



# **Mental Health & Wellbeing Policy**

Rosebrook Primary School

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## 1. Purpose & Aims

Rosebrook Primary School fully recognises its responsibility to safeguard, promote and protect the safety of all pupils in its care. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development at Rosebrook. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart. Rosebrook has an attitude of 'it could happen here' and expects all staff to share this commitment.

Schools and colleges and their staff are an important part of the wider safeguarding system for children. This system is described in the statutory guidance Working Together to Safeguard Children.

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interest of the child.

## 2. Keeping Children Safe in Education – 2022

The purpose of this policy is to provide staff, governors, volunteers and the wider school community with the framework needed in order to keep children safe and secure in Rosebrook Primary School.

The Policy forms part of the safeguarding arrangements for our school and should be read in conjunction with the following:

- Keeping Children Safe in Education, 2022
- Working Together to Safeguard Children, 2018
- Inspecting Safeguarding in Early Years
- The role of the designated safeguarding lead (Annex B of KCSIE)
- The safeguarding response to children missing from education
- Safeguarding and Child Protection Policy
- Behaviour Policy
- Staff Code of Conduct / Staff Behaviour Policy
- Whistleblowing Policy
- Low Level Concerns Policy

We are committed to supporting the mental health and wellbeing of our pupils and staff. Our culture is supportive, caring, and respectful. We encourage pupils to be open and we want each pupil to have their voice heard.

At our school, we know that everyone experiences different life challenges, and that each of us may need help to cope with them sometimes. We understand that anyone and everyone may need additional emotional support. We believe, positive mental health is everybody's responsibility. We know that all members of the Rosebrook community have a role to play.

The aim of our policy is to demonstrate our commitment to the mental health of our staff and pupils.

At Rosebrook, we will always:

- Help children to understand their emotions and experiences better.
- Ensure our pupils feel comfortable sharing any concerns and worries.

- Help children to form and maintain relationships.
- Encourage children to be confident and help to promote their self-esteem.
- Help children to develop resilience and ways of coping with setbacks.

We will always promote a healthy environment by:

- Promoting positive mental health and emotional wellbeing in all pupils and staff.
- Celebrating both academic and non-academic achievements.
- Promoting our school core values and encouraging a sense of belonging and community.
- Providing opportunities to develop a sense of worth and to reflect.
- Promoting our pupils' voices and giving them the opportunity to participate in decision making.
- Celebrating each pupil for who they are and making every pupil feel valued and respected.
- Adopting a whole school approach to mental health and providing support to any pupil that needs it.
- Raising awareness amongst staff and pupils about mental health issues and their signs and symptoms.
- Enabling staff to respond to early warning signs of mental-ill health in pupils.
- Supporting staff who are struggling with their mental health.

### 3. Key Staff Members

All staff members have a responsibility to promote the mental health of children and each other. However, certain staff members have a specific role in the process.

These are:

- Our Safeguarding Team (Leanne Todd, Fiona Nicholson, Hayley Smith, Gemma Driscoll and Janet Bell)
- Our Senior Mental Health Lead – Fiona Nicholson
- Our Headteacher - Leanne Todd
- Our SENDCo & Designated Teacher for Child in our Care (CIOC) – Hayley Smith
- Our counsellors – CATS, Circles and ABC
- Our safeguarding Local Academy Committee (LAC) member – Janet Appleby
- Our Chair of the LAC – Janet Appleby
- Class teachers and teaching assistants

If a member of staff is concerned about the mental health and wellbeing of a child, then in the first instance they should speak directly to the Senior Mental Health Lead.

#### 3.1. The Role of the Senior Mental Health Lead: Core Responsibilities

- Attend [senior mental health lead training](#) to acquire new knowledge and maintain an accurate understanding of the landscape of best practice in school mental health and wellbeing
- Oversee the development of effective mental health and wellbeing provision in line with the government guidance for senior mental health leads
- [Identify gaps in our mental health and wellbeing strategy](#) and source relevant external expertise in response to these gaps where no feasible internal solutions exist

- Work closely with other members of school leadership team on the development and implementation of school's approach to mental health and wellbeing. Where necessary linking the approach to other policies and processes, for example safeguarding, behaviour, attendance and attainment
- Develop and lead an effective early intervention and prevention strategy that enables all pupils to access support for their mental health and wellbeing
- Coordinate the school's provision for pupil's mental health needs, including oversight of interventions where they are being delivered by staff
- Oversee the [mental health and wellbeing interventions](#) that take place in school. In practice, this could mean; developing pathways to support for more vulnerable young people with mental health or other needs; coordinating the delivery of specialised interventions within a school or college and liaising with external agencies such as local CAMHS, Mental Health Support Teams or local community provision.
- Evaluate the outcome of interventions on pupils' wellbeing and attainment to understand what is working and make any necessary changes to ensure effective support is provided
- Develop cross curricular approaches that support pupils through the promotion and protection of wellbeing
- Develop training and teaching tools to aid in the delivery of our mental health and wellbeing objectives and responsibilities to staff members, ensuring a consistent school wide approach
- Work collaboratively with a team of key staff members who can support the implementation of whole school mental health and wellbeing
- Champion and always [promote staff wellbeing](#). Including providing staff wellbeing training or support where necessary

### **3.2. The Role of the Senior Mental Health Lead: Key Duties**

- Audit current mental health and wellbeing provision to determine and optimise performance of our programme of support for pupil mental health and wellbeing
- Review the school's PSHE and RSE curriculum to ensure it includes the awareness of developing positive mental health and emotional resilience
- Support the development of strategies that [cultivate pupil wellbeing in the core curriculum](#)
- Gather input from key stakeholders on what advice they would value and what their specific concerns may be
- Maintain a publicly visible policy that sets out how the school supports pupils' mental health and wellbeing
- Develop and implement embedded processes that increase positive mental health and wellbeing
- Assess staff mental health needs confidentially through staff surveys, feedback and by maintaining clear channels of communication
- Create and implement a policy that sets out how the school promotes wellbeing for its staff, and address the areas of school culture that impact on staff wellbeing

## **4. Whole School Approach**

We take a whole school approach towards the mental health of our children. This means working with parents and carers and with other agencies and partners, where necessary.

## **4.1. Curriculum**

At Rosebrook we believe that mental health is key to happy and successful children. We teach children about their mental health through.

- Mindfulness lessons
- Wellbeing assemblies
- The PSHCE curriculum
- Additional workshops such as knitting and Lego therapy to promote healthy relationships.

Our PSHCE curriculum (which includes Relationships and Sex Education) is developed to give children the skills, knowledge, and understanding they need to keep themselves mentally healthy. This includes resilience techniques and training.

We will regularly review our PSHCE curriculum and lesson content to ensure that they are meeting the aims outlined in this policy. We will also implement this into our curriculum at all stages to provide children with strategies to help keep them mentally well. Through our Forest School curriculum all children have access to the outdoors and opportunities to develop their mental health.

## **4.2. Support at School**

There is a range of support available in school for any children struggling, as listed below:

- Oasis
- ELSA training
- Mindfulness
- Referral to Early Help
- EYMHS referral
- Weekly Safeguarding meetings where vulnerable children and discussed and support put in place
- SLT weekly nurture groups

## **4.3. Signposting**

We will ensure that all staff, children, and parents are aware of the support that is available in our school for mental health. This includes how to access further support, both inside and outside of school hours. Our Parent Support Advisor (PSA) is available to advise all parents and carers on carefully identifying the appropriate support required.

## **4.4. Supporting Peers**

At Rosebrook we want our whole community to understand that, when a child is suffering from mental health issues, it can be a difficult time for their peers. We recognise that sometimes the best support can be from our friends and peers. In order to help promote pupil wellbeing across the school, our PSHCE curriculum, along with the Oasis group offers opportunities for peers to talk openly about their feelings and mental health.

## **4.5. Supporting School Staff**

All staff will receive regular training in child mental health so that they can recognise and respond to mental health issues. This will form part of their regular safeguarding training and is a

requirement to keep children safe. Training records will be held in staff files. We will post all relevant information, and additional information, on our school website so staff can learn more about child mental health. We will consider additional training opportunities for staff, and we will support additional CPD throughout the year where it becomes appropriate due to developing situations with pupils. In addition, the Trust is able to refer any employee to an external service to support mental health and wellbeing:

- Mind
- Alliance

Other services and resources that may be signposted to staff members, including school leaders:

<https://www.educationsupport.org.uk>

<https://www.sodexoengage.com/employee-benefits/health-and-wellbeing-pack>

<https://www.graydin.com/teacher-resources>

<https://mentallyhealthyschools.org.uk/whole-school-approach/supporting-staff-wellbeing>

<https://www.educationsupport.org.uk/resources/for-organisations>

## 5. Identifying Needs & Warning Signs

All of our staff will be trained in how to recognise warning signs of common mental health problems. This means that they will be able to offer help and support to children who need it, when they need it. These warning signs will always be taken seriously and staff who notice any of these signs will communicate their concerns with the Designated Safeguarding Lead as appropriate.

Staff will be able to identify a range of behaviour and physical changes, including:

- Physical signs of harm
- Changes in eating and sleeping habits
- Increased isolation from friends and family and becoming socially withdrawn
- Changes in mood
- Talking and/or joking about self-harm and/or suicide
- Drug and alcohol abuse
- Feelings of failure, uselessness, and loss of hope
- Secretive behaviour
- Clothing unsuitable for the time of year, e.g. a large winter coat in summer
- Negative behaviour patterns, e.g. disruption

Staff will also be able to identify a range of issues, including:

- Attendance and absenteeism
- Punctuality and lateness
- Changes in educational attainment and attitude towards education
- Family and relationship problems

Finally, staff will be well placed to identify any additional needs arising from difficulties that may impact a child's mental health and wellbeing, such as bereavement and health difficulties.



## 6. Managing Disclosures

If a child discloses concerns about themselves or a friend, to any member of staff, then all staff will respond in a calm, supportive, and non-judgemental manner. All disclosures will be recorded confidentially and only shared with the appropriate authorities if it's necessary to keep the child safe, in line with our Safeguarding and Child Protection Policy. The disclosure record will contain:

- The date of the disclosure
- The name of the staff member to whom the disclosure was made
- The nature of the disclosure and the main points from the conversation
- Agreed next steps

## 7. Confidentiality

If a member of staff thinks it is necessary to pass on concerns about a child, either to somebody inside the school or somebody outside it, then this will first be discussed with the child. They will be told:

- Who the staff member is going to tell
- What the staff member is going to disclose
- Why it's necessary for somebody else to be told
- When the contact will be.

However, it may not be possible to gain the child's consent first, such as in the case of children who are at immediate risk. Protecting a child's safety is our main priority so we would share disclosures if we judged a child to be at risk.

## 8. Working with Other Agencies & Partners

As part of our whole school approach, we will also work with other agencies to support our children's emotional health and wellbeing. This might include liaising with:

- Paediatricians
- School Nurse
- CAMHS
- Counselling services
- SALT
- Early Help
- Educational Psychologist
- Neurological Assessment
- Occupational Therapist
- Future Steps
- Attendance Service
- Eastern Ravens
- Children's Services
- Daisy Chain
- Sensory Sunflower Project
- Therapists
- Family support workers
- Behavioural support workers
- Alliance (SMHST)