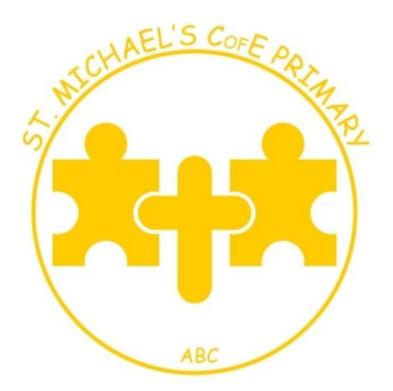# Rossington St Michael's C of E Primary School

MENTAL HEALTH AND WELLBEING POLICY

2025-2026

Date of Policy: September 2025

Date of Review: September 2026

1. Why Mental Health and Wellbeing Is Important

At our school, our vision is that all feel welcomed, accepted, achieve, and feel loved. We promote positive mental health and well-being for our whole school community - pupils, staff, parents, and carers. Mental health is as important as physical health.

We recognise:

- Mental health is crucial to overall well-being and academic success.

- 10% of children aged 5–16 have a diagnosable mental health condition.

- Schools play a vital role in early identification and promoting resilience.

We aim to be a school where:

- All pupils are valued and feel they belong.

- Pupils feel safe to speak to trusted adults without stigma.

- Positive mental health is promoted.

- Bullying is not tolerated.

- Staff well-being is a priority.

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2. Purpose of the Policy

This policy outlines:

- Our approach to promoting positive mental health.

- How we prevent, identify, and support mental health needs.

- Staff training in mental health awareness.

- Information about common issues and where to get help.

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3. Definition of Mental Health and Well-Being

We adopt the **WHO** definition:

"A state of well-being in which every individual realises their own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to contribute to their community."

We want all children to:

- Feel confident and express emotions appropriately.

- Maintain positive relationships.

- Cope with stress and change.

- Learn and achieve.

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4. Links to Other Policies

This policy links to:

- Safeguarding

- Behaviour

- SEND (Special Educational Needs and Disabilities)

- Anti-Bullying

- PSHE (Physical, Social and Health Education)

- SRE (Sex and Relationships Education)

- Inclusion

- Looked After Children (LAC)

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5. Whole School Approach

We take a **whole school** approach, including:

1. Creating an inclusive ethos and policy framework.

2. Building strong peer relationships and safe spaces.

3. Promoting resilience.

4. Teaching social-emotional skills and awareness.

5. Identifying needs early and providing support.

6. Involving parents/carers.

7. Supporting and training staff.

We challenge stigma and maintain an "Open Door" culture.

6. Roles and Responsibilities

All staff:

- Recognise signs and risk/protective factors.
- Support pupils emotionally and refer where needed.

Mental Health Team:

- Headteacher
- SENDCO
- Designated Safeguarding Team
- Learning Mentor
- Mental Health First Aiders

Their responsibilities include:

- Leading whole school initiatives.
- Coordinating external referrals.
- Liaising with PSHE lead and school nurse / With Me In Mind
- Keeping staff informed and trained.

7. Supporting Pupils' Positive Mental Health

Pupil-Led Activities:

- Assemblies and campaigns
- Anti-Bullying Ambassadors

Class Activities:

- Worry boxes, feeling cups, compliment boards

Whole School:

- Assemblies, wellbeing displays, themed texts, Jigsaw PSHE

Small Group:

- Social skills groups, Sanctuary Room, learning mentor sessions

Curriculum:

- PSHE, My Happy Mind, RSE

We aim to:

- Provide a safe space for pupils to speak.

- Involve pupils and parents in care plans.

- Regularly monitor and evaluate support.

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8. Early Identification

We identify pupils through:

- Transition meetings and home visits

- Staff referrals and CPD briefings

- Behaviour and attendance monitoring

- Surveys and worry boxes

- Open Door Policy for parents/carers

Warning signs may include:

- Withdrawal, low mood, poor sleep

- Physical complaints without cause

- Risk-taking behaviour

- Change in academic performance

All disclosures are recorded and shared with the SENDCO/DSL as appropriate.

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9. Working with Specialist Services

We liaise with external services such as:

- CAMHS

- Educational Psychology

- Early Help Teams

- Music Therapy

- Mental Health Support Teams

Referrals are led by the SENDCO with parent consent.

Referral Pathways Include:

Service	Access Method
CAMHS	School, GP, or self-referral
With Me In Mind	Through Headteacher/SENDCo
Educational Psychology	Through Headteacher/SENDCo
Early Help	Through school or self-referral

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10. Involving Parents and Carers

We support families through:

- Mental Health workshops (e.g., anxiety, sleep)

- Online resources and signposting

- Open Door Policy

- Action Plans and regular updates

Parents are involved in planning and decision-making wherever possible, unless safeguarding concerns prevent this.

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11. Involving Pupils

We involve pupils by:

- Gathering feedback via surveys, class discussions, suggestion boxes

- Empowering roles such as Anti-Bullying Ambassadors

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12. Supporting and Training Staff

We ensure staff:

- Know how to promote well-being and spot concerns

- Access CPD via Anna Freud Centre, Charlie Waller Trust, Mental Health England

- Access well-being activities like yoga, music, and social clubs

- Have opportunities for reflection and support

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13. Monitoring and Evaluation

This policy is reviewed annually by the Headteacher, the SENDCo and Mental Health Lead. Input is also sought from pupils, staff, and parents.

Appendix 1: Mental Health Services and Support

For Specific Conditions:

Condition	Support Website
Anxiety	www.anxietyuk.org.uk
OCD	www.ocduk.org
Depression	www.depressionalliance.org
Eating Disorders	www.b-eat.co.uk, www.inourhands.com
Self-Harm	www.nshn.co.uk, www.selfharm.co.uk
Suicidal Thoughts	www.papyrus-uk.org

For General Mental Health Information:

Resource	Website
Young Minds	www.youngminds.org.uk
MIND	www.mind.org.uk
MindEd (e-learning)	www.minded.org.uk
Time to Change	www.time-to-change.org.uk
Rethink Mental Illness	www.rethink.org

Appendix 2: Mental Health Risk Indicators

Pupils may be at greater risk due to:

- Bereavement or trauma

- Physical or learning disability

- Poor attachment history

- Bullying or discrimination

- Parent with mental health or addiction problems

- Domestic violence or safeguarding concerns

Appendix 3: Staff Training and Resources

Training Provider	Content
Anna Freud Centre	Schools in Mind resources, CPD toolkits
Charlie Waller Trust	Staff well-being and mental health training
Mental Health First Aid (MHFA)	Specialist staff training