

## Pupil Mental Health & Wellbeing Policy

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## Change Log:

- New policy

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## 1. RATIONALE

- 1.1. The Romsey School is overtly aware that we are a school, not a health care provider and therefore not best placed to diagnose or treat poor mental health. Nevertheless, the school concurs with The Department for Education in that, in order to help students to succeed, "Schools and colleges have an important role to play in supporting the mental health and wellbeing of their pupils and students, by developing approaches tailored to the particular needs of their pupils and students. Taking a coordinated and evidence-informed approach to mental health and wellbeing in schools and colleges can also help foster readiness to learn." (DfE 2021) developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy.
- 1.2. We aim to create a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of the whole school population, and equipping students to be resilient so that they can manage opportunities, responsibilities and experiences of later life effectively.
- 1.3. The DfE states that a school's approach to mental health and behaviour should be part of a consistent whole school approach to emotional health and well-being. This includes our culture, ethos, environment, 'hidden' or 'informal' curriculum and partnerships with families and the community. Statutory guidance on the implementation of the curriculum states that such content should be delivered in a "carefully sequenced way, within a planned programme of lessons". "Opportunities should exist to develop and promote social and emotional skills through a dedicated Personal Social Health and Economic education (PSHE) curriculum – including statutory content regarding Relationships Education (RE) and Relationships and Sex Education (RSE) and Health Education. Ensuring that "By the end of secondary school, students should understand how they are feeling and why; to further develop the language that they use to talk about their bodies, health and emotions; and to understand where normal variations in emotions end, and health and wellbeing issues begin. Other parts of the wider curriculum can complement PSHE or RSE and Health Education such as lessons in physical education, the arts and citizenship, and tutorials."
- 1.4. In addition to promoting positive mental health within our skill set as educators, The Romsey School aims to work with healthcare providers and parents to recognise and respond to mental ill health. By developing and implementing practical, relevant and effective mental health policies and procedures, we can promote a safe and stable environment for students affected both directly and indirectly by mental ill health. The DfE "recognises the importance of an individualised response to pupil or student needs, when behaviour might be a result of educational, mental health, other needs, or vulnerabilities, such as special educational needs and disabilities. Taking a trauma informed approach can help contribute towards creating a safe environment for those who have experienced trauma and adverse experiences "to ensure schools are providing good education, supported by high quality pastoral care, to enable their pupils and students to develop into resilient adults with good mental health. This includes making sure that pupils and students know how to keep physically and mentally healthy".
- 1.5. All schools are under a statutory duty to promote the welfare of their pupils and students, which includes preventing impairment of children's health or development and taking action to enable all children to have the best outcomes. Full details are set out in Keeping Children Safe in Education (KCSIE) statutory guidance.

## 2. AIMS

- 2.1. At The Romsey School we are committed to supporting the mental health and wellbeing of pupils, parents, carers, staff and other stakeholders.
- 2.2. 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
- 2.3. The Romsey School Vision is that: ***Our lived experience of 'Compassionate Excellence' means that we aspire, care and include. These values result in young people who are inspired, confident and fulfilled. Students leave our school ready to rise to the challenges of their future.*** With a strong ambition to ensure that the culture at The Romsey School reflects our values of aspire, care and include:

<p><b>Care</b></p> <p><i>To be able and willing to help, nurture and support both ourselves and each other.</i></p>	<p><b>Aspire</b></p> <p><i>To inspire confidence, ambition and a desire to go further than others think is possible</i></p>	<p><b>Include</b></p> <p><i>To appreciate our similarities and differences leading to a feeling of belonging.</i></p>
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- 2.4. These values culminate to create a caring culture which engenders a supportive experience of wellbeing. One where we provide excellent and ambitious learning experiences for all; where all members of the school community experience a culture leading to a sense of belonging, positive relationships, recognition and appreciation.

<p><b>What do we mean by wellbeing?</b></p> <p>How we're feeling right now</p> <p>How well we can cope with daily life</p> <p>'Wellbeing' includes:</p>	<p><b>What Is Mental Health?</b></p> <p>Factors which may include:</p>
<ul style="list-style-type: none"> <li>• physical and mental health and emotional wellbeing</li> <li>• protection from harm and neglect</li> <li>• education, training and recreation</li> <li>• the contribution children make to society; and</li> <li>• social and economic wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>• The number of demands and stressors we have</li> <li>• Our physical health</li> <li>• Significant life events</li> <li>• How much sleep we get</li> <li>• Relationships with other people</li> <li>• Our diet/ nutritional intake</li> <li>• Environmental, societal and cultural factors</li> <li>• How much we engage in leisure activities, hobbies and interests</li> </ul>

- 2.5. What is Mental illness?
- 2.5.1. Mental health is different from mental illness (which can also be referred to as having a mental health disorder). Poor mental health and struggling to cope is also different from having a mental illness. A mental illness or mental health disorder is an illness that affects the way people think, feel, behave, or interact with others. There are many types of mental illnesses/ health disorders with different signs and symptoms.
- 2.5.2. Generally, the difference between poor mental health and a mental illness is the nature of and degree to which the difficulties someone is experiencing are having on their wellbeing and functioning (socially, occupationally and academically). Mental illness typically has more of a significant detrimental impact across many areas of an individual's life than episodes of poor mental health which may be situation specific or time limited.
- 2.5.3. Anyone of any age, gender, geographical background, race, ethnicity, class, background, religion, ability, appearance, culture, caste, education, economic status, spirituality, sexual orientation can experience mental illness.

### 3. LEGISLATION AND GUIDANCE

- 3.1. This policy has due regard to legislation and statutory guidance, including but not limited, to the following:

- [The Equality Act 2010](#)
  - [The Data Protection Act 2018](#)
  - Articles 3 and 23 of the [UN Convention on the Rights of the Child](#)
  - [The Children and Families Act 2014](#)
  - [Supporting students in School with medical conditions 2015](#)
  - [Keeping Children Safe in School 2023](#)
  - [Transforming Children and Young People's Mental Health Provision: a Green Paper and Next Steps](#)
- 3.2. This policy will be followed in conjunction with the following school policies, procedures and resources:
- Staff Wellbeing Policy
  - SEND policy
  - Behaviour policy
  - Anti-bullying policy
  - Child protection and safeguarding policy
  - [School Mental Health Website](#)
  - Supporting Students with Medical Conditions
  - First Aid Policy
  - [Mental Health Referrals Pathways Criteria](#)
  - [Mental Health and Emotional Wellbeing Teacher Guidance](#)
  - [PSHE curriculum](#)
  - [Whole School PSHE Map](#)
  - [PSHE Policy](#)

## 4. ROLES AND RESPONSIBILITIES

- 4.1. 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 student's mental health or wellbeing, they should inform the Designated Safeguarding Lead (DSL), Tutor, Progress Leader, Assistant Progress Leader, Mental Health First Aider, Senior Mental Health Lead.
- 4.2. Certain members of staff have extra duties to lead on mental health and wellbeing in school. These members of staff include:
- Headteacher
  - Deputy Head Teachers
  - Assistant Head Teachers
  - Designated Safeguarding Lead (DSL)
  - Special educational needs co-ordinator (SENCO)
  - Senior Mental Health Lead
  - Attendance Lead
  - Mental Health First Aiders

## 5. PROCEDURE TO FOLLOW IN A CASE OF ACUTE MENTAL HEALTH CRISIS

- 5.1. If a child needs medical help fast but it's not a 999 emergency:
- 5.1.1. Call the NHS emergency number 111 (see <https://111.nhs.uk/>) if:
- You think the child needs to go to A&E or need another NHS urgent care service
  - You need health information or reassurance about what to do next
- 5.1.2. If it is an emergency:
- Call 999 for an ambulance
  - Go straight to A&E

## 6. WARNING SIGNS

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

Behavioural Indicators	Physical Indicators	Mental Indicators	Emotional Indicators
<ul style="list-style-type: none"> <li>• Difficulty sleeping</li> <li>• Changes in eating habits</li> <li>• Abuse of drugs or alcohol</li> <li>• Isolation from friends and family</li> <li>• Level of personal hygiene</li> <li>• Poor attendance or punctuality</li> <li>• Covering parts of the body that they wouldn't have previously</li> <li>• Refusing to participate in P.E. or being secretive when changing clothes</li> </ul>	<ul style="list-style-type: none"> <li>• Tiredness</li> <li>• Indigestion and nausea</li> <li>• Headaches</li> <li>• Aching muscles</li> <li>• Heart palpitations</li> <li>• Rapid weight loss or gain</li> <li>• Physical pain or nausea with no obvious cause</li> <li>• Physical injuries that appear to be self-inflicted</li> </ul>	<ul style="list-style-type: none"> <li>• Indecisiveness</li> <li>• Difficulty concentrating</li> <li>• Memory loss</li> <li>• Feelings of inadequacy</li> <li>• Low self-esteem</li> </ul>	<ul style="list-style-type: none"> <li>• Anger or irritability</li> <li>• Anxiety</li> <li>• Hypersensitivity</li> <li>• Feeling drained and lethargic</li> </ul>

## 7. MANAGING DISCLOSURES

- 7.1. Staff will always follow our school's safeguarding policy and pass on all concerns to the DSL /CPO All disclosures are recorded and stored in the student's confidential child protection file (CPOMS).
- 7.2. If a student makes a disclosure about themselves or a peer to a member of staff, staff will remain calm, non-judgmental and reassuring.
- 7.3. Colleagues will focus on the student's emotional and physical safety, rather than trying to find out why they are feeling that way or offering advice.
- 7.4. When making a record of a disclosure, colleagues will include:
  - The full name of the member of staff who is making the record
  - The full name of the student(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

## 8. CONFIDENTIALITY

- 8.1. Staff will not promise a student that they will keep a disclosure secret – instead they will be upfront about the limits of confidentiality.
- 8.2. A disclosure cannot be kept secret because:
  - Being the sole person responsible for a student'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 student will be dependent on the member of staff being at school
  - Other staff members can share ideas on how to best support the student 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.
- 8.3. Before sharing information disclosed by a student with a third party, the member of staff will discuss it with the student 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 student to share their information, but the safety of the student comes first.
  - Parents will be informed unless there is a child protection concern. In this case the safeguarding policy will be followed.
- 8.4. Process for managing confidentiality around disclosures:
- Student makes a disclosure
  - Member of staff offers support
  - Member of staff explains the issues around confidentiality and rationale for sharing a disclosure with DSL.
  - Member of staff will attempt to get the student's consent to share – if no consent is given, explain to the student who the information will be shared with and why
  - Member of staff will record the disclosure and share the information with the chosen elected member of staff
  - The DSL will inform the parent/carer (if appropriate)
  - Any other relevant members of staff or external professionals will be informed on a need-to-know basis

## 9. SUPPORTING STUDENTS

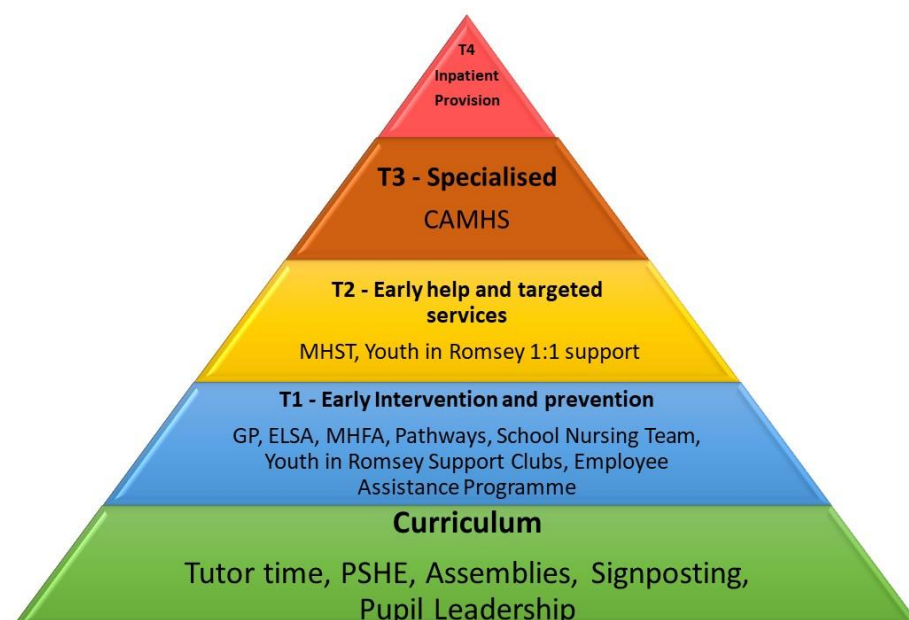
### 9.1. Baseline support for all students

- 9.1.1. As part of our school's commitment to promoting positive mental health and wellbeing for all students, our school offers support to all students by:
- Raising awareness of mental health during assemblies, tutor time (including Votes for Schools), PSHE and mental health awareness week
  - Signposting all students to sources of online support on our school website [School Mental Health Website](#)
  - Having open discussions about mental health during lessons
  - Providing students with avenues to provide feedback on any elements of our school that is negatively impacting their mental health
  - Appointing a senior mental health lead with a strategic oversight of our whole school approach to mental health and wellbeing
  - Offering pastoral support, e.g. through Progress Leaders, Assistant Progress Leaders, Tutors and Mental Health First Aiders
  - Making classrooms a safe space to discuss mental health and wellbeing

### 9.2. Assessing what further support is needed

- 9.2.1. If a student is identified as having a mental health need, it is the parental responsibility to contact the child's GP in the first instance. The Mental Health triage team in school will take a graduated and case-by-case approach to assessing the support our school can provide, further to the baseline support detailed above in section 8.1 using The Romsey School tiered system:





.2. Our school will offer support in cycles of:

- Working with the parents, student and outside agencies to understanding what the student'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

### 9.3. Internal mental health interactions

9.3.1. Where appropriate, a student 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
- Reduced timetable
- ELSA
- Time-out pass
- Pathways
- 1:1 support - Youth in Romsey
- Counselling - MHST
- Coaching - Mental Health First Aiders [Mental Health First Aiders](#)
- Peer Supporters - Mental Health Ambassadors

### 9.4. Individual Healthcare Plans (IHPs)

9.4.1. Schools and education settings have a statutory duty to support students with medical conditions. The Children and Families Act 2014 requires these arrangements. An IHP ensures schools will have the correct information about a medical condition. It also tells schools how it impacts upon the individual child's needs. This ensures they can keep the child or young person safe and involved in school life.

9.4.2. A student will be offered an individual healthcare plan (IHP) if a child has a severe or complex medical problem or needs specialist care. Common conditions that might require an individual healthcare plan include asthma, epilepsy, diabetes, allergies and continence issues.

9.4.3. When developing an Individual Health Care Plan the following should be considered:

9.4.3.1. IHPs are written in collaboration with the student (if appropriate), their parent/carer, and any other relevant professionals.

9.4.3.2. The student's IHP will contain the following details:

- The mental health issue (and its triggers, signs, symptoms and treatments)
- The student's needs resulting from the condition
- Specific support for the student's educational, social and emotional needs
- The level of support needed
- Who will provide the support
- Who in our school needs to be aware of the child's condition
- What to do in an emergency

### 9.5. Making external referrals

9.5.1. We encourage parents/carers to make a referral for external support.

9.5.2. A student could be referred to:

- Their GP or a paediatrician
- Private (paid) counselling support
- Parent Employee Assistance Programme (EAP)
- CAMHS
- NHS - Mental Health Support Teams (MHST)
- Youth in Romsey
- Mental health charities (e.g. [Samaritans](#), [Mind](#), [Young Minds](#), [Kooth](#))
- Text services eg. [Chat Health](#), [Shout](#)
- Local counselling services - Youth in Romsey, No Limits

## 10. SUPPORTING AND COLLABORATING WITH PARENTS

10.1. We will work with parents/carers to support students' mental health by:

- 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
- Asking parents/carers to inform us of any mental health needs their child is experiencing, so we can offer the right support
- 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
- Informing parents/carers of mental health concerns that we have about their child
- These meetings/telephone calls 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 the student's confidential record.
- If appropriate, an individual healthcare plan (IHP) will be created in collaboration with parents/carers (see section 10.4).

10.2. The school asks that parents have a measured approach with regard to expectations of the school, being mindful that the school is not a health care provider and that we will do all that we can to help that is reasonable, within the confines in which we work.

## 11. SUPPORTING PEERS

11.1. Watching a friend experience poor mental health can be very challenging for students. Students may also be at risk of learning and developing unhealthy coping mechanisms from each other.

11.2. We will offer support to all students impacted by mental health directly and indirectly. We will review the support offered on a case-by-case basis. Support might include:

- Strategies they can use to support their friends
- Things they should avoid doing/saying
- Warning signs to look out for
- Signposting to sources of external support

## 12. WHOLE SCHOOL APPROACH TO PROMOTING MENTAL HEALTH AWARENESS

12.1. **Mental health is taught in PSHE**

12.1.1. The statutory guidance for Health Education covers physical health, mental health and emotional wellbeing. It recognises that physical health and mental health are interlinked, that good physical health contributes to good mental health, and vice versa.

12.1.2. It promotes students' wellbeing through an understanding of their own and others' emotions and the development of healthy coping strategies. It also contributes to safeguarding, providing students with knowledge, understanding and strategies to keep themselves healthy and safe, as well as equipping them to support others who are facing challenges. Finally, talking openly about mental health issues is an effective means of breaking down any associated stigma.

## **12.2. Signposting**

- Sources of support are displayed around our school and linked to on our school website, so students and parents/carers are aware of how they can get help.
- The Mental Health Awareness Website will be available to provide further information to students and parents/carers if they want to learn more about what support is available.
- Crisis cards issued to vulnerable students at risk of harm

## **12.3. Creating a positive atmosphere around mental health**

### **12.3.1. Staff will create an open culture around mental health by:**

- Discussing mental health with students in order to break down stigma
- Discussing mental health with parents
- Encouraging students to disclose when their mental health is deteriorating
- Weave the Skills That Underpin Positive Mental Health Into Everyday Teaching
- Ensuring the classroom a Safe Space to Learn
- Creating a sense of belonging within the classroom

## **13. TRAINING**

### **13.1. All staff will be offered training so they:**

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

## **14. APPENDIX 1 - VOTES FOR SCHOOLS - EXAMPLE CURRICULUM 2023-2024**

### **14.1. [Autumn Term 2023 Curriculum Overview](#)**

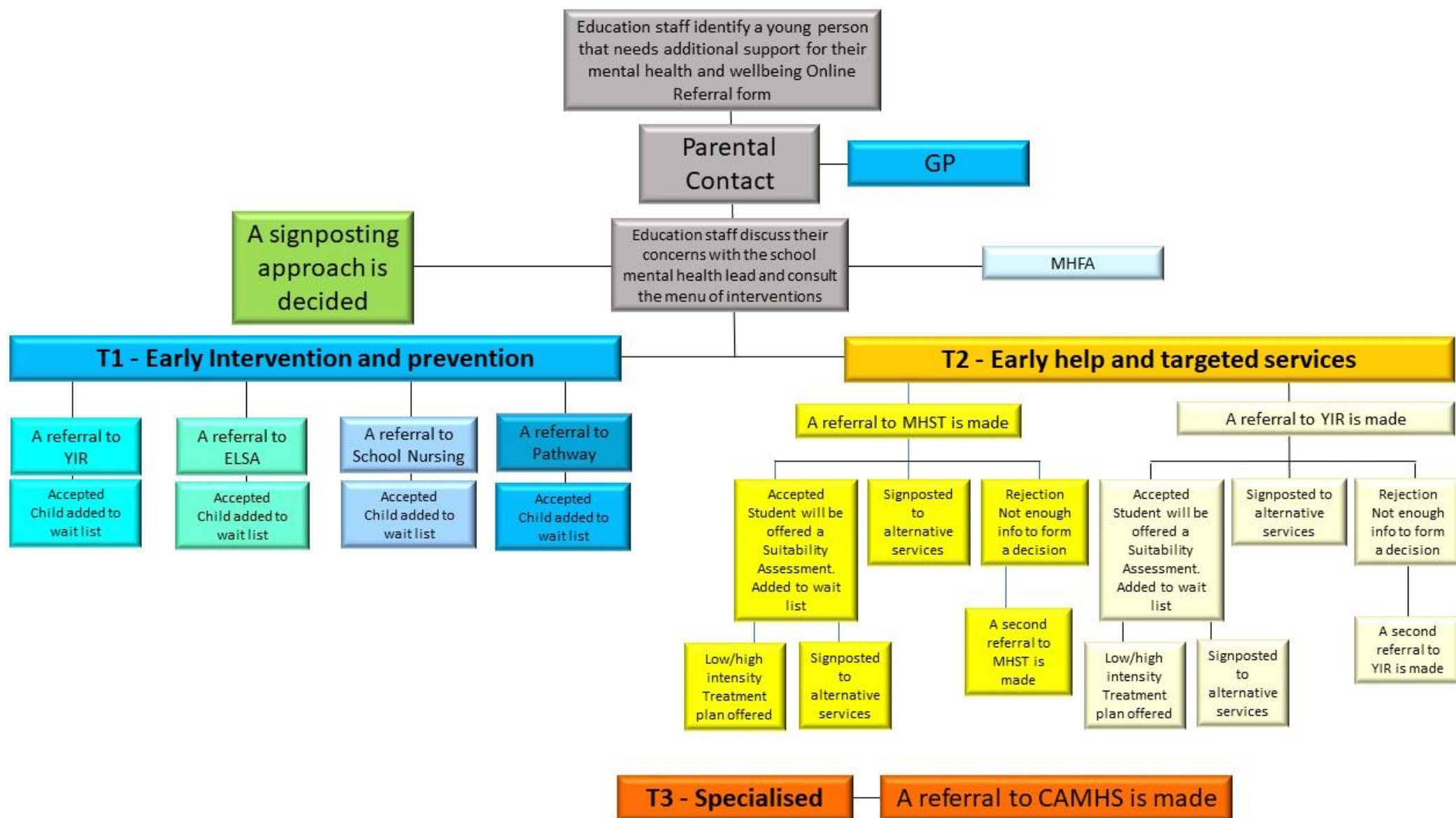
### **14.2. [Spring Term 2024 Curriculum Overview](#)**

## **15. APPENDIX 2 - VOTES FOR SCHOOLS - PSHE LINKS**

### **15.1. [Votes for Schools and secondary PSHE and RE & Health Education](#)**



## 16. APPENDIX 3 - REFERRAL FLOW CHART



17. APPENDIX 4 - THE ROMSEY SCHOOL'S MASLOW'S HIERARCHY OF NEEDS

