

Lead Members of Staff

Whilst all staff have a responsibility to promote the mental health of students, staff with a specific, relevant remit include:

Lindsey Fidrmuc -Deputy Head (Pastoral), Senior Mental Health Lead, SENCO, Deputy DSL

Andrew Moon - Designated Safeguarding Lead

Sarah Hague – Head Teacher, Deputy Designated Safeguarding Lead

Nicola Sinclair, Audrey Watkins, Chantal Valois, Charlene Moulin and Jo Emblem - Emotional Literacy Support assistants -ELSAs

Emma Hall – Decider Skills Lead

Ruth McKimmon - Completed Introduction to Counselling Level 2

Lana Hamilton - Mental Health First Aiders

Pat O'Neill - Drawing and Talking

Rachel Stirrup – Lego Intervention Therapy

Teaching about Mental Health

The skills, knowledge and understanding needed by our students to keep themselves mentally healthy and safe are included as part of our Jigsaw PSHE curriculum.

The specific content of lessons ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner. Children are also taught mindfulness skills which aid self regulation.

The whole school is also taught the Decider Skills. These are a set of skills that teach children to recognise their own thoughts, feelings and behaviours, allowing them to monitor and manage their own emotions and mental health.

Whole School Support

The school will offer support through targeted approaches for individual pupils or groups of pupils which may include:

- o Circle time activities.
- o Targeted use of Jigsaw resources.
- o Mental Health Week and Wellbeing Week
- o ELSA support groups.
- o Therapeutic activities including art, lego and relaxation and mindfulness techniques.

The school will make use of resources to assess and track wellbeing as appropriate including:

- o Reporting via CPOMS
- o The Boxall Profile
- o Emotional literacy scales

Individual Support

We will ensure that staff, pupils and parents are aware of what support is available within our school and how to access further support. When a need for support is identified a meeting should take place between the form tutor and the child's parents to discuss any concerns. The form tutor should then complete a wellbeing referral on CPOMS and alert the Mental Health and Wellbeing Coordinator who will review and allocate support as appropriate.

Support Services Available:

ELSA

An allocated member of staff as a 'go to' person

Support from a member of the school's wellbeing team

Drawing and Talking

Kairos Art Therapy

Children and Families Hub - Family Support Workers

Primary Mental Health Worker

School Nursing Team

MIND Jersey

CAMHS

Behaviour specialists

Educational Psychologist

Identifying needs and Warning Signs

All staff should remain aware of the mental health and emotional needs of their pupils.

School staff may also become aware of warning signs which indicate a student is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns with the Designated Safeguarding Lead or Mental Health and Wellbeing Coordinator as appropriate.

Possible warning signs include:

- Relationship difficulties
- A change in the pupil's approach to learning
- Physical indicators
- Negative behaviour patterns
- A change in family circumstances
- Recent bereavement
- Health indicators
- Changes in eating / sleeping habits
- Becoming socially withdrawn
- Changes in activity and mood
- Talking or joking 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

Working with Parents

In order to support parents we will:

- Highlight sources of information and support about mental health and emotional wellbeing in the weekly Bulletin and on our school website
- Share and allow parents to access sources of further support
- Ensure that all parents are aware of who to talk to if they have concerns about their child.
- Make our emotional wellbeing and mental health policy easily accessible to parents
- Share ideas about how parents can support positive mental health in their children.
- Keep parents informed about the mental health topics their children are learning about in PSHEE and share ideas for extending and exploring this learning at home
- Work with other agencies and partners

Training

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection training in order to enable them to keep students safe.

The National College learning portal provides free online training suitable for staff wishing to know more about a specific issue.

Training opportunities for staff who require more in-depth knowledge will be considered as part of our appraisal process and additional CPD will be supported throughout the year where it becomes appropriate due to developing situations with one or more pupils.