

Blessed Sacrament Catholic Primary School  
Social, Emotional, Mental Health and Wellbeing Guidelines

**Identification:**

Any member of staff who is concerned about the mental health or wellbeing of a child should speak to a member of the Wellbeing Team.

**If there is a fear that the child is in danger of immediate harm then the normal safeguarding procedures should be followed.** If the child presents a medical emergency then the normal procedures for medical emergencies should be followed.

Where a referral to CAMHS is appropriate, this will be led and managed by a member of the wellbeing Team.

Identification of Wellbeing would include staff observations focusing on any changes in behaviour, attention, presentation and consultation with parents will feed into the identification process as well as any communication from the pupils regarding their emotions and feelings.

**Daily Identification:**

At BSCPS we are aware that there are children who do suffer with mental health and so we have implemented 'quick checks' .

Teachers can use a range of methods to identify this;

- In the younger years children are encouraged to place their photograph on the corresponding face to identify how they are feeling that morning or using our ROAR Rainbow numbered approach. If children are below a 7, each child is given the opportunity to have a chat with an adult.

**Staff Identification:**

It is recognised at BSCPS that promoting staff health and emotional well-being should be an integral part of the whole school approach to mental health and wellbeing. An open-door policy to senior leadership and wellbeing coordinators is always made available if staff are in need of speaking to someone about any issues of concern.

**Procedure for Concern in relation to mental health needs:**

If a child chooses to disclose concerns about their own mental health or that of a friend to a member of staff, they should always be calm, supportive and non-judgemental. Staff should listen, rather than advise and our first thoughts should be of the pupil's emotional and physical safety rather than of exploring 'Why?'

All disclosures should be recorded on CPOMS and referred to the wellbeing coordinator and/or the designated safeguarding lead.

**Confidentiality:**

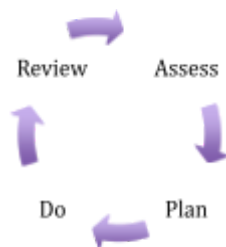
We should be honest with regards to the issue of confidentiality if this be talking to children or adults. If we think it is necessary for us to pass our concerns about a pupil on then we should discuss with the child:

- ▣ Who we are going to talk to
- ▣ What we are going to tell them
- ▣ Why we need to tell them

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**Graduated Response**

Underpinning ALL our provision in school is the **graduated response** cycle of:



All teachers are responsible for every child in their care. (See Schools Teaching & Learning Policy)

**A four-part cycle will be taken to support children within our school**

**Assess:** In identifying when a child is struggling with their mental health and wellbeing, the class teacher in co- ordination with the wellbeing lead will identify and audit the needs of the child. Where possible considering the parents/carers and child's views.

**Plan:** Where it is appropriate to provide children with mental health support, the wellbeing team, Class Teacher, Parents/Carers and Pupils will agree on adjustments to or intervention to be provided. Expected impact will be established along with a review date.

**Do:** The class teacher will be responsible for the support given to children and where children are working with a teaching assistant/specialist teacher outside of the class the Class Teacher will plan and liaise with such staff in order to monitor and assess progress.

**Review:** The class teacher, working with the mental health team, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and child.

Having consulted with children and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach and these are discussed with the professionals that offer the support to your child and hold both our internal/external providers and ourselves to account.

**Working with All Parents and Carers:**

Parents are often very welcoming of support and information from the school about supporting their child's emotional and mental health. We are aware that some parents may have mental health challenges themselves. In order to support parents, we will:

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- Highlight sources of information and support about common mental health needs on our school website for both children and parents.
- Ensure that all parents are aware of who they can talk to, and how to get the support they need if they have concerns about their own child or a friend of their child or indeed themselves.
- Make our mental health policy easily accessible to parents.
- Share ideas about how parents can support positive mental health in their children and themselves.
- Keep parents informed about the mental health topics their children are learning about.

**Staff Training and CPD:**

As a minimum, all staff have received training about recognising and responding to mental health issues and have received ACEs awareness training. The MindEd [www.minded.org.uk](http://www.minded.org.uk) 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 to 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 the Head Teacher, who can also highlight sources of relevant training and support for individuals as needed.

**Interventions:**

Teachers should be aware of the interventions each child receives. If it is thought there is a problem the class teacher is responsible for informing Mrs Griffin, Mrs Moran or Mrs McKenna for a review of the child's intervention programme.

**How we are supported:**

At BSCPS we will do all that we can to promote the Health and Wellbeing, including mental health, of all who learn and work here. We have an open-door policy. The Senior Leadership Team encourages an atmosphere where all staff members feel comfortable asking for help or raising concerns.

The Mental Health Team should be sensitive to any problems which may cause the employee stress-related issues and should act in a professional, fair, consistent and timely manner when a concern arises.

**Outside agency support:**

Where additional, professional advice is required, the school has contacts with Occupational Health Professionals (any discussions with Occupational Health will be reported to the Head Teacher) and Human Resource experts.

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Social, Emotional, Mental Health and Wellbeing Guidelines

The school will provide support to any employees facing high-levels of stress in the workplace, as well as other work-related issues which are having/have the potential to have negative impacts on the staff member's health and wellbeing.