



Renfrewshire Council Children's Services

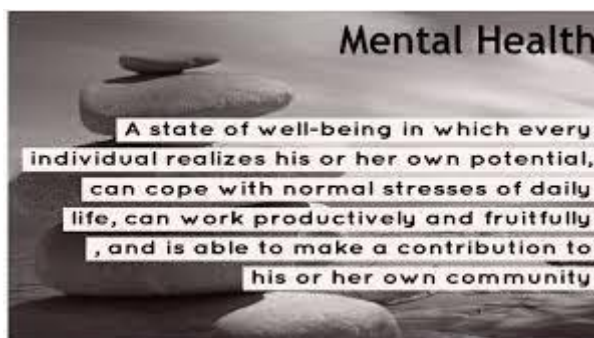
Mental Health and Wellbeing Policy for Educational Establishments - Early Years and Primary

St Catherine's Primary and Early Learning and Childcare Class

Rationale

This policy is in response to the [Scottish Government's Mental Health Strategy 2017-27](#). The policy will focus on:

- **Our policy statement**
- **Lead members of staff**
- **Universal Support**
- **Signposting**
- **Working with parents/carers**
- **Targeted Support**
- **Training**
- **Policy Review**
- **Links**



Policy Statement

At **St Catherine’s Primary and Early Learning and Childcare Class**, we aim to **promote positive mental health and wellbeing for every member of our staff and children through nurturing relationships and the promotion of a positive establishment ethos**. We will pursue this aim using both universal, whole establishment approaches and specialised targeted approaches aimed at vulnerable children.

In addition to promoting positive mental health and wellbeing, we aim to **recognise and respond** to mental ill health. By developing and implementing a practical, relevant and effective mental health and wellbeing framework, our policies and procedures will promote a safe and stable environment for the many children and young people affected both directly, and indirectly by mental ill health.

This policy is linked to the United Nations Convention on the Rights of the Child (UNCRC) articles 3, 12, 13, 17, 24 and 29.

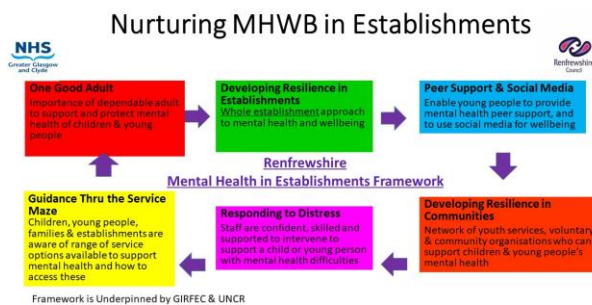


This document describes **St Catherine’s Primary and Early Learning and Childcare Class** approach to promoting positive mental health and wellbeing. This policy is intended to provide a framework for

effective mental health and wellbeing in our establishment through the **NHSGGC Mental Health Improvement & Early Intervention Framework for Children and Young People (NHS 6 Box Framework)** and should be used as whole establishment guidance for all staff. The 6 box Framework is an evidence-based approach which sits under **GIRFEC** and the **UNCRC (UN Convention of the Rights of the Child)**.

This policy will provide you with information around our universal and targeted approaches to mental health and wellbeing and also direct you to relevant training opportunities available online and through Renfrewshire Council and other partners in order for you to meet our baseline skills requirement.

Please note that the Scottish Government will be releasing a Whole School Approach framework to mental health and wellbeing in May 2021.



The Policy and 6 Box Framework will:

- **Provide a toolkit for all staff supporting children and young people** in establishments to identify good practice and areas for development
- **Promote positive mental health and wellbeing in all children, young people and staff** through prevention and early intervention
- **Increase understanding and awareness** of common mental health issues
- **Alert staff to early warning signs of mental distress and ill health**
- **Provide support to staff working with children/young people with mental health issues** through a model of training to enhance professional knowledge
- **Provide support to children/young people experiencing mental ill health, their peers and parents/carers** through effective universal supports, effective liaison with partners and appropriate signposting to supports within establishments and the community.

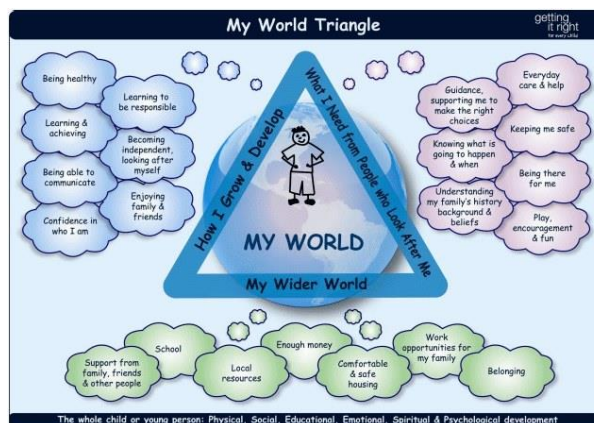
For examples of good practice within each box, see [Appendix E](#).



Lead Members of Staff

Whilst **all** staff have a responsibility to promote the mental health of children and young people, staff with a specific, relevant remit include:

- **Child Protection Officer – Emma Henry**
- **CLPL Lead – Emma Henry**
- **Responsibility for Health & Wellbeing – Emma Henry**
- **Mental Health Lead & MH First Aider – Marie McLaughlin**
- **First Aider Lead – Alexis Irwin**
- **ASIST (Applied Suicide Intervention Skills Training) trained staff – Margaret Millar**





Universal Support

We aim to look after the mental health and wellbeing of all of our children/young people by:

- **Promoting nurturing relationships and health and wellbeing as the responsibility of all** within our own establishment and the wider community through [Renfrewshire's Nurturing Relationships Approach \(RNRA\)](#) (one good adult and developing resilience in the community)
- Ensuring that children/young people **learn how to look after their mental health and wellbeing** (developing resilience in our establishment/community)
- Ensuring that children/young people know and can **recognise mental health conditions** (developing resilience in our establishment/community)

- Ensuring that children/young people **understand and know where to go if they require more targeted support** (one good adult/peer support and social media/responding to distress/guiding thru the service maze)
- Using the wellbeing indicators to **track wellbeing and as a basis for discussion with a key adult** using the **Glasgow Motivation and Wellbeing Profiling Tool** (one good adult/developing resilience in the community)



All Renfrewshire establishment staff working with children/young people will access the annual update on [Understanding the Mental Health of Children and Young People in Renfrewshire](#) and Child Protection to enable them to keep pupils in their care safe.

Our counselling service, **The-Exchange**, is a universal service and is available to all pupils from P1 to S6. This will complement the range of whole-establishment and targeted approaches already available to help support the mental, emotional, social and physical wellbeing of children and young people. Access to this resource is by self-referral on [The-Exchange website](#), or through Pupil Support.



Learning About Mental Health

Our aim is to enable children/young people to develop the **skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others**. We offer universal supports in a variety of ways; as part of our emotional literacy and health and wellbeing inputs, circle time, nurturing activities, opportunities for pupil leadership and extra-curricular offer.

In **St Catherine's Primary and Early Learning and Childcare Class** we have implemented **The Ice Pack** into our curriculum. We believe this programme ensures the Health and Wellbeing of our pupils is valued and viewed as a priority. It plays a vital role in improving achievement and reducing inequality. Promoting Positive Relationships is seen as central to the development of the Health and Wellbeing curriculum and staff within our school have utilised a variety of resources and approaches to ensure relevance and that age and stage appropriate materials, build awareness and resilience across the establishment.

We have a full and comprehensive Health and Well-being programme in place from Early to Second level which ensures that our pupils are equipped with transferrable life skills. The programme covers the themes of: Physical Education, Mental, Social and Emotional health, Sexual Health, Relationships and Parenthood, Substance misuse and Food – Nutrition and Hygiene. Since we are a denominational school, specific health themes are addressed in accordance with the teachings of the Catholic Church through the 'This is our Faith' and 'God's Loving Plan' programmes. Circle Time opportunities are facilitated in class in line with the needs of pupils and these discussions are age and stage appropriate.

Targeted Support

When it is identified that a child/young person requires a more targeted support tailored to their individual needs, **Marie McLaughlin with responsibility for Pupil Support** will **work in partnership with the child, their parents/carers, staff within the establishment and any other relevant partners**. It may be that information regarding their support needs are shared with the class teacher/key worker if the needs of the child/young person are impacting on their learning.

If you have any concerns regarding the wellbeing of a child/young person in your class/group that you feel requires more specialised or targeted support, you should speak to **Emma Henry**. You can find out more about warning signs, managing disclosures, protocol and confidentiality by clicking [here](#).

If the wellbeing concern you have is in relation to **self-harm and suicide**, you can find out more about supporting children/young people at risk by clicking [here](#). This link will take you to **Renfrewshire Council's Supporting Children and Young People at Risk of Self-Harm and Suicide**.



Signposting

We will ensure that children/young people, staff and parent/carers are aware of sources of support within our establishment and in the local community, who it is aimed at and how to access it. This will be done by sharing digital resources on our website and Twitter. Our digital resources include signposting for [children/young people](#), [parents/carers](#) and [staff](#). (See Appendices F, G and H)

We will display relevant sources of support in communal areas such as the **school foyer** and will regularly highlight sources of support to children and young people within relevant parts of the curriculum.



Working in Partnership with Parents/Carers

Parents/Carers are often very welcoming of support and information from the establishment about supporting their child/young person's emotional and mental health. To support parents/carers, we will:

- Highlight sources of information and support about common mental health issues on our establishment website and other social media platforms
- Ensure that all parents are aware of who to talk to if they have concerns about their child or a friend of their child/young person
- Make our 'Mental Health Policy' easily accessible to parents/carers
- Share ideas about how parents/carers can support positive mental health in their children through our regular information events
- Keep parents/carers informed about the mental health topics their child/young person is learning about in class/group and share ideas for extending and exploring this learning at home.



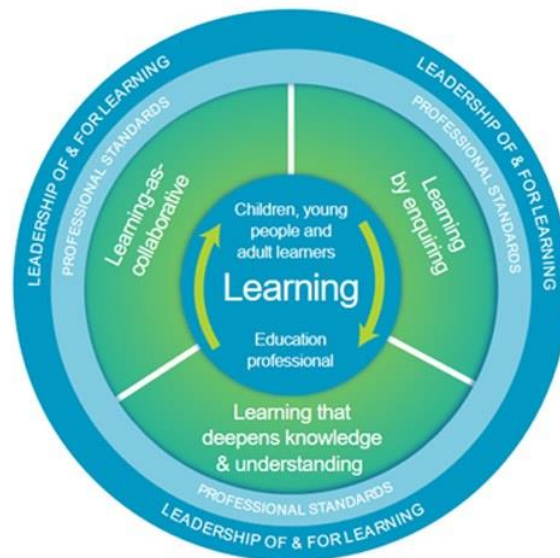
Staff Skills and Professional Learning

Renfrewshire's Nurturing Relationships Approach delivers a universal approach to supporting mental health and wellbeing and promoting resilience and as health and wellbeing is the

responsibility of **all** staff, we must ensure that we all have an awareness of the warning signs to look for and also how to manage disclosures safely. For more information around this, see [Appendix A](#).

Renfrewshire Council have provided suggestions for **baseline and skilled training for all staff with specific training for staff interested or involved in the decision making around targeted supports**. This document is listed as [Appendix I](#).

Suggestions for individual, group or whole school **Career Long Professional Learning (CLPL)** should be discussed with **Emma Henry**, our CLPL Coordinator who can also highlight sources of relevant training and support for individuals as needed.



Policy Review

This policy will be reviewed every 3 years as a minimum. It is next due for review in 2025.

Additionally, this policy will be reviewed and updated as appropriate on an ad hoc basis. If you have a question or suggestion about improving this policy, please contact **Emma Henry**.

This policy will always be immediately updated to reflect personnel changes.

Appendices

A - [Warning signs and managing disclosures](#)

- B - [Further information and sources of support about common mental health issues](#)
- C - [Guidance and advice documents](#)
- D - [Talking to students when they make a mental health disclosure](#)
- E - [Renfrewshire Mental Health and Wellbeing Policy - self-evaluation tool and examples of good practice](#)
- F - [Mental Health and Wellbeing Signposts for Children and Young People](#)
- G - [Mental Health and Wellbeing Signposts for Parents/Carers](#)
- H - [Mental Health and Wellbeing Signposts for Staff](#)
- I - [Mental Health and Wellbeing Training for Staff](#) - (this includes links to the Scottish Government's new Professional Learning Resource)
- J- [Supporting Children & Young People at Risk of Self Harm and Suicide - Guidance for Staff](#)