



Mental Health & Wellbeing Policy

Date of Policy/Reviews	Author(s)	Approved by Gov. Body	Date for Review
Oct 2021	Abigail Rowson	15/11/21	Spring 2023
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Our Vision

At Rosehill Methodist Primary Academy our Methodist ethos and values are at the core of everything that we do and are the foundations for teaching and learning. All children at Rosehill are valued and diversity is celebrated throughout our curriculum and our school community. We have high aspirations for all of our children and through a safe, happy and engaging learning environment we prepare our children to become successful, confident and caring lifelong learners. We understand the important role that parents and carers have in their children's education and at Rosehill we ensure that parents are well-informed and provide regular opportunities for them to share in, and celebrate their children's learning.

Our aims

- To create a safe, happy and engaging learning environment.
- To uphold our Christian values as part of our day to day lives, in school and within the wider community.
- To provide high quality and memorable learning experiences, enabling all our children to experience success.
- To maintain strong links with parents and carers, so that we can jointly ensure that 'Rosehill Children Can Find Great Success'.
- To maintain strong links with the wider community and beyond, to 'do all you can'.
- To provide a coherent, structured, academic curriculum, which is knowledge rich and skills driven that will lead to sustained mastery for all with unlimited aspiration.
- To provide an opportunity to develop interests and overcome barriers through our curriculum drivers. The drivers are used alongside our values to underpin the direction and development of all areas of school life.

Our Curriculum



Our Values

We are committed to our Christian values and teaching the children at Rosehill how to apply them to their daily lives. Our children use 'Rosehill Children Can Find Great Success' to remember our

Respect

Compassion

Courage

Forgiveness

Generosity

Service

Safeguarding Statement

Safeguarding our children is of paramount importance to us at Rosehill Methodist Primary Academy. It is important to remember that safeguarding is **EVERYONE'S RESPONSIBILITY** and every adult in a child's life should do what they can to ensure children are (and feel) safe, loved and respected, in order for them to flourish.

We are committed to safeguarding and promoting the physical, mental and emotional welfare of every pupil, both inside and outside of its schools premises. We implement a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken.

Policy Statement

At Rosehill Academy we are committed to supporting the positive mental health and wellbeing to our whole school community (children, staff, parents and carers).

At Rosehill we endeavour to ensure that children are able to manage times of change and stress. We aim to ensure that they are supported to reach their full potential and access help when needed by ensuring they learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues and where to go if they need support.

Teaching about mental health

At Rosehill we take a whole school approach to promoting positive mental health, aiming to help children become more resilient, happy and successful and to work in a pro-active way to avoid problems arising. We do this by:

- Creating and applying consistent ethos, policies and behaviour that support mental health and resilience – Through our curriculum, Forest Schools & school values and linked policies.
- Focusing on the 5 steps to wellbeing (Connect, Be Active, Take Notice, Keep Learning and Give) and Zones of Regulation – Curriculum, in particular PSHE, P.E. and direct support.
- Helping children to develop social relationships; support each other and seek help when needed.
- Promoting self-esteem and ensuring children understand their importance in the world.
- Helping children to be resilient learners and to manage setback.
- Teaching children social and emotional skills and an awareness of mental health – Assemblies, One Decision, Mindfulness, Worry Wizard, lunchtime & after school clubs.
- Identifying children who have mental health challenges and planning support to meet their needs, including working with specialist services, parents and carers.
- Supporting and training staff to develop their skills and own their own resilience.
- Developing an open culture where it's normal to talk about mental health.

We promote a mentally healthy environment through:

- Promoting our school values and encourage a sense of belonging (*Generosity, Compassion, Forgiveness, Truthfulness, Service, Justice, Respect, Courage, Perseverance and Hope*)
- Promoting pupil voice and opportunities to participate in decision-making through the school council and Working Together council
- Celebrating pupil's achievements - Values VIP and celebration assembly, House Points, Class Dojos
- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others.
- Promoting opportunities to reflect - Prayer spaces, restorative justice, assemblies, Forest Schools, R.E., PSHE & other curriculum subjects
- Enabling access to appropriate support – key staff familiar with mental health first aid, pastoral referrals & discussions with SENDCo, parents & carers.
- Mental Health and PSHE for all year groups.
- Nurture groups and sessions through agreed interventions.
- Teaching Mindfulness and Zones of Regulation
- Children to be aware that they can drop in and see a designated adult if they are anxious or worried about a certain situation / issue.

Staff roles and responsibilities, including those with specific responsibility

We want all staff to be confident in their knowledge of mental health and wellbeing and to be able to promote this in and out of the classroom and will provide information and training.

Supporting and promoting mental health and wellbeing of staff is an essential component of a healthy school. At Rosehill we promote opportunities to maintain a healthy work life balance. Staff are supported pastorally. Staff also have access to external support systems.

We believe all staff have a responsibility to promote positive mental health and to understand the protective and risk factors of mental health.

Mental Health and Wellbeing Leads

Curriculum –Alison Chadwick

SEMH – Anna Goodwin and Abigail Rowson

All of whom: -

- Lead and work with staff to co-ordinate whole school activities to promote positive mental health and wellbeing.
- Lead on PSHE teaching and advice on mental health.
- Provide advice and support to staff to staff and organises training and updates.
- Are the first point of contact with mental health services and makes individual referrals to them.

Many behaviours and emotional problems can be supported within the school environment, or with advice from external professionals.

Early identification

We aim to identify children with mental health needs as early as possible to prevent things from getting worse, we do through: -

Class SEMH Tracking of each pupil and allocation of appropriate interventions

CPOMS

Wellbeing Assessments

Pastoral Referrals and drop in.

Changes in patterns

Changes in patterns may indicate that a student is experiencing mental health or emotional wellbeing issues. Teaching and support staff are all responsible for reporting concerns about individual to designated adults in the school.

- Attendance
- Punctuality
- Relationships
- Approach to learning
- Physical indicators
- Negative behaviour patterns
- Family circumstances
- Recent bereavement

- Health indicators

Possible warning signs include

- Changes in eating/sleeping habits
- Becoming socially withdrawn
- Changes in mood and activity
- Talking about self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope
- Repeated physical pain or nausea with evident cause
- An increase in lateness and absenteeism
- Becoming irritable with temper flares
- Becoming very tired
- Self-care deterioration
- Avoiding things
- Over worrying or being a perfectionist
- Difficulty concentrating
- Clinging to parents

Assessment, intervention and support.

All concerns are reported to the Pastoral Lead within school, via a pastoral referral form, and needs are assessed through a triage approach involving the class teacher, SENDCo and family to ensure the child gets the support they need, either from within the school or from an external specialist service.

Internal Interventions where direct work is needed

School has an Intervention support grid for SEMH pupils which all staff have access to. This ensures that children are receiving appropriate support as needed – See Appendix 1

Working with parents and carers

Parents or carers can approach their child's class teacher if they have any mental health concerns. This will be discussed with the Pastoral Lead.

To support parents and carers we will be:

- Provide information on line.
- Share ideas with parents and carers on how to support positive mental health in their children, linked to the 5 steps to wellbeing.
- Make our Mental Health and Wellbeing Policy accessible to parents and carers.
- Keep parents informed about the mental health topics taught in PSHE and share ideas for extending and exploring this at home.

When a concern has been raised, Rosehill teachers or Pastoral Lead will:

- Contact parent and carers to discuss the outcomes of any assessment (although there may be cases where parents and carers cannot be involved due to child protection issues)
- Discuss any relevant referrals to external agencies.
- Signpost parents to further information.

- Record to actions and events of the support.
- Agree mental health care and protection plan where appropriate.
- Discuss how parents can support their child through strategies or signpost to parenting groups.

Working with specialist services.

As part of our targeted provision the school will work with other agencies to support children's emotional health and wellbeing. Your child may be referred to one of the following services for additional support.

- CAMHS
- Health Young Minds
- Pastoral Lead for direct support
- Family Support Worker
- Educational Psychology services

Linked Documents:

Behaviour Policy

SEND Policy

PSHE Policy

SMSC Policy

Anti-Bullying Policy