



St Anselm's current Wellbeing Strategy (2024 – 2025) renews our school's commitment to putting emotional wellbeing and mental health at the forefront of our vision for every child and staff member. Through a deeply embedded culture, strategic interventions and reflective partnerships, we will continue to grow a school community where every individual feels safe, supported and able to thrive in line with our Gospel values.

### **Our Ethos and Vision**

At St. Anselm's, we are committed to nurturing every aspect of a child's development. As outlined in our mission and vision:

"We strive to develop not just the cognitive and academic abilities of our children, but also their happiness, identity, social and emotional development, physical and mental health, and spiritual growth."

Wellbeing is not a bolt-on; it is the foundation of a flourishing, inclusive, and Christ-centred learning community. Our Rainbow Curriculum and Inspire to Aspire approach reflect our mission to shape children who are not only academically confident but also emotionally resilient and morally rooted.

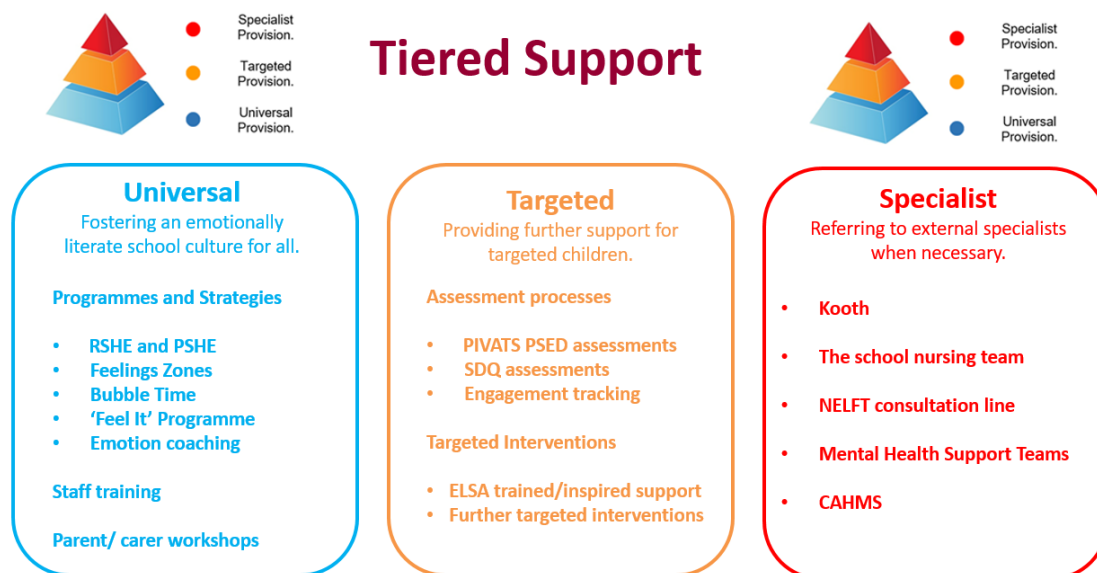
### **Strategic Overview – Support for Children**

Our Emotional Wellbeing and Mental Health strategy is rooted in four guiding principles:

1. **Whole-School Culture of Emotional Literacy:** Embedding universal practices that foster emotional awareness, empathy, and resilience in every child and adult.
2. **Early Identification and Targeted Intervention:** Equipping staff with assessment tools and strategies to respond effectively to emerging needs.
3. **Integrated Support Systems:** Leveraging internal and external expertise to address SEMH challenges.
4. **Partnerships with Parents and the Community:** Strengthening our role as a hub for families to access information, support and shared wellbeing goals.

## Tiered Approach to SEMH Support

We have adopted a structured, three-tier SEMH framework to ensure that support is targeted, evidence-informed and consistently delivered.



### Tier 1 – Universal Support

Each intervention below is part of the whole-school universal provision offered to all pupils.  
Monitoring and referral systems support progression to Tier 2 where needed.

Support	How We Refer Pupils	What the Support Provides	Expected Outcomes & Feedback Loop
Feelings Zones	<ul style="list-style-type: none"> <li>• Automatically accessed by all pupils as part of the whole-school offer</li> <li>• Monitored through staff observations, informal discussion and SLT reflection</li> </ul>	Visual zones to support daily emotional check-ins and regulation.	<ul style="list-style-type: none"> <li>• Supports early identification of pupils needing targeted support</li> <li>• Reviewed as part of classroom audits and pastoral review discussions</li> <li>• Children identified as needing further support are referred to Tier 2 through the school's internal referral system for ELSA and targeted intervention</li> </ul>
Bubble Time	<ul style="list-style-type: none"> <li>• Automatically accessed by all pupils as part of the whole-school offer</li> <li>• Monitored through staff observations, informal discussion and SLT reflection</li> </ul>	Scheduled 1:1 opportunities for pupils to request private time with a trusted adult.	<ul style="list-style-type: none"> <li>• Supports early identification of pupils needing targeted support</li> <li>• Reviewed as part of classroom audits and pastoral review discussions</li> <li>• Children identified as needing further support are referred to Tier 2 through the school's internal referral system for ELSA and targeted intervention</li> </ul>

Weekly PSHE/RSHE lessons	<ul style="list-style-type: none"> <li>• Automatically accessed by all pupils as part of the whole-school offer</li> <li>• Monitored through staff observations, informal discussion and SLT reflection</li> </ul>	Curriculum coverage of emotional regulation, relationships, self-esteem and mental wellbeing.	<ul style="list-style-type: none"> <li>• Supports early identification of pupils needing targeted support</li> <li>• Reviewed as part of classroom audits and pastoral review discussions</li> <li>• Children identified as needing further support are referred to Tier 2 through the school's internal referral system for ELSA and targeted intervention</li> </ul>
'Feel It' Emotional Vocabulary Programme	<ul style="list-style-type: none"> <li>• Automatically accessed by all pupils as part of the whole-school offer</li> <li>• Monitored through staff observations, informal discussion and SLT reflection</li> </ul>	Enhances emotional literacy and expression through structured vocabulary teaching.	<ul style="list-style-type: none"> <li>• Supports early identification of pupils needing targeted support</li> <li>• Reviewed as part of classroom audits and pastoral review discussions</li> <li>• Children identified as needing further support are referred to Tier 2 through the school's internal referral system for ELSA and targeted intervention</li> </ul>
Classroom Emotional Toolkits	<ul style="list-style-type: none"> <li>• Automatically accessed by all pupils as part of the whole-school offer</li> <li>• Monitored through staff observations, informal discussion and SLT reflection</li> </ul>	Tools and prompts in each classroom to support self-regulation and expression.	<ul style="list-style-type: none"> <li>• Supports early identification of pupils needing targeted support</li> <li>• Reviewed as part of classroom audits and pastoral review discussions</li> <li>• Children identified as needing further support are referred to Tier 2 through the school's internal referral system for ELSA and targeted intervention</li> </ul>
High-Quality Relationships	<ul style="list-style-type: none"> <li>• Automatically accessed by all pupils as part of the whole-school offer</li> <li>• Monitored through staff observations, informal discussion and SLT reflection</li> </ul>	Catholic-values-based relational culture, nurturing empathy, trust and inclusion.	<ul style="list-style-type: none"> <li>• Supports early identification of pupils needing targeted support</li> <li>• Reviewed as part of classroom audits and pastoral review discussions</li> <li>• Children identified as needing further support are referred to Tier 2 through the school's internal referral system for ELSA and targeted intervention</li> </ul>
Staff CPD	<ul style="list-style-type: none"> <li>• Automatically accessed by all pupils as part of the whole-school offer</li> <li>• Monitored through staff observations, informal discussion and SLT reflection</li> </ul>	Training in mental health awareness, emotion coaching and de-escalation strategies.	<ul style="list-style-type: none"> <li>• Supports early identification of pupils needing targeted support</li> <li>• Reviewed as part of classroom audits and pastoral review discussions</li> <li>• Children identified as needing further support are referred to Tier 2 through the school's internal referral system for ELSA and targeted intervention</li> </ul>

## Tier 2 – Targeted Support

**Targeted interventions provided for pupils identified with emerging SEMH needs.  
Monitoring informs step-up to Tier 3 external support where necessary.**

<b>Support</b>	<b>How We Refer Pupils</b>	<b>What the Support Provides</b>	<b>Expected Outcomes &amp; Feedback Loop</b>
1:1 PSA SEMH support	<ul style="list-style-type: none"> <li>• Internal referral via Wellbeing Concern Form</li> <li>• Case-by-case planning by SENDCo/SLT</li> </ul>	Targeted sessions focusing on presenting issues including emotional regulation, self-esteem, friendships, or anxiety management.	<ul style="list-style-type: none"> <li>• Outcomes tracked via SDQ, PSED and engagement logs</li> <li>• Reviewed by DSL/SENDCo team</li> <li>• Informs whether pupils require continued support, reintegration into Tier 1 or escalation to Tier 3 external provision</li> </ul>
1:1 ELSA Support	<ul style="list-style-type: none"> <li>• Internal referral via ELSA referral system</li> <li>• Identification using SDQ scores, PSED trackers, or teacher concerns</li> <li>• Case-by-case planning by SENDCo/SLT</li> </ul>	Personalised 6-12 week emotional support sessions delivered by trained ELSA staff based on specific SEMH needs.	<ul style="list-style-type: none"> <li>• Outcomes tracked via SDQ, PSED and engagement logs</li> <li>• Reviewed by DSL/SENDCo team</li> <li>• Informs whether pupils require continued support, reintegration into Tier 1 or escalation to Tier 3 external provision</li> </ul>
Family Engagement and Parent Meetings	<ul style="list-style-type: none"> <li>• Internal referral via Wellbeing Concern Form</li> <li>• Identification using SDQ scores, PSED trackers, or teacher concerns</li> <li>• Case-by-case planning by SENDCo/SLT</li> </ul>	Collaborative planning and review with families to ensure consistency and shared understanding of support strategies.	<ul style="list-style-type: none"> <li>• Outcomes tracked via SDQ, PSED and engagement logs</li> <li>• Reviewed by DSL/SENDCo team</li> <li>• Informs whether pupils require continued support, reintegration into Tier 1 or escalation to Tier 3 external provision</li> </ul>
Termly SEND Provision Plans to include SEMH targets	<ul style="list-style-type: none"> <li>• As part of the Graduated Response Cycle</li> <li>• Identification using SDQ scores, PSED trackers, or teacher concerns</li> <li>• Case-by-case planning by SENDCo/SLT</li> </ul>	Targeted planning, tracking and delivering of SEMH support for children already on the SEND register.	<ul style="list-style-type: none"> <li>• Outcomes tracked via SDQ, PSED and engagement logs, Provision Map</li> <li>• Reviewed by SENDCo team</li> <li>• Informs whether pupils require continued support within their provision plan.</li> </ul>

## Tier 3 – External Specialist Services

**Accessed when a pupil's needs are persistent, escalating or beyond what can be met by our Tier 1 universal offer and Tier 2 targeted interventions.**

<b>External Specialist Service</b>	<b>How We Refer Pupils</b>	<b>What the Service Provides</b>	<b>Expected Outcomes &amp; Feedback Loop</b>
Kent School Health (School Nursing 0-19 Service)	<ul style="list-style-type: none"> <li>• Online referral form via KCHFT website</li> <li>• Phone: 0300 123 5205 (option 2)</li> <li>• Email: kentchft.kentschoolhealth@nhs.net</li> </ul> Consent and NHS number required	<ul style="list-style-type: none"> <li>• Nurse-led health assessment</li> <li>• Up to 6 x 30-minute sessions (in school, clinic, online or phone)</li> <li>• Topics: emotional health, healthy lifestyle, toileting, friendships, behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Individual support plan</li> <li>• Monitored progress each session</li> <li>• Discharge summary shared with school, parents, and GP</li> </ul>
CYPMHS / CAMHS (Kent & Medway Children and Young People's Mental Health Service)	<ul style="list-style-type: none"> <li>• Referral via Single Point of Access (0800 011 3474)</li> <li>• Online referral by professionals</li> <li>• Required for ADHD/ASC assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Mental health triage and therapy</li> <li>• Psychiatry, family work, CBT, ASD/ADHD assessments</li> <li>• Crisis line via NHS 111 – Option 2</li> </ul>	<ul style="list-style-type: none"> <li>• Shared care plan with goals</li> <li>• Ongoing review and feedback</li> <li>• Discharge or step-down support integrated with school</li> </ul>
Kooth (Digital Mental Health Platform)	<ul style="list-style-type: none"> <li>• Self-referral by pupil (age 10+): <a href="http://www.kooth.com">www.kooth.com</a></li> </ul> No professional involvement required	<ul style="list-style-type: none"> <li>• Online counselling via live chat (Mon–Fri 12–10pm, weekends 6–10pm)</li> <li>• Peer forums, self-help tools, articles</li> </ul>	<ul style="list-style-type: none"> <li>• Immediate support, especially while waiting for other services</li> <li>• Anonymised usage trends may inform school planning (on request)</li> </ul>
NELFT Consultation & Advice Line	<ul style="list-style-type: none"> <li>• Call 0800 011 3474 to speak with a NELFT clinician</li> </ul> No paperwork required	<ul style="list-style-type: none"> <li>• Live consultation for professionals</li> <li>• Advice on emotional/mental health concerns and appropriate next steps</li> <li>• Referral guidance or signposting</li> </ul>	<ul style="list-style-type: none"> <li>• School gains professional input for complex cases</li> <li>• Helps avoid unnecessary referrals or confirms need</li> <li>• Advice recorded on CPOMS</li> </ul>
Early Help (Kent)	<ul style="list-style-type: none"> <li>• Referral via Kent Front Door or Early Help Triage</li> <li>• Parent consent required</li> </ul>	<ul style="list-style-type: none"> <li>• Whole-family assessment</li> <li>• Team Around the Family (TAF) meetings</li> <li>• Access to a wide range of support: parenting, routines, housing, school attendance, mental health, domestic abuse, finance</li> </ul>	<ul style="list-style-type: none"> <li>• Family Action Plan agreed</li> <li>• Named Early Help Worker</li> <li>• Multi-agency meetings held regularly</li> <li>• Reviewed and adapted over time; closed once outcomes are met</li> </ul>

## **Progress against 2021 WAS Review Recommendations**

### **1. Strengthen parental engagement in mental health and wellbeing (post-lockdown):**

- A dedicated online wellbeing library has been developed for parents on the school website.
- Parents are now regularly signposted to targeted services for specific mental health and wellbeing needs.

### **2. Improve older pupils' access to mental health resources online:**

- A 'Wellbeing for Children' section has been added to the website, containing age-appropriate advice and resources.
- Year 5 and 6 pupils have been introduced to the *Kooth* platform for safe, anonymous mental health support.
- QR codes linking to wellbeing resources are displayed in upper KS2 classrooms to support easy access.

### **3. Increase teacher accountability in supporting pupil wellbeing:**

- Staff have received in-depth training on the school's SEMH strategy, with a clear focus on their responsibilities at each tier of support.
- Weekly staff briefings include discussion of individual pupil wellbeing needs and set clear expectations for follow-up.
- A new Wellbeing Concern Form was introduced to formalise staff referrals and ensure early intervention.

### **4. Establish a clear map of staff training and induction provision:**

- A full audit of staff CPD related to SEMH has been completed.
- Core SEMH training has been revisited to ensure all staff are up to date and to address gaps arising from recent staffing changes.

### **5. Improve tracking of wellbeing impact and oversight by governors:**

- Wellbeing has been added as a standing agenda item in Full Governing Body and curriculum committee meetings.
- A dedicated wellbeing governor has been appointed to oversee strategic developments.
- Governor monitoring visits include direct discussions with pupils and staff regarding wellbeing provision and impact.

## 6. Enhance emotional check-ins and classroom-level audits:

- ‘Feelings Zones’ are now embedded across the school as a daily check-in tool for all pupils.
- The *Feel It* emotional regulation programme has been introduced to help pupils identify and express emotions.
- Staff have received training on recognising and responding to emotional distress in the classroom.

### Strategic Priorities for Children: Next Steps 2025 - 2026

Objective	Action	Who
Strengthen universal SEMH practice	Conduct regular monitoring and review of classroom listening systems to ensure consistency and impact across the school.	SLT
Enhance staff consistency in emotion coaching	Provide live modelling and coaching opportunities to staff, demonstrating effective use of emotion coaching strategies in real-life scenarios.	SLT and review team
Deepen parental engagement in wellbeing	Coordinate a combined healthy eating and mental health workshop session, aligned with a parent-facing OPAL ‘Stay and Play’ event to promote joint wellbeing aims.	Play team and Wellbeing Lead
Embed robust impact tracking of SEMH interventions	Analyse half-termly SDQ and PIVATS PSED assessments for all children receiving targeted support, using data to adapt and refine interventions.	Wellbeing Lead
Expand the ELSA provision within school	Identify and train 1–2 additional staff members as ELSA practitioners to enhance the school’s capacity for targeted emotional support.	Wellbeing Lead



St Anselm's Catholic Primary School recognises that staff are its most important resource. We seek to value our staff through personal and professional support, involvement in school decisions and access to professional development. In addition to acknowledging the school's responsibility to staff wellbeing, staff have the primary responsibility for their own health and wellbeing. This involves taking care of oneself and letting the school know about any aspect of work or the working environment which may be affecting health.

### **Practice**

- Ensure all staff are covered by the school's insurance under the Gold Wellbeing Package from Schools Health UK, which includes access to: 24/7 GP service, physiotherapy, counselling, mental health support, financial and legal advice, and menopause support.
- Carry out the wellbeing questionnaires at least every two years and wherever else necessary Use the information from the wellbeing questionnaires to inform change
- Keep staff up to date with wellbeing issues through a staff wellbeing notice board including signposting to relevant wellbeing support
- Have weekly wellbeing discussions in whole staff briefings to share and discuss wellbeing issues
- Ensure staff wellbeing is reported to governors within each head teacher report
- Provide a range of strategies for involving staff in school decision making processes
- Ensure appraisal systems include a review and discussion of staff wellbeing
- Include staff wellbeing as part of our school improvement plan
- Provide additional support in particularly stressful times
- Regularly review communication systems to ensure staff are well informed
- Ensure all staff have access to wellbeing and mental health training to be able to apply to their own lives
- Regularly review the demands on staff time to see if things can be done differently
- Be generous with time allocated out of class to complete work, eg leadership time/ report writing time
- Organise regular opportunities for social events to encourage connection
- Organise regular incentive and treats to support positive wellbeing
- Ensure a positive school ethos where everyone is valued
- Respond sensitively and flexibly to external pressures impacting on staff lives
- Work towards positive staff-pupil relationships, to ensure an effective teaching and learning environment and a happy place to work for staff and pupils

