

SJR Mental Health & Emotional Wellbeing Tiered Provision Mapping – Parents/Carers/Families

At St John Rigby Catholic Primary School, we aspire to be a beacon of hope and joy, where everyone is nurtured and empowered to flourish in body, mind, and spirit. Through our unwavering commitment to emotional wellbeing and mental health, we aim to cultivate an inclusive community where our everyone feels safe, valued and supported to embrace their unique potential and become confident, compassionate, and resilient individuals, empowered to flourish and become the person God has called them to be.

Definition of mental health & wellbeing ~ by 'The Mental Health Foundation'

"A positive sense of well-being which enables an individual to be able to function in society and meet the demands of everyday life. People in good mental health have the ability to recover effectively from illness, change or misfortune."

Aims and Purpose

St John Rigby Primary School is a community based upon the strong Catholic virtues Faith, Hope, Forgiveness, Love and Trust and the ethos of our school is that it promotes inclusion and the valuing of each individual, encouraging self-esteem, self-discipline, and mutual respect. As Catholic school it is our intention to provide an outstanding education for all our pupils based on academic progress, social, emotional and physical development, and teachings that helps to form faith.

The school's Mission statement lies at the heart of all we are at St John Rigby and captures the overarching school aims: **"God's will be done through work and play, as we follow Jesus day by day."**

We are invested and committed to developing honest, meaningful and respectful relationships within the school community. Inspired by Hebrews 10:24, "Let us consider how we may spur one another on toward love and good deeds", **we believe that strong relationships between the child, home and school are integral to our children's success and supporting our school aims and mission.**

Our approach considers how a child's environment impacts directly on optimal child development; including achievement, wellbeing and behaviours, and we actively seek to ensure our children's main two microsystems, home and school, combine to make an environment that is **Ready, Safe and Respectful**. Through strong relationships with our children, staff are positive role models who take the time to know each individual, listen to their voice and commit to ensuring **each child is valued and respected**.

Our **Whole School Approach** aims to encompass and mobilise the whole school to promote student and staff wellbeing and address mental health issues; this multi-component approach aims to promote social and emotional wellbeing and provide a healthy and happy school community for pupils, families and staff alike.

Our approach aims to not only prepare our pupils with the tools they need to be the citizens of tomorrow with sound character and values, but also directly supports their more immediate mission: the promotion of effective learning and wellbeing

Provision Mapping is a transparent method of showing the range of provision available to staff, pupils and families throughout the school. It also allows leaders to monitor, evaluate and plan the development of provision, increase access for disadvantaged groups, secure the entitlement of all learners and raise achievement and standards as a result of positive mental health and wellbeing for all.

The following provision map outlines the path of support for parents, carers and families. At times, individual concerns may require an alternative or unique approach (to be assessed on an individual basis).



The Rigby Way: Wellness & Wellbeing, Every Day – for parents/carers

Do you or your child have some mental health needs or require wellbeing support?

How can school help?

Offer a confidential and safe space to talk through an issue or concern

We can.....

- Provide support and guidance, where appropriate
- Help you make a referral for Early Help
- Seek the support and involvement of external agencies e.g. Educational Psychologist, CYPS/CAMHS
- Signpost you to the different organisations that can offer help, and are listed on our website

Who can you talk to?

If it is about your child, you can speak to your child's class teacher or the school's SENDCO (Special Educational Needs Coordinator)

You can also speak with...

- The Inclusion and Family Support Worker
- The Headteacher / Senior Leadership Team or member of the Inclusion Team who are always willing to chat and offer support, or signpost to other agencies.



Adult Mental Health & Emotional Wellbeing



	Tier 1	Tier 2	Tier 3
	<p>Universal Provision: Inclusive Whole School Ethos Based on Trust & Respect</p>	<p>Personalised Provision: Specialist Intervention/In School Referral</p>	<p>External Provision</p>
FAMILIES	<ul style="list-style-type: none"> • Catholic Life of the school – prayer, liturgy and reflection with Chaplain • Open Door Policy and access to supportive, committed school staff • Engagement with school life, trips, visit, collective worship and celebration assemblies • Coffee Mornings/Drop-in • Parent/Carer Information Evenings • Parent Forums on policy development and school initiatives • Community events organised by the 'Friends of St John Rigby', and who are always looking for volunteers • Regular communication and relationship building with home and school – Parent Partnership 	<ul style="list-style-type: none"> • Targeted Family Support Work – supporting parents/carers with family issues, managing behaviour and direction of where to get extra support e.g. FACES • Support with food bank/vouchers and school uniform • Parents/Families support with housing and furnishing, clothing and toys for children • Access to Triple P & Families First Bedfordshire (https://familiesfirstbedfordshire.org.uk) • Early Help Assessments to seek support through Bedford Borough family Services and Support 	<ul style="list-style-type: none"> • Social Care: NHS – 5 Ways to Mental Health https://www.nhs.uk • Young Minds Guidance for supporting Parents Wellbeing https://youngminds.org.uk/resources/tools-and-toolkits/parentswellbeing/ • Young Minds Parent Helpline 0808 802 5544 • Coping with Self Harm, a parents guide https://www.cwmt.org.uk/resource • A Parents guide to self harm, University of Oxford http://www.healthtalk.org/files/upload/Self%20harm • A parents guide to depression: https://www.cwmt.org.uk/resources • Engaging with Parents, a short video from Anna Freud: https://www.mentallyhealthyschools.org.uk/resources/engaging-withparents/ • Mind https://www.mind.org.uk/information-support/tips-for-everyday-living/wellbeing/wellbeing/ • Gingerbread https://www.gingerbread.org.uk/information/you-and-your-childs-wellbeing/mental-health/

see further resources available on our website: Parent Information – [Mental Health & Wellbeing](#)

The Rigby Way: Wellness & Wellbeing, Every Day



"God's will be done through work and play, as we follow Jesus day by day."

SJR Mental Health & Emotional Wellbeing Self-Care

As a school we are equally committed to promoting and maintaining the wellbeing and resilience of children, their families and staff. All adults that work with children have an abiding ethical imperative to engage in self-care.

Good self-care is sound prevention, guarding staff against severe or chronic distress and professional impairment. St John Rigby actively promote a culture of self-care amongst its staff. We believe it is important that all staff are supported to look after their own wellbeing. This is not only important for them as individuals, but also for the quality of input and care they give the children and their families/wider school community. This is helpfully illustrated by the oxygen mask analogy *'put your oxygen mask on first before helping others'*.

Staff are required to consider self-care and how they maintain their own wellbeing through appraisal meetings, their CPD and accessing, and attending reflective group sessions. Research recommends that managers tap into a variety of self-care strategies involving physical and emotional self-care.

The 'Good Thinking' website provides links and access to a range of mental well-being apps and resources - <https://www.good-thinking.uk/> It is highly recommended that staff make use of this to support their emotional well-being and self-care endeavours.

General self-care pointers:

- Make personal and professional self-care a priority.
- Honestly assess your psychological and physical health. Focus on prevention rather than simply on remedying problems such as inactivity, over commitment or poor nutrition.
- Find time for activities that are personally restorative such as brisk walking or other forms of exercise, pleasure reading and massage.
- Avoid isolation. Identify sources of social support
- Establish and maintain professional connections that offer an opportunity to discuss the specific nature and stressors of your work. Consider when it may be helpful or necessary to tap into peer support groups or consultation.
- Pay attention to possible warning signs such as feelings of helplessness, emotional swings, tendency to ruminate, loss of empathy or disconnecting from family and friends.
- Be aware of the particular risks that challenging behavioural situations can present. If appropriate, educate yourself more fully about topics such as compassion fatigue, professional burnout, vicarious traumatisation, and colleague assistance.
- Incorporate this learning into your professional training and continuing education.
- Develop realistic and reasonable expectations about work and your capabilities at any given time. Make appropriate accommodations or adjustments – such as seeking support before things become challenging.
- Pay attention to the need for balance in work, rest and play.
- Take steps to enhance your job satisfaction; utilise discussions with line managers and performance reviews.

