



St. Francis Xavier's RC Primary School

Mental Health and Wellbeing Policy

Our Mission

Share God's love with one another

Follow your dreams

EXcel in citizenship

Our Mission is to:

- Be a witness to the values, teaching and beliefs of the Roman Catholic Church
- Promote achievement and enjoyment for all
- Expect the best for individuals
- Inspire learning
- Collaborate with the community
- Promote a healthy and safe lifestyle
- Create a sustainable school
- Continually strive to be effective

Our Commitment

At St Francis Xavier's RC Primary School, we are committed to supporting the emotional health and wellbeing of our pupils and staff. 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. Our whole-school ethos underpins everything we do to support the mental health and wellbeing (MHWB) of our pupils and staff.

Christ is at the centre of our school, as we are reminded daily to:

'Love one another as I have loved you.' John 15:12

The children are asked to live out their faith with the logo 'SFX':

'Share God's love (John 15:12), **Follow your dreams** (John 10:10),
Excel in citizenship.' (Mark 12:31)

This policy outlines the commitment of St Francis Xavier's RC Primary School to promote positive mental health and wellbeing for all pupils, staff and the wider school community. We aim to create a safe, supportive environment where mental health is valued and nurtured and children and adults can flourish.

We have a supportive and caring ethos, living out the Catholic Social Teaching Principle of the dignity of the human person and appreciation of the unique contribution everyone makes to our school community.

We endeavour to ensure that children are able to manage times of change and stress and aim to ensure that they are supported to reach their potential or to access help when they need it.

We also have a role to ensure that children learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues, and where they can go if they need help and support.

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.

This policy is intended as guidance for all staff and describes the school's approach to promoting positive mental health and wellbeing.

Vision

We aim to create a safe, supportive, and inclusive environment where every child feels valued, respected, and able to thrive. Our approach is proactive, focusing on prevention, early identification and timely intervention.

Objectives

- To embed mental health and wellbeing into the school ethos and curriculum.
- To provide pupils with strategies to manage emotions, build resilience, and develop positive relationships.
- To ensure staff are equipped to identify and respond to mental health needs.
- To provide a graduated approach: universal support (whole-school e.g. circle time), targeted support (e.g. Student and Family Support Worker) and specialist support (e.g. referrals to CAMHS).
- To work in partnership with parents, carers, and external agencies to support pupils' wellbeing.

Principles

- **Whole-School Approach:** Mental health and wellbeing are integral to all aspects of school life.
- **Early Intervention:** We identify and support pupils at the earliest opportunity.
- **Inclusive Practice:** We respect diversity and ensure equal access to wellbeing support.
- **Collaboration:** We work with families and professionals to provide comprehensive care.

Implementation

- Incorporate wellbeing activities into daily routines and the PSHE curriculum.
- Provide staff training on mental health awareness and support strategies.
- Offer targeted interventions for pupils with additional needs.
- Maintain clear referral pathways to external mental health services.

Roles and Responsibilities

Role	Responsibilities
All Staff	<ul style="list-style-type: none">• Promote positive mental health and wellbeing in daily interactions.• Recognize early signs of mental health difficulties.<ul style="list-style-type: none">• Promote a healthy lifestyle for children.• Follow referral procedures and maintain confidentiality.
Class Teachers	<ul style="list-style-type: none">• Observe and record concerns about pupils' mental health.• Initiate initial discussion with pupil (if appropriate) and inform parents/carers.• Complete referral forms for SENCO or Student and Family Support Worker (SFSW).
SENCO / Mental Health Lead	<ul style="list-style-type: none">• Oversee mental health strategy and policy implementation.• Review referrals and coordinate next steps.• Liaise with external agencies (e.g., CAMHS, WEST).• Maintain Individual Support Plans and monitor progress.

Student and Family Support Worker (SFSW)	<ul style="list-style-type: none"> • Provide targeted emotional support (ELSA-trained). • Deliver interventions such as social skills groups. • Communicate with families and support referrals to external services.
Headteacher & Governing Body	<ul style="list-style-type: none"> • Ensure whole-school approach to mental health. • Support staff physical and mental wellbeing. • Approve and monitor mental health interventions and referrals.
Designated Safeguarding Lead (DSL) & Deputy DSL	<ul style="list-style-type: none"> • Ensure safeguarding procedures are followed. • Provide guidance on mental health concerns linked to safeguarding. • Support staff in managing complex cases.
MIND Ambassador	<ul style="list-style-type: none"> • Promote positive mental health among staff. • Share resources and wellbeing tips. • Act as a point of contact for staff wellbeing concerns.
Parents/Carers	<ul style="list-style-type: none"> • Engage with school regarding mental health concerns. • Support strategies at home. • Attend review meetings when required. <ul style="list-style-type: none"> • Communicate respectfully with staff, in consideration of their well-being.
External Agencies (e.g., CAMHS, WEST)	<ul style="list-style-type: none"> • Provide specialist assessment and intervention. • Work collaboratively with school and families. • Offer guidance and training where appropriate.

Referral Pathway for Mental Health Concerns

Step 1: Concern Identified

- Member of staff notices signs of mental health difficulty in a pupil (e.g., changes in mood, behaviour, attendance). Members of staff are trained to recognise signs of mental health difficulties.
- Weekly staff meetings and regular TA meetings allow opportunities for information sharing. DSL, Deputy DSL, Mental Health Lead and MIND Ambassador available for specialist support and guidance.

Step 2: Initial Discussion

- Teacher/TA speaks with pupil (if appropriate) and records observations on My Concern.
- Inform parent/carer about concerns.

Step 3: Internal Referral

- Teacher completes a referral form – either an Initial Concerns Form for the SENCO or a referral form for the Student and Family Support Worker (SFSW) who is ELSA trained (Emotional Literacy Support Assistant). This is submitted to the relevant person.
- Mental Health Lead (also the SENCO), Headteacher and SFSW review information and decide on next steps, either school-based or an external referral.

Step 4: School-Based Support

- Support put in place (e.g. Social Skills Group, SFSW sessions).
- Progress monitored and reviewed regularly.
- Following review, continue provision, step-down provision or make a referral to an external agency.

Step 5: External Referrals – agencies to consider, depending on level of need

- WEST (Wellbeing Emotional Support Team).

If accepted, child works with Education Mental Health Practitioner (EMHP) using a CBT-based approach. The EMHP is school-based and works as part of CAMHS provision (Tier 1).

- CAMHS
- Educational or Clinical Psychologist
- Counselling Services
- Art Therapy

Step 7: Moving Forward

- Continue to monitor, as needed.
- A personalised plan may be followed e.g. an End of Treatment Plan.

Curriculum and Environment

- Mental health and wellbeing embedded in PSHE, across subjects and promoted in the school's Catholic ethos.
- Safe spaces for pupils to regulate emotions (e.g. calm corners).
- Activities promoting resilience, mindfulness, and positive relationships e.g. lunchtime wellbeing groups.
- MHWB Boards and Information Posters – for children and for staff – with tips and information about how to seek help.

Support for Staff

- Regular wellbeing check-ins and access to mental health resources, including invitations to meet with the Mental Health & Wellbeing Governor.
- MIND-trained Ambassador to promote positive staff mental health.
- Training on mental health awareness and strategies for supporting pupils.
- Clear procedures for staff to seek help and support.

Links to Other Policies

- Child Protection & Safeguarding Policy
- Inclusion & SEND Policy
- Relational Behaviour Policy
- Anti-Bullying Policy
- RSE Policy
- Online Safety Policy
- Child on Child Abuse Policy

Monitoring and Review

This policy will be reviewed every three years and updated in line with best practice and statutory guidance, as and when necessary. Information about Mental Health & Wellbeing can also be found on the school website.

Tracking of interventions and outcomes through school systems.

Feedback from pupils, staff, and parents will inform improvements.

This policy was written in January 2026 and will be reviewed in January 2029.

It has been approved by the Pastoral Support Committee on Monday 9th March 2026.

Signed: *Mrs D Hillyer* Chair of Pastoral Support Committee Date: 9.3.26

Signed: *Mrs C Darcy* Mental Health and Wellbeing Lead Date: 9.3.26

Signed: *Mrs E Christopherson* Headteacher Date: 9.3.26