

# Holy Family Catholic Primary School

## Mental Health and Well-Being Policy



*We live, love and learn together in the light of God by...*

*Praying together*

*Learning together*

*Playing together*

*And*

*Respecting each other*

**Approved by:** Linda Mockler

**Date:** 11<sup>th</sup> December 2025

**Next review due by:** December 2026

*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)*

## 1. BACKGROUND:

At Holy Family Catholic Primary School, the children in our care are at the heart of everything we do. Their well-being and the well-being of our staff and families has been at the core of our decision-making as a school, and this policy aims to embed this commitment to promoting and monitoring mental health within our culture. It also aims to set out a clear approach to supporting pupils, staff and families during times when their emotional wellbeing is less than optimal.

## 2. POLICY STATEMENT

We are committed to championing the well-being and the mental health of our pupils, staff and the community of families we serve. When our emotional well-being is valued, when we feel connected and secure in respectful and nurturing relationships, and when we feel safe to express any worries and concerns we may have, we are most likely to thrive. Our children are more likely to enjoy the learning experience and secure better educational outcomes, our staff are more likely to enjoy their work and be more productive, and our community of families are more likely to enjoy a supportive environment for their children to be nurtured within. When our well-being is optimal, we can manage emotions, self-regulate behaviour, follow structures and routines, socially interact with peers, build trust with peers and adults and ultimately establish positive relationships

(Carpenter, Barry and Carpenter, Matthew. April 2020).

At Holy Family Catholic Primary School we aim to promote protective behaviours to safeguard the well-being of all. We believe that all members of the community have the right to feel safe and for our well-being to be prioritised, and that nothing is too small or insignificant to talk about with a trusted adult in our school support network.

## 3. SCOPE

This document describes the school's approach to promoting positive mental health and well-being. The policy is intended as guidance for all staff, including non-teaching staff and governors.

The school policy sets out the following requirements:

- promote the well-being of all
- support mental ill health
- make statements of policy in relation to promotion, prevention and support for mental ill health
- promote training and information for school staff on the subject of mental health
- have regard to pupil mental health in joint working arrangements with
- other governing bodies
- local authorities
- commissioners and providers of the National Health Service

#### **4. PROMOTING THE WELL-BEING OF ALL**

At Holy Family Catholic Primary School, we want our children to **Be the Best They Can Be**. For this to be possible, staff well-being is a key priority area.

#### **5. ROLE OF STAFF**

All staff are expected to:

- Treat each other with empathy and respect
- Support other members of staff if they become stressed, such as by providing practical assistance or emotional reassurance
- Report honestly about their well-being and let other members of staff know when they need support
- Follow the school's policy on out-of-school hours working, including guidance on when it is and isn't reasonable to respond to communications
- Contribute positively towards morale and team spirit
- Use shared areas respectfully, such as the staff room or offices
- Take part in training opportunities that promote their well-being

#### **6. ROLE OF LINE MANAGER**

Line managers are expected to:

- Provide a non-judgemental and confidential support for all staff
- Take any complaints or concerns seriously and deal with them appropriately using the school's policies
- Monitor workloads and be alert to signs of stress, and regularly talk to staff about their work/life balance

- Make sure new staff are properly and thoroughly inducted and feel able to ask for help
- Understand that personal issues and pressures at work may have a temporary effect on work performance, and take that into account during any appraisal or capability procedures
- Promote information about, and access to, external support services
- Help to arrange personal and professional development training where appropriate
- Monitor staff sickness absence, and have support meetings with them if any patterns emerge
- Keep in touch with staff if they're absent for long periods
- Conduct return to work interviews to support staff back into work

## **7. ROLE OF SENIOR LEADERS**

Senior staff are expected to:

- Lead in setting standards for conduct, including how they treat other members of staff
- Manage a non-judgemental and confidential support system for staff
- Monitor the well-being of staff through regular surveys and structured conversations
- Regularly review and respond to the demands on staff, and seek alternative solutions wherever possible
- Communicate new initiatives effectively with all members of staff to ensure they feel included and aware of any changes occurring at the school
- Recognise and celebrate the staff successes and contribution
- Provide resources to promote staff well-being, such as training opportunities
- Promote information about, and access to, external support services, and make sure that there are clear routes in place to escalate a concern in order to access further support
- Organise extra support during times of stress, such as Ofsted inspections

## **8. ROLE OF GOVERNING BODY**

The trustee board is expected to:

- Make sure the school is fulfilling its duty of care as an employer, such as by giving staff a reasonable workload and creating a supportive work environment
- Monitor and support the well-being of the headteacher
- Ensure that resources and support services are in place to promote staff well-being
- Make decisions and review policies with staff well-being in mind, particularly in regards to workload
- Ensure that staff are clear about the purpose of any monitoring visits and what information will be required from them

## **SUPPORTING PUPIL MENTAL HEALTH AND WELL-BEING**

As a school community, we take our role as trusted guardians of the children during the school day seriously and all staff have a responsibility to promote positive mental health, and to understand about the protective and risk factors for mental health. All

staff will receive regular training in child mental health so that they can recognise and respond to mental health issues and we aim to encourage everyone within the community to recognise poor mental health early warning signs within themselves as well as others, and to connect and seek support whenever these signs arise. This will form part of the staff's regular safeguarding training and requirement to keep children safe. The school will also provide additional training opportunities for staff and we will support additional CPD throughout the year where it becomes appropriate due to developing situations with pupils as they arise.

Any member of staff who is concerned about the well-being of a pupil should speak to a member of the Safeguarding Team in the first instance. If there is a fear that the child is in danger of immediate harm then the normal safeguarding and child protection procedures should be followed with an immediate referral to the Designated Safeguarding Lead. If the pupil presents a medical emergency, then the normal procedures for medical emergencies should be followed, including alerting first aid staff and contacting emergency services if required.

Certain staff members have a specific role in the process. These are listed below:

- Mrs P. King (Headteacher) - Designated Safeguarding Lead
- Mrs F Patrick (EYFS, SENCO and Inclusion) - Deputy Designated Safeguarding Lead
- Mrs C. McHugh - (Deputy Headteacher) Deputy Designated Safeguarding Lead
- Mr J McDonald- KS2 Deputy Safeguarding Lead
- Mrs C Yearsley - KS1 Deputy Safeguarding Lead
- Mrs F Melton - EYFS Deputy Safeguarding Lead
- Mrs K Yoxall - Deputy Safeguarding Lead
- Mrs L Mockler - Chair of Governors
- Mental Health Team across phases

## **1. MANAGING SPECIFIC WELL-BEING ISSUES**

To support children causing concern, we find it helpful to draw up an individual care plan. This should be drawn-up involving the pupils, the parents/carers and relevant health professionals. This can include:

- Details of a pupil's condition
- Special requirements and precautions
- Medication and any side effects
- What to do and who to contact in an emergency
- The role the school can play

## **2. RAISING POSITIVE MENTAL HEALTH AWARENESS**

The school will:

- Work to help our children to understand their emotions and experiences better

- Ensure our pupils feel comfortable sharing any concerns and worries
- Help pupils to form and maintain relationships
- Encourage our children to be confident and help to promote their self-esteem
- Help pupils to develop resilience and ways of coping with setbacks

The school will encourage a healthy environment by:

- Promoting a positive, caring and safe environment where all pupils are supported to be 'The Best They Can Be'.
- Providing opportunities for activities that embed mental health and well-being at the heart of the school.
- Adopting a whole-school approach to mental health and providing support to any child who needs additional help through interventions or referrals to external interventions
- Educating pupils through PHSE and RSHE sessions throughout the year
- Encouraging pupils to reflect on their feelings and emotions during worship, collective prayer and liturgy
- Raising awareness amongst pupils and staff about mental health issues and their signs and symptoms
- Enabling staff to respond to early warning signs of mental-ill health in pupils and to report these to the school's Safeguarding Team
- Supporting staff who are struggling with their own mental health and well-being

### **3. SIGNPOSTING**

We will ensure that pupils, staff and parents/carers are aware of sources of support within school, in the local community and nationally. What support is available within our school, locally and nationally, who it is aimed at and how to access it is outlined in the Appendix.

We will display relevant sources of support in communal areas such as corridors, staff rooms and toilets and will regularly highlight sources of support to our children within relevant parts of the curriculum, in assemblies and during well-being activities. We will also ensure that our Wellbeing section of the website is regularly updated and is accessible to all.

Whenever we highlight sources of support, we will increase the chance of our school community seeking help ensuring that everyone understands:

- What help is available
- Who it is aimed at
- How to access it
- Why to access it
- What is likely to happen next

### **4. EARLY WARNING SIGNS**

Staff may become aware of warning signs which indicate a child is struggling with their emotional well-being. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns to a member of the Safeguarding Team in the first instance.

Possible warning signs include:

- Physical signs of harm that are repeated or appear non-accidental
- Repeated physical pain or nausea with no evident cause
- Changes in eating or sleeping habits
- Changes in activity and mood
- Increased isolation from friends or family, becoming socially withdrawn
- 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
- Skipping PE or getting changed secretly
- Lateness to or absence from school
- An increase in lateness or absenteeism
- Lowering of academic achievement

## **5. MANAGING DISCLOSURES AND CONFIDENTIALITY**

It is important that staff remain calm, supportive and non-judgemental to pupils who disclose a concern about themselves or another pupil. We should be honest with regard to the issue of confidentiality and if it is necessary for us to pass our concerns about a child on, staff should be clear with pupils that their concern will be shared with the relevant staff member. Staff should listen rather than advise and our first thoughts should be of the child's emotional and physical safety rather than of exploring 'Why?'.

All disclosures should be recorded on My Concern, and if there is a fear for the immediate safety or well-being of the young person, an immediate referral should be made to the Designated Safeguarding Lead.

Parents/carers must always be informed if;

- A child has self-injured or disclosed that they have considered self-injuring
- A child suggests or expresses they are having suicidal thoughts or have attempted suicide
- A child discloses disordered eating behaviours

If a child gives us reason to believe that there may be underlying child protection issues, parents should not be informed, but a Designated Safeguarding Lead must be informed immediately

## **6. SUPPORTING PARENTS/CARERS**

Holy Family Catholic Primary School will support parents/carers as much as possible. This means keeping them informed about their child and offering our support at all times. Where it is deemed appropriate to inform parents, we need to be sensitive in our approach.

To support parents/carers we will:

- Highlight sources of information and support about mental health and emotional well-being that we have in our school
- Share and allow parents/carers to access further support
- Ensure that parents/carers are aware of who to talk to if they have any concerns about their child
- Give parents/carers guidance about how they can support their child's/children's positive mental health
- Ensure this policy is easily accessible to parents/carers on the school website

We should always provide clear means of contacting us with further questions and consider booking in a follow-up meeting or phone call right away as parents/carers often have many questions as they process the information. Finish each meeting with agreed next steps and always keep a brief record of the meeting on MyConcern.

## **MONITORING ARRANGEMENTS**

This policy will be reviewed every academic year by Mrs P. King (Headteacher). At every review, it will be approved by the full trustee board.

## **Appendix A: Support Services**

### **Local Services - Birmingham**

- **The Waiting Room** - A directory for wellbeing services across Birmingham - visit [the-waitingroom.org/](http://the-waitingroom.org/)
- **Forward Thinking Birmingham** - Birmingham's child and adolescent mental health services - call 0300 300 0099 or visit [Home | Forward Thinking Birmingham](http://Home | Forward Thinking Birmingham)
- **PAUSE** - Drop-in face to face sessions with no need to book for young people and for parents and carers who are concerned about their child's wellbeing. Register by calling 020 784 14470 or visiting [Pause hubs | Forward Thinking Birmingham](http://Pause hubs | Forward Thinking Birmingham)
- **Solar** - Birmingham and Solihull NHS Mental Health Service - call 0121 301 2750 or visit [Solar - Birmingham and Solihull Mental Health NHS Foundation Trust \(bsmhft.nhs.uk\)](http://Solar - Birmingham and Solihull Mental Health NHS Foundation Trust (bsmhft.nhs.uk))

- **Birmingham Mind** - A branch of the charity MIND - call 0800 915 9292 or visit [Home - Birmingham Mind](#)
- **Cherished** - A charity which provides attachment-focussed and trauma-responsive support for children - call 0121 389 8244 or visit [cherisheduk.org](http://cherisheduk.org)
- **Beacon Family Services** - A charity which provides a wide range of services to support families with a wide range of issues including wellbeing - call 0121 270 0590 or visit [www.beaconservices.org.uk](http://www.beaconservices.org.uk)

### National Services for Advice and General Support

- **NHS Every Mind Matters** - For self-care tips and advice on how to manage wellbeing - visit [Every Mind Matters - NHS \(www.nhs.uk\)](http://www.nhs.uk)
- **YOUNG MINDS** provides information and advice so no young person feels alone with their mental health - call 0808 802 5544 or visit [www.youngminds.org.uk](http://www.youngminds.org.uk)
- **NSPCC** - the UK's leading charity, preventing abuse and helping recovery - visit [www.nspcc.org.uk](http://www.nspcc.org.uk)
- **Anna Freud** - Advice and guidance for parents and carers of children experiencing poor mental health or wellbeing [For families | Anna Freud](#)
- **Clic Parenting Hub** - A group helping parents and carers access mental health support for their children - visit [Clic - Free online community supporting everyone with their mental health \(clic-uk.org\)](http://clic-uk.org)

### National Support Services for Young People

- **Childline** - Offers support to any young person under the age of 19 - call 0800 1111 or visit [www.childline.org.uk](http://www.childline.org.uk)
- **SHOUT** - the UK's 24/7 crisis text service for young people for mental health - text SHOUT 85258 or visit [giveusashout.org](http://giveusashout.org)
- **KOOTH** - online mental health community for young people - visit [Home - Kooth](#)