

Stella Maris Catholic Primary School

Mental Health and Well Being Policy



Our School Mission is what God sent us into the world to do – to help build His Kingdom through learning, playing, and making friends together.

The tools we will use to do this are: **Loving, Caring, Sharing, Trusting and Respect**

This Mental Health and Well Being policy has been approved and adopted by the governing body in September 2026 and will be reviewed in September 2028

Mission

Stella Maris Catholic Primary School is dedicated and committed to serving the local faith community as an include, lived faith environment. Our commitment to nurturing the complete child – mind, body, and spirit – is a direct execution of our core purpose: preparing and inspiring learners who are confident in living out our School Mission, Gospel Values and Vision.

The school's pastoral care framework recognises that positive mental health and well-being are foundational to helping children grow into the outstanding, kind and compassionate citizens God created them to be. Consequently, our approach to well-being permeates every aspect of daily life:

- The Living Witness of Love: When pupils are taught that they are unique individuals made in the image and likeness of God, they experience absolute validation, safety, and pastoral security.
- The Lived Experience of Community: When pupils are taught to support one another, they experience a restorative, caring, and inclusive environment that actively prevents isolation.
- The Cultivation of Resilience: When pupils are taught that God's grace sustains them through all things, they develop the spiritual and emotional tools to manage setbacks confidently.

Whole School Universal Provision

At Stella Maris, we take a proactive, whole school approach to promoting positive mental health. We aim to help children to become more resilient, happy, and successful learners by establishing a mentally healthy environment that prevents challenges before they arise.

Cultivating a Mentally Healthy Environment

We systematically embed well-being into school life by:

- Promoting our School Mission, Gospel Values and Learning Values to all
- Encouraging a sense of belonging
- Using a positive behaviour system
- Promoting pupil voice and allowing opportunities to participate in decision making, directly boosting self-esteem and a sense of worth
- Celebrating opportunities to develop a sense of worth by taking responsibility for themselves and others

- Enabling access to appropriate support
- Delivering mental health, well-being and PSHE lessons for all year groups
- Promoting mental health and well-being week
- Providing workshops and support groups for parent and carers
- Establishing nurture groups that focus on mental health, well-being, and resilience
- Taking part in daily reflection time across all year groups, allowing the children a calm, purposeful space to reflect, speak to God, and share their worries.
- Providing an optional breakfast club and healthy lunches for children
- Specialist PE teaching in all year groups once a week for all children
- Providing a healthy snack for all children in EYFS and Key Stage 1
- Having school council and Eco-council members, as well as members of the Sunshine team
- Recognising the background of individual pupils and their physical, social, and emotional needs
- Encouraging positive, caring, and supportive relationships
- Ensuring that children are aware and confident in speaking to adults in school, if they are feeling anxious or worried about a certain situation or issue

Pupil Leadership Roles

Student leadership groups, including the Sunshine team and School Council, act as vital peer support networks. They celebrate opportunities to take responsibility for others, promote kindness, and build an open culture, where talking about mental health is normalised.

Staff health and well-being at Stella Maris

- A buddy system is established for new or inexperienced staff, so they feel supported by colleagues
- Team building staff meetings and inset days are incorporated within the school calendar
- Involving staff in decision making and proposed changes
- Staff performance management takes place
- Providing staff with access to well-being support services
- Celebration of special occasions
- Mental Health and Well Being staff meetings take place each term.

Staff roles and responsibilities

It is important for all staff and governors to be confident in their knowledge and understanding of mental health and well-being, allowing them to promote this both in and out of the classrooms and within the school community. Support is provided by the mental health and well-being leads. Supporting and promoting the mental health and well-being of staff is a vital element of a healthy school. Staff are supported pastorally and have regular access to enriched opportunities. Staff also have access to external support systems if needed.

At Stella Maris we believe that all staff have a responsibility in promoting positive mental health and in understanding the protective and risk factors for mental health. All staff

should have the skills in identifying warning signs of mental health problems in children and ensuring that these children get early intervention and support when needed.

The Senior Leadership team will:

- Demonstrate the importance of this policy and make sure that all staff and governors are aware of it and understand their role and responsibility within the school community

The Governors will:

- Adopt the policy and assess and monitor its impact annually
- Question and challenge the decisions made

The mental health and well-being leads will:

- Work alongside staff to co-ordinate whole school activities around mental health and well-being activities that help support a positive approach
- Support staff and provide advice when needed
- Organise training and updates for staff
- Lead on PSHE teaching
- Make children, staff, and parents/carers aware of how the mental health and well-being policy applies to them as part of the school values, curriculum, and vision
- Encourage parent and carers to participate fully in implementing the policy in partnership with the school
- Ensure that they are the first point of contact with mental health services and make individual referrals to them
- Provide support and advice for parents and carers when needed
- Carry out pupil voice and using this to move forward and develop further
- Support the mental health and well-being team to set up parent workshops/coffee mornings etc
- Providing appropriate resources to those who need them.
- Monitor and evaluate mental health and well-being throughout the school and the wider community

Early Identification

We strive to identify children with mental health needs as early as possible to prevent things from getting worse and we do this by identifying changes in patterns which may show warning signs that a pupil is experiencing mental health or emotional well-being issues. All staff are responsible for reporting concerns about individual children to designated adults (mental health and well-being leads) within school.

Warning signs may include:

- Poor attendance
- Repeated lateness
- Negative approach to learning
- Changes in eating or sleeping habits
- Becoming socially withdrawn
- Changes in activity or mood
- Talking about self-harm or suicide
- Expressing feelings of failure
- Repeated physical pain or nausea with no evident cause etc.

Assessment, interventions, and support

At Stella Maris, any concerns are reported to the designated adults within school and the needs are assessed through a triage of SLT, class teachers and SENCO to ensure that the child gets the correct support they need either from within the school or from an external specialist service as quickly as possible.

When a concern has been raised, the mental health and well-being leads will follow the following steps:

1. Talk to SLT, class teachers and SENCO
2. Contact the parents or carers to discuss the outcome of the discussion
3. Signpost parents to further information or provide resources to take home.
4. Discuss any relevant referrals to external agencies
5. Agree a mental health care and protection plan where appropriate/necessary and to include next steps