

# Mental Health and Well-Being Policy

## Royles Brook Primary School



<b>Reviewed by:</b>	Mrs J. McKinnon	<b>Date:</b> February 2026
<b>Approved by:</b>	Full Governing Body	<b>Date:</b> March 2026
<b>Last reviewed on:</b>	February 2026	
<b>Next review due by:</b>	February 2027	

## Aims

At Royles Brook Primary School we are committed to supporting the mental health and wellbeing of pupils, parents, carers, staff and other stakeholders.

This policy focuses on pupils' mental health and wellbeing. It aims to:

- Set out our school's approach to promoting positive mental health and wellbeing for all pupils across our school
- Provide guidance to staff on their role in supporting pupils' mental health and wellbeing, including how they can foster and maintain an inclusive culture in which pupils feel able to talk about and reflect on their experiences of mental health
- Support staff to identify and respond to early warning signs of mental health issues
- Inform pupils and their parents/carers about the support they can expect from our school in respect of pupils' mental health and wellbeing, and provide them with access to resources It should be read alongside:

- SEND policy
- Behaviour policy
- Child protection and safeguarding policy

## Legislation and guidance

This policy was written with regard to:

- [The Equality Act 2010](#)
- [The Data Protection Act 2018](#)
- Articles 3 and 23 of the [UN Convention on the Rights of the Child](#)

## Roles and responsibilities

All staff are responsible for promoting positive mental health and wellbeing across our school and for understanding risk factors. If any members of staff are concerned about a pupil's mental health or wellbeing, they should inform the designated safeguarding lead (DSL), Mrs D. Lambert, Mrs J. McKinnon or our mental health lead/DSL, Miss R. Lea.

Certain members of staff have extra duties to lead on mental health and wellbeing in school. These members of staff include:

- **Mrs J. McKinnon** - Headteacher and Designated safeguarding lead (DSL)
  - i) Leading and supporting the wellbeing of all children.
  - ii) Providing training and support to staff to allow them to support pupils on a daily basis.
  - iii) Strong understanding of current legislation, policy and current trends impact children's mental health.
  
- **Mrs D. Lambert** - Designated safeguarding lead (DSL) and attendance lead:
  - i) Leading and supporting the wellbeing of all children.
  - ii) Providing training and support to staff to allow them to support pupils on a daily basis.
  - iii) Strong understanding of current legislation, policy and current trends impact children's mental health.
  - iv) Daily pastoral support through counselling, breakfast and after school support.
  - v) Liaising with parents and carers with concerns.
  - vi) Running intervention support grounds and 1:1 support.
  - vii) Half termly meetings with SLT to update vulnerable pupils in need of additional support.

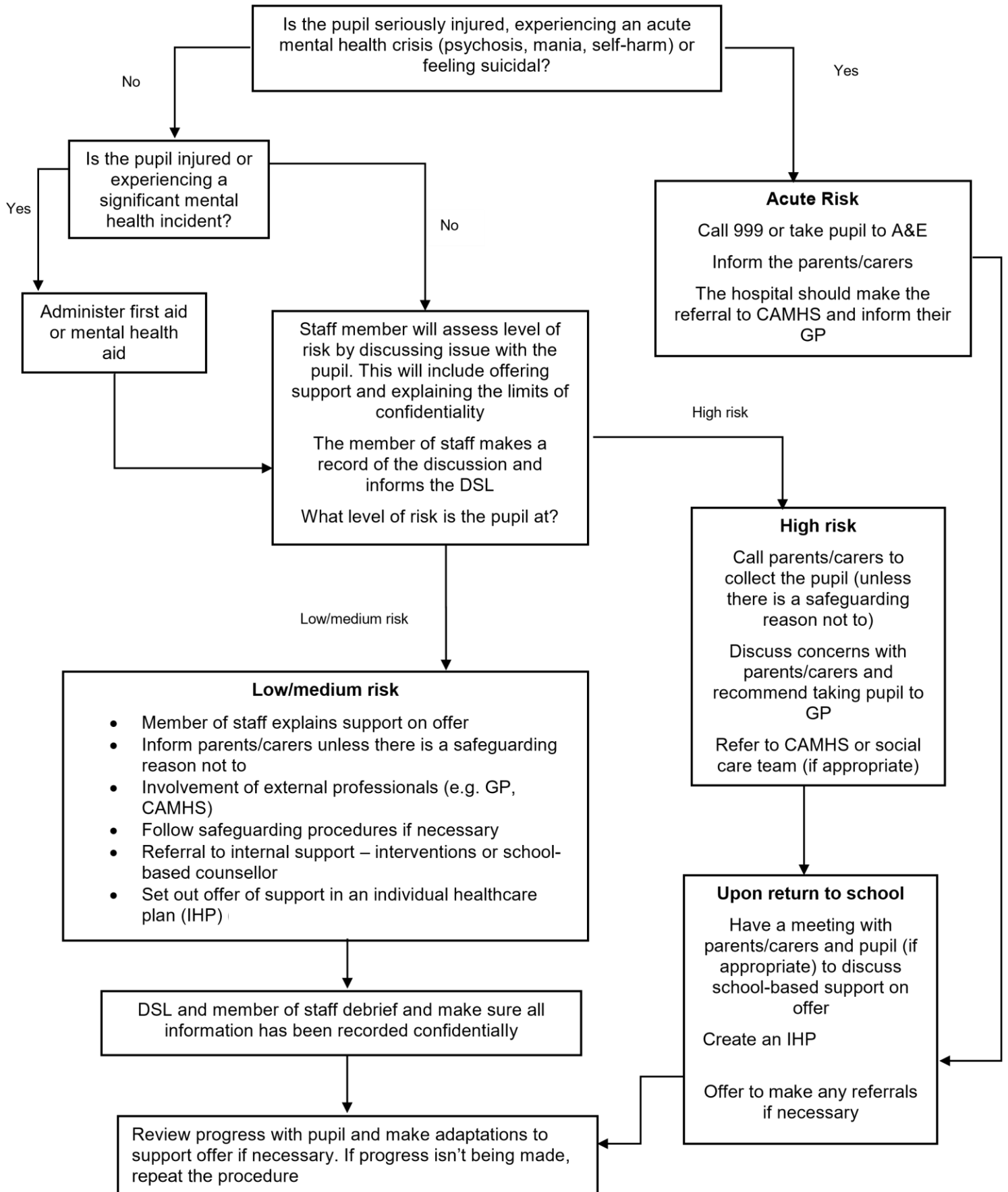
➤ **Miss Lea** - Special educational needs co-ordinator (SENCO)

- i) Leading an inclusive, supportive school for all pupils.
- ii) Sign posting parents for additional Early Help support e.g. CAMHS

➤ **Miss Lea** - Mental health lead:

- i) Daily pastoral support through counselling, breakfast and after school support.
- ii) Liaising with parents and carers with concerns.
- iii) Running intervention support groups and 1:1 support.
- iv) Half termly meetings with SLT to update vulnerable pupils in need of additional support.

# Procedure to follow in a case of acute mental health crisis



## Warning signs

All staff will be on the lookout for signs that a pupil's mental health is deteriorating. Some warning signs include:

- Changes in:
  - Mood or energy level
  - Eating or sleeping patterns
  - Attitude in lessons or academic attainment
  - Level of personal hygiene
- Social isolation
- Poor attendance or punctuality
- Expressing feelings of hopelessness, anxiety, worthlessness or feeling like a failure
- Secretive behaviour
- Covering parts of the body that they wouldn't have previously
- Physical injuries that appear to be self-inflicted
- Talking or joking about self-harm or suicide

## Managing disclosures

If a pupil makes a disclosure about themselves or a peer to a member of staff, staff should remain calm, nonjudgmental and reassuring.

Staff will focus on the pupil's emotional and physical safety, rather than trying to find out why they are feeling that way or offering advice.

Staff will always follow our school's safeguarding policy and pass on all concerns to the DSL. All disclosures are recorded and stored on CPOMS. When making a record of a disclosure, staff will include:

- The full name of the member of staff who is making the record
- The full name of the pupil(s) involved
- The date, time and location of the disclosure
- The context in which the disclosure was made
- Any questions asked or support offered by the member of staff

## Confidentiality

Staff will not promise a pupil that they will keep a disclosure secret – instead they will be upfront about the limits of confidentiality.

A disclosure cannot be kept secret because:

- Being the sole person responsible for a pupil's mental health could have a negative impact on the member of staff's own mental health and wellbeing
- The support put in place for the pupil will be dependent on the member of staff being at school
- Other staff members can share ideas on how to best support the pupil in question

Staff should always share disclosures with at least 1 appropriate colleague. This will usually be the DSL. If information needs to be shared with other members of staff or external professionals, it will be done on a need-to-know basis.

Before sharing information disclosed by a pupil with a third party, the member of staff will discuss it with the pupil and explain:

- Who they will share the information with
- What information they will share
- Why they need to share that information

Staff will attempt to receive consent from the pupil to share their information, but the safety of the pupil comes first.

Parents/carers will be informed unless there is a child protection concern. In this case the child protection/safeguarding policy will be followed.

## **Process for managing confidentiality around disclosures**

1. Pupil makes a disclosure
2. Member of staff offers support
3. Member of staff explains the issues around confidentiality and rationale for sharing a disclosure with DSL. Member of staff will attempt to get the pupil's consent to share – if no consent is given, explain to the pupil who the information will be shared with and why
4. Member of staff will record the disclosure and share the information with the chosen elected member of staff
5. The DSL will inform the parent/carer (if appropriate)
6. Any other relevant members of staff or external professionals will be informed on a need-to-know basis

## **Supporting pupils**

### **Baseline support for all pupils**

As part of our school's commitment to promoting positive mental health and wellbeing for all pupils, our school offers support to all pupils by:

- Raising awareness of mental health during assemblies, tutor time, PSHE and Children's mental health awareness week
- Signposting all pupils to sources of online support
- Having open discussions about mental health during lessons
- Providing pupils with avenues to provide feedback on any elements of our school that is negatively impacting their mental health
- Monitoring all pupils' mental health through assessments if instructed or required, e.g. a strengths and difficulties questionnaire
- Offering pastoral support
- Making classrooms a safe space to discuss mental health and wellbeing through interventions such as:
  - Mental health 'check ins' within the classroom. E.g. children share their emotion – if this is of concern i.e. sad, angry, upset – the staff know to check in with the child.

### **Assessing what further support is needed**

If a pupil is identified as having a mental health need, the Mrs D. Lambert (DSL) and Miss R. Lea (SENDCO and Mental Health Lead) will take a graduated and case-by-case approach to assessing the support our school can provide, further to the baseline support detailed above.

Our school will offer support in cycles of:

- Assessing what the pupil's mental health needs are
- Creating a plan to provide support

- Taking the actions set out in the plan
- Reviewing the effectiveness of the support offered

## **Internal mental health interventions**

Where appropriate, a pupil will be offered support that is tailored to their needs as part of the graduated approach detailed above. The support offered at our school includes:

- Nurture groups
- Before / After school club providing breakfast,
- Reduced timetable
- Counselling

## **Making external referrals**

If a pupil's needs cannot be met by the internal offer our school provides, our school will make, or encourage parents/carers to make, a referral for external support.

A pupil could be referred to:

- Their GP or a paediatrician
  - CAMHS
  - Mental health charities (e.g. [Samaritans](#), [Mind](#), [Young Minds](#), [Kooth](#))
- Local counselling services

## **Supporting and collaborating with parents/carers**

We will work with parents/carers to support pupils' mental health by:

- Asking parents/carers to inform us of any mental health needs their child is experiencing, so we can offer the right support
- Informing parents/carers of mental health concerns that we have about their child
- Engaging with parents/carers to understand their mental health and wellbeing issues, as well as that of their child, and support them accordingly to make sure there is holistic support for them and their child
- Highlighting sources of information and support about mental health and wellbeing on our school website, including the mental health and wellbeing policy
- Liaising with parents/carers to discuss strategies that can help promote positive mental health in their child
- Providing guidance to parents/carers on navigating and accessing relevant local mental health services or other sources of support (e.g. parent/carer forums)
- Keeping parents/carers informed about the mental health topics their child is learning about in PSHE, and share ideas for extending and exploring this learning at home

When informing parents/carers about any mental health concerns we have about their child, we will endeavour to do this face-to-face.

These meetings can be difficult, so our school will ensure that parents/carers are given time to reflect on what has been discussed, and that lines of communication are kept open at the end of the meeting.

A record of what was discussed, and action plans agreed upon in the meeting will be recorded and added to CPOMS.

## **Whole school approach to promoting mental health awareness**

### **Mental health is taught in PSHE**

We follow the PSHE One Decision curriculum.

Pupils are taught to:

- › Develop healthy coping strategies
- › Challenge misconceptions around mental health
- › Understand their own emotional state
- › Keep themselves safe

For more information, see our PSHE curriculum on our school website.

### **Training**

All staff will be offered training so they:

- › Have a good understanding of what pupils' mental health needs are
- › Know how to recognise warning signs of mental ill health
- › Know a clear process to follow if they identify a pupil in need of help

### **Support for staff**

We recognise that supporting a pupil experiencing poor mental health can affect that staff member's own mental health and wellbeing. To help with this we will:

- › Treat mental health concerns seriously
- › Offer staff supervision sessions
- › Support staff experiencing poor mental health themselves
- › Create a pleasant and supportive work environment

### **Monitoring arrangements**

This policy will be reviewed by Mrs J. McKinnon (Headteacher) annually. At every review, the policy will be approved by the governing board.