



ROSSLYN PARK PRIMARY AND NURSERY SCHOOL
MENTAL HEALTH AND WELLBEING POLICY

Agreed by the Governing Body

Signed (Chair of Governors)

Definition

Mental Health is a state of mind that helps you cope with the challenge's life throws at you. An individual's mental health does not always stay the same and it can change depending on circumstances or stages in life. It is the responsibility of all.

There is a stigma attached to mental health problems meaning that people feel uncomfortable in talking about them. However, we believe that it is essential to recognise these feelings within yourself and say how you are feeling to somebody you trust.

Policy statement

Our Rosslyn Values are central to everything we do at Rosslyn Park. Therefore, Mental Health and Wellbeing is no different.

We believe all our children should have a strong understanding of how to look after their mental health and wellbeing by leading an active and healthy lifestyle. They should understand how to form healthy and positive relationships by connecting safely with family, friends and peers in their local communities. Whatever issues our pupils are facing, we strive to support them in achieving their full potential. We believe that team work and a collaborative approach between the school, students, parents and the wider support network within the community is essential in supporting our pupils develop a positive mental health.

During their time at school, children will develop a tolerance and respect for all backgrounds, genders and religions in order to prevent stereotypes and racism, not only at a young age but going forward into their adult life. We aim to give children the power to make meaningful and informed decisions. Our children will learn to become reflective of their own actions and the impact this has on others. As a result, this will foster a sense of belonging and a feeling of being valued, as well as having a positive impact on their own mental health and wellbeing.

Teaching about mental health

At Rosslyn Park Primary and Nursery school, we take a whole school approach to promoting positive mental health, aiming to help children become increasingly more resilient, happy and successful. We aim to equip children with the necessary skills they require to overcome everyday stressors and problems when they arise. We do this by:

- Ensuring children are central to everything we do.
- Prioritise those who need our help the most, but continue to promote positive mental health with everyone.
- Ensure social, emotional and mental health awareness is embedded throughout our curriculum.
- Teach students about the need skills to build resilience, confidence and how to overcome daily stressors of life.
- Promoting our school values and encouraging a sense of belonging.
- Enabling access to appropriate support.



- Have a highly trained pastoral team who lead on evidence-based practice for all our interventions.

Staff roles and responsibilities, including those with specific responsibility:

Whilst all staff have a responsibility to promote the mental health of students, the following staff have a specific role in relation to Mental Health and Wellbeing at Rosslyn Park.

Mental Health and Wellbeing Lead – Miss Wilkinson

Emotional Literacy Support Assistant (ELSA) – Mrs Stark

Place2be councillor – Julia Batchelor-Needham

Behaviour Team – Mrs Molloy and Miss Brookes

Safeguarding Team – Gail Holmes and Clarissa Davy-Hoffman

SENCO’s – Mr Hickson and Mrs Macedo

Attendance Officer – Miss Lee

Targeted support

The school will offer support through targeted approaches for individual pupils or groups of pupils which may include:

<p>Place2Be</p> <ul style="list-style-type: none"> ▪ 1-2-1 counselling ▪ Place 2 Talk –self referral ▪ Severe or complex mental health problems ▪ Parent partnerships ▪ Art room ▪ Pupils, parents and staff 	<p>Behaviour Lead and Mentor</p> <ul style="list-style-type: none"> ▪ Group and 1-2-1 support ▪ Strategies for staff ▪ Self-regulation ▪ Provision ▪ R2I ▪ Interventions – Lego, drawing and talking, Zones ▪ Lunchtime clubs ▪ Target Charts ▪ Soft starts / support with transition 	<p>Safeguarding Officers</p> <ul style="list-style-type: none"> ▪ Daily concerns ▪ Parental referral to services ▪ Point of contact with outside agencies ▪ Direct work ▪ Home visits
<p>ELSAs</p> <ul style="list-style-type: none"> ▪ Social skills ▪ Friendships and relationships ▪ Loss / change ▪ Self-organization ▪ Demotivation ▪ Punctuality ▪ New to school ▪ Lunchtime clubs ▪ Soft starts 	<p>Attendance Officer</p> <ul style="list-style-type: none"> ▪ Late gate ▪ Meetings with parents and support plans ▪ Phone calls home ▪ Tracking of attendance and management of attendance tracker ▪ Liasion with education Welfare ▪ Home visits 	

Signposting

We will ensure that staff, pupils and parents are aware of what support is available within our school and how to access further support.

Early identification and warning signs

All staff will be vigilant in identifying a range of possible difficulties and stressors which can contribute to poor mental health. These include but are not limited to:

- Poor attendance
- Punctuality
- Relationships
- Approach to learning
- Physical indicators
- Negative behaviour patterns
- Family circumstances
- Recent bereavement
- Health indicators

School staff may also become aware of warning signs which indicate a pupil is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns via the SEMH referral process or where immediate intervention is needed to a designated safeguarding officer.

Possible warning signs include:

- Changes in eating habits
- Changes in sleeping routines
- Becoming socially withdrawn.
- Changes in activity and mood.
- Talking about self-harm or suicide.
- Expressing feelings of failure, uselessness or loss of hope.
- Repeated physical pain or nausea with no evident cause.
- An increase in lateness or absenteeism.

Assessment, interventions and support

All concerns are reported to the designated adults within school via the SEMH referral process. The needs of each individual are assessed by the SEMH team with subsequent conversations with the class teacher, attendance officer, SENCO's, safeguarding team and SLT if required. This is to ensure the child gets the support they need, either from within the school or from an external specialist service, as quickly as possible.

Working with parents and carers

In order to support parents, we will:

- Highlight sources of information and support about mental health and emotional wellbeing on our school website.
- Share access to further support.
- Ensure that all parents are aware of who to talk to if they have concerns about their child.
- Ensure SEMH staff are visible of the playground to discuss issues directly.
- Make our mental health and wellbeing policy easily accessible to parents.
- Share ideas about how parents can support positive mental health in their children.

- Keep parents informed about the mental health topics their children are learning about in PSHE.

Working with specialist services

As part of our provision, the school will work with other agencies to support children's emotional health and wellbeing including but not limited to:

- Paediatricians
- CAMHS (child and adolescent mental health services)
- Counselling services
- Family support workers
- Therapists
- Educational psychology services.

Training

As a minimum, all staff will receive regular training in relation to recognising and responding to mental health issues as part of their child protection training in order to enable them to keep students safe.

The SSS learning website provides free additional training suitable for staff wishing to know more about a specific issue.

Training opportunities for staff who require more in-depth knowledge will be considered as part of our performance management process and additional CPD will be supported throughout the year where it becomes appropriate due to developing situations with one or more pupils.

Links to other policies

This policy links to our Child Protection and Safeguarding Policy, Anti-Bullying Policy, SEN Policy, Attendance Policy and our Behaviour Policy.

Monitoring and evaluation

The Mental Health and Wellbeing Policy will be published on the school website – hard copies are available on request. The policy will be reviewed every three years.

Link Governor: TBA