



Pupil Mental Health and Wellbeing Policy

Reviewed by Amanda Parker
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Introduction

At Rosemary Works School, we are committed to supporting the positive mental health and emotional wellbeing of all pupils. As a small independent primary school for children aged 3 to 11, we recognise that emotional wellbeing is the foundation for effective learning and development. We aim to create a nurturing environment in which all children feel safe, valued and listened to.

We promote mental health through a whole-school ethos of care, inclusion and empathy, underpinned by safeguarding practices and high-quality pastoral support.

We also recognise the importance of helping children and staff understand the difference between mental ill health and the normal range of emotional responses to life's challenges, including developmental changes and difficult experiences. Part of our role is to help children name, express and regulate difficult feelings, while building resilience and coping strategies. This approach aims to reassure parents, equip staff, and support children in developing a healthy understanding of their emotional world.

Aims of the Policy

This policy outlines our approach to promoting wellbeing and responding to mental health needs. We aim to:

- Promote awareness of and support for positive mental health and emotional wellbeing in all pupils.
- Provide guidance for staff on identifying and responding to mental health concerns.
- Clarify referral routes and responsibilities within the school.
- Outline the support available within the school and through external partners.
- Strengthen our partnership with families in supporting children's wellbeing.

Roles and Responsibilities

While all staff are expected to support the mental health and wellbeing of pupils, the following roles have specific responsibilities:

Headteacher and Designated Safeguarding Lead: The Head Teacher/DSL ensures the effective implementation of this policy and that mental health and wellbeing are a strategic priority.

SENDCo: The SENDCo is responsible for coordinating support for children with SEND, including SEMH needs. They also act as a key point of contact for referrals to specialist external agencies.

All Staff: The staff actively promote a positive and supportive classroom environment and are expected to be aware of signs of emotional distress, reporting concerns promptly to the DSL.

Identifying and Monitoring Mental Health Needs

Proactive Monitoring Strategies

At Rosemary Works School, we are committed to proactively monitoring the mental health and wellbeing of our pupils. We utilize a range of tools and approaches to gather insights and identify any emerging needs:

- **PASS Wellbeing Survey:** We regularly administer the PASS (Pupil Attitudes to Self and School) survey provided by GL Assessment. This provides valuable data on pupils' social and emotional wellbeing, helping us to identify trends and individual pupils who may benefit from additional support.
- **Worry Monsters:** These are used in classrooms to provide a safe way for children to express their worries and concerns. Staff regularly review the "Worry Monster" contents to identify common themes and individual issues.
- **Circle Times:** Regular circle time discussions create a space for open communication, allowing children to share their feelings and learn from their peers. These sessions also provide staff with valuable insights into the emotional climate of the class and any individual concerns.
- **Informal Observations:** All staff are vigilant in observing pupils' behaviour and interactions, noting any changes or signs of potential distress.

Recognising Signs of Need

Staff may notice a range of warning signs, particularly in pupils who are unable to verbalise their feelings. These include, but are not limited to:

- Withdrawal from social interaction
- Unusual tearfulness or outbursts
- Regression in behaviour or toileting (in particular in the EYFS)
- Changes in eating or sleeping habits
- Low self-esteem or expressions of worthlessness
- Physical symptoms (e.g. headaches, tummy aches) with no evident medical cause, in particular before school or stressful situations
- Reluctance to engage in activities they previously enjoyed
- Changes in academic performance or engagement
- Avoidance of transitions or school attendance

Responding to Concerns and Disclosures

All staff should:

- Respond calmly and with reassurance
- Listen without judgement or interruption
- Avoid offering immediate solutions or assumptions
- Report concerns to the DSL using the school's safeguarding procedures

Staff should never promise confidentiality but should explain the boundaries of confidentiality and next steps clearly. It is important to document any concerns accurately and promptly using the school's Cause for Concern form and following usual safeguarding procedures.

Support Available in School

Universal support for all pupils includes:

- A robust PSHE curriculum with age-appropriate mental health education
- Use of tools such as Worry Monsters to help children express concerns
- Class-based emotional check-ins and circle time discussions
- Participation in events to promote good Mental Health and Wellbeing (e.g. Children's Mental Health Week)

Targeted interventions may include:

- Drawing and Talking intervention (delivered by trained staff)
- Additional adult check-ins or safe spaces for individual pupils
- Referral to external pastoral support such as CAMHS or First Steps.
- For pupils with identified Special Educational Needs and Disabilities (SEND), including Social, Emotional and Mental Health (SEMH) needs, support will be coordinated through the SENDCo and will align with the school's SEND Policy.

Referral to external specialists will be done by the SENDCo in collaboration with parents and, where appropriate, other teachers or practitioners. Where appropriate, we will develop Individual Support Plans (Pupil Passports) with individual support strategies or collaborate with external agencies (e.g. GPs, educational psychologists, private counsellors) in line with our safeguarding policy.

Teaching about Mental Health

Mental health is explicitly taught through PSHE, using developmentally appropriate materials. Pupils are taught to:

- Name and understand feelings
- Develop strategies to manage difficult emotions, including positive emotional regulation techniques
- Recognise when and how to seek help

Teaching is reinforced through whole-school assemblies, class routines, and a culture that values kindness, empathy, and open dialogue.

Supporting Families

We work in partnership with parents to support children's wellbeing by:

- Communicating concerns in a timely and sensitive way
- Sharing resources and signposting support services

- Offering meetings to collaboratively develop plans and strategies for support

Supporting Peers

When a child is experiencing mental health challenges, peers may need additional support to:

- Understand what their friend may be experiencing (in an age-appropriate way)
- Avoid reinforcing distress or unhelpful behaviours
- Know how to access help themselves or what to do if they are worried about a friend

Support will be considered case-by-case and may include group work, story sessions or reflective discussions.

Staff Training and Support

- All staff receive regular safeguarding training, which includes mental health awareness.
- External Drawing and Talking training has been delivered to key staff.
- Staff are encouraged to share concerns about their own wellbeing and access support via the Headteacher or external services as appropriate. The school offers an Employee Assistance Programme, details of which can be provided to staff on request.

Monitoring and Review

This policy will be reviewed by the Headteacher and DSL every two years, or more frequently if necessary, e.g. in response to updated guidance or legislation or in light of new learning from internal incidents. Effectiveness will be monitored through safeguarding logs, pupil feedback, staff feedback, case reviews, and feedback from parents.

Linked Policies

- Safeguarding and Child Protection Policy
- Behaviour Policy
- SEND Policy
- PSHE Curriculum Overview
- Supporting Pupils with Medical Conditions