

OUR LADY IMMACULATE CATHOLIC PRIMARY SCHOOL MENTAL HEALTH AND EMOTIONAL WELLBEING POLICY

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1.0 Policy statement

At Our Lady Immaculate Catholic Primary School, we are committed to promoting positive mental health and emotional wellbeing to all pupils, their families and members of staff and governors. Our open culture allows everyone's voice to be heard, and through the use of effective policies and procedures we ensure a safe and supportive environment for all.

2.0 Scope

This policy applies to all pupils, staff, parents, and carers within Our Lady Immaculate Primary School. It covers our approach to promoting mental well-being, identifying concerns, and providing support for those in need.

It should be read in conjunction with other relevant school policies.

3.0 Policy Aims

- To create a culture where mental well-being is valued and supported.
- To equip pupils with knowledge and skills to maintain good mental health.
- To identify early signs of mental health issues and provide appropriate support.
- To work collaboratively with parents, carers, and external agencies.
- To ensure staff receive appropriate training to support mental health.

4.0 Key staff members

This policy aims to ensure all staff take responsibility to promote the mental health of pupils, however key members of staff have specific roles to play:

• Pastoral Staff	▪ Mental Health First Aider
▪ Designated Safeguarding Lead	▪ PSHEe Coordinator
▪ SENCO	

If a member of staff is concerned about the mental health or wellbeing of a pupil, in the first instance they should speak to Megan Davies, Christine Bowcock or Catherine Sergeant.

If there is a concern that the pupil is high risk or in danger of immediate harm, the school's child protection procedures should be followed.

If the child presents a high-risk medical emergency, relevant procedures should be followed, including involving the emergency services if necessary.

5.0 *Individual Care Plans*

When a pupil has been identified as having cause for concern, has received a diagnosis of a mental health issue, or is receiving support either through CAMHS or another organisation, it is recommended that an Individual Care Plan should be drawn up. The development of the plan should involve the pupil, parents, and relevant professionals.

Suggested elements of this plan include:

- Details of the pupil's situation/condition/diagnosis
- Special requirements or strategies, and necessary precautions
- Medication and any side effects
- Who to contact in an emergency
- The role the school and specific staff

6.0 *Teaching about mental health*

The skills, knowledge and understanding our pupils need to keep themselves - and others - physically and mentally healthy and safe are included as part of our PSHE curriculum.

We will follow the guidance issued by the PSHE Association to prepare us to teach about mental health and emotional health safely and sensitively. This is reflected within our PSHE targets and objectives.

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-preparing-teach-about-mental-health-and-emotional-wellbeing> Incorporating this into our curriculum at all stages is a good opportunity to promote pupils' wellbeing through the development of healthy coping strategies and an understanding of pupils' own emotions as well as those of other people.

Additionally, we will use such lessons as a vehicle for providing pupils who do develop difficulties with strategies to keep themselves healthy and safe, as well as supporting pupils to support any of their friends who are facing challenges. **See Section 14 for Supporting Peers**

We also promote active playtimes and participation in school sports, recognising the positive impact of physical activity on mental well-being. Regular exercise, outdoor play, and team sports help build confidence, reduce stress, and support emotional resilience.

7.0 *Signposting*

We will ensure that staff, pupils and parents/carers are aware of the support and services available to them, and how they can access these services.

Within the school, and through our communication channels (newsletters, websites), we will share and display relevant information about local and national support services and events.

The aim of this is to ensure pupils understand:

- What help is available
- Who it is aimed at

- How to access it
- Why should they access it
- What is likely to happen next

8.0 Sources or support at school and in the local community

At OLI we also consider Circle Time, Paws – B, Dots, Zones of Regulation, Transition Rooms in EYFS and MISP as opportunities to promote strategies for mental wellness. We have a skilled Learning Mentor and LSAs who are trained and equipped to support children with their behaviour as well as expert teaching staff and a supportive Senior Leadership Team. (See appendices' for Policies and Rationale.)

Local Support

In Liverpool, various organisations and groups provide support for children and young people's mental health and well-being. The CAMHS Partnership brings together specialist providers to offer accessible support for children, pupils, and their families. They work closely with professionals to promote mental well-being through prevention, early intervention, training, and participation.

At Our Lady Immaculate Primary School, we access individual support for children through The Seedlings Project.

For more information, visit: [Liverpool CAMHS](#)

Waves of Provision at OLI:

Non-SEND pupils

Wave 1

Quality First Teaching – Massage In Schools Programme, Circle Time, Mindfulness Activities, Full of Beans, Extra Curricular clubs, Sporting competitions, Daily Mile, School Hub - quiet spaces, PawsB, Dots, Active Play time.

Wave 2

Therapeutic Support

Small Group Work - Sunbeams, Rainbows, Enhanced Circle Time, -Therapeutic Play, 1-1 Therapeutic Support, Lego Therapy, Sensory Circuits, Social Stories.

Wave 3

External Agencies.

MHST, Seedlings, Bereavement Support, Play Therapy, School Family Support, Educational Psychologist Services, OSSME, ADHD Foundation, CAMHS

9.0 Warning Signs

Staff may become aware of warning signs which indicate a pupil 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 alert Megan Davies.

Warning signs, which all staff should be aware of include:

- 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
- Abusing drugs or alcohol
- 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
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

10.0 Targeted support

We recognise some children and pupils are at greater risk of experiencing poorer mental health. For example, those who are in care, young carers, those who have had previous access to CAMHS, those living with parents/carers with a mental illness and those living in households experiencing trauma.

We work closely with school nurses and their teams in supporting the emotional and mental health needs of school-aged children and are equipped to work at community, family and individual levels. Their skills cover identifying issues early, determining potential risks and providing early intervention to prevent issues escalating.

We ensure timely and effective identification of pupils who would benefit from targeted support and ensure appropriate referral to support services by:

- Providing specific help for those children most at risk (or already showing signs) of social, emotional, and behavioural problems;
- Working closely with Liverpool City Council Children's Services, Liverpool CAMHS and other agencies services to follow various protocols including assessment and referral;
- Identifying and assessing in line with the Early Help Assessment Tool (EHAT), children

who are showing early signs of anxiety, emotional distress, or behavioural problems;

- Discussing options for tackling these problems with the child and their parents/carers. Agree an Individual Care Plan as the first stage of a 'stepped care' approach;
- Providing a range of interventions that have been proven to be effective,
- Ensure pupils have access to pastoral care and support, as well as specialist services, including Liverpool CAMHS, so that emotional, social and behavioural problems can be dealt with as soon as they occur;
- Provide pupils with clear and consistent information about the opportunities available for them to discuss personal issues and emotional concerns. Any support offered should take account of local community and education policies and protocols regarding confidentiality;
- Provide pupils with opportunities to build relationships, particularly those who may find it difficult to seek support when they need it; and
- The identification, assessment, and support of young carers under the statutory duties outlined in the Children & Families Act 2014.

11.0 Managing disclosures

All disclosures are taken seriously, and staff follow safeguarding procedures. Concerns are reported to the DSL, and appropriate support is arranged, ensuring the child feels safe and heard.

12.0 Confidentiality

If a member of staff feels it is necessary to share concerns about a pupil with someone within or outside the school, this will first be discussed with the pupil. We will explain:

- **Who** we are going to tell
- **What** we are going to tell them
- **Why** we need to share the information
- **When** we will share it

It is also important to safeguard staff emotional well-being. Sharing disclosures with a colleague ensures that no single member of staff is solely responsible for supporting a pupil. This also helps maintain continuity of care in case of staff absence and provides opportunities for collaboration and support.

Parents and carers should always be informed. Where appropriate, they should be given up to 24 hours to discuss the concern with their child before the school makes contact.

However, if a pupil is at risk of harm or there are child protection concerns, parents must **not** be informed, and the school's child protection procedures should be followed immediately.

13.0 Whole school approach

<https://www.liverpoollearningpartnership.com/what-we-do/mental-health/whole-school-approach-to-mental-health/>

The school use the Zones of Regulation as part of their whole school approach to mental health to supplement the PSHE curriculum.

13.1 Working with parents/carers

If it is deemed appropriate to inform parents there are questions to consider first:

- Can we meet with the parents/carers face-to-face?
- Where should the meeting take place – some parents are uncomfortable in school premises so consider a neutral venue if appropriate.
- Who should be present – pupils, staff, parents etc.?
- What are the aims of the meeting and expected outcomes?

We are mindful that for a parent, hearing about their child's issues can be upsetting and distressing. They may therefore respond in various ways which we should be prepared for and allow time for the parent to reflect and come to terms with the situation.

Signposting parents to other sources of information and support can be helpful in these instances. At the end of the meeting, lines of communication should be kept open should the parents have further questions or concerns. Booking a follow-up meeting or phone call might be beneficial at this stage.

Ensure a record of the meeting and points discussed/agree are added to the pupil's record and an Individual Care Plan created if appropriate.

13.2 Supporting parents

We recognise the family plays a key role in influencing children and pupils's emotional health and wellbeing; we will work in partnership with parents and carers to promote emotional health and wellbeing by:

- Encouraging all parents to be aware of and have access to promoting social and emotional wellbeing and preventing mental health problems;
- Highlighting sources of information and support about common mental health issues through our communication channels (website, newsletters etc.);
- Offering support to help parents or carers develop their parenting skills. This may involve providing information or offering small, group-based programmes run by community nurses (such as school nurses and health visitors) or other appropriately trained health or education practitioners; and

- Ensuring parents, carers and other family members living in disadvantaged circumstances are given the support they need to participate fully in activities to promote social and emotional wellbeing. This will include support to participate in any parenting sessions, by offering a range of times for the sessions or providing help with transport and childcare. We recognise this might involve liaison with family support agencies.

14.0 Supporting Peers.

At OLI we support children to develop and maintain healthy friendships.

We promote a safe environment within which children can recognise and talk to each other about their feelings. All children feel that they can talk to an adult if they are worried or upset about something.

15.0 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 to enable them to keep pupils safe. All staff have received Mental Health First Aid training and Training to support children who have experienced trauma. Staff have attended multiple attachment and trauma training days, as well as members of staff working closely with the Hearts Project.

We will host relevant information on our website for staff who wish to learn more about mental health. The MindEd 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 performance management process and additional CPD will be supported throughout the year where it becomes appropriate due developing situations with one or more pupils.

Where the need to do so becomes evident, we will host twilight training sessions for all staff to promote learning or understanding about specific issues related to mental health.

Suggestions for individual, group or whole school CPD should be discussed with Megan Davies who can also highlight sources of relevant training and support for individuals as needed.

16.0 Policy Review

This policy was ratified by the Governing Body on

This policy will be reviewed every two years as a minimum. The next review date is

In between updates, the policy will be updated when necessary to reflect local and national changes.

Approved: March 2025
Date for Review: March 2027