

Roberttown C of E Primary School



Wellbeing Policy

September 2026

‘Good Samaritans who Aspire to Excellence in
God's World.’

At Roberttown School, we ensure that everyone within our school community feels safe, has a sense of belonging and is listened to. We hope that the information below helps to answer any queries you may have but do not hesitate to contact our school if you have any further questions.

Approved by:	Governing Body
Responsible department:	Roberttown C of E Primary School
Updated By:	Miss Jade Drew
Designated Governor:	Johnathan Pickles
Next review due :	September 2028

Mental Health and Emotional Wellbeing Policy

“Mental health is a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.” (World Health Organisations 2014)

Policy Statement

At Roberttown, we are committed to supporting the emotional health and wellbeing of our pupils and staff. Our aim is to promote positive mental health for every member of our staff and student body. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable students. It is our vision that all children are entitled to develop to their best selves academically, socially and emotionally. Thus, enabling each child to grow in confidence and be able to fully participate in everything that goes on in the wider community with confidence. At Roberttown, we recognise that a child's emotional health and wellbeing influences their cognitive development along with their physical wellbeing therefore, we provide the best support possible so our children can have a positive start in life with skills that can help into adulthood.

In addition to promoting positive mental health, we aim to recognise and respond to mental ill health quickly and effectively. In an average classroom (within the United Kingdom), three children will be suffering from a diagnosable mental health issue. 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 Department for Education (DfE) recognises that: “In order to help their children succeed; schools have a role to play in supporting them to be resilient and mentally healthy”. Schools can be a place for children and young people to experience a nurturing and supportive environment that has the potential to develop self-esteem and give positive experiences for overcoming adversity and building resilience. We believe that for some, our school is a place of respite from difficult home lives. We offer positive role models and relationships, which are critical in promoting children's wellbeing and can help create a sense of belonging and community. We offer pastoral sessions and have strong links with the local mental health team.

Our School Aims to:

- Promote positive mental health in all staff and students.
- Increase understanding and awareness of common mental health issues.
- Alert staff to early warning signs of mental ill health.
- Provide support to staff working with young people with mental health issues.
- Provide support to students suffering mental ill health and their peers and parents or carers.
- Promote our school values creating a sense of belonging.
- Create opportunities for pupil voice and decision – making.
- Celebrate academic and non-academic achievements.
- Provide appropriate support that meets children's needs.

Scope

This document describes the school's approach to promoting positive mental health and wellbeing. This policy is intended as guidance for all staff including non-teaching staff and governors – outlining Roberttown's approach to promoting mental health and emotional wellbeing.

This policy should be read in conjunction with other relevant policies such as: PSHE and RSHE, SEND, Behaviour, Anti-bullying and our Medical Policy in cases where a student's mental health overlaps with or is linked to a medical issue.

Policy Aims

- Increase understanding and awareness of common mental health issues.
- Promote positive mental health and emotional wellbeing in all staff and students.
- Enable staff to identify and respond to early warning signs of mental ill health in students.
- Enable staff to understand how and when to access support when working with young people with mental health issues.
- Provide the right support to students with mental health issues, and know where to signpost them and their parents/carers for specific support.
- Develop resilience amongst students and raise awareness of resilience building techniques.
- Raise awareness amongst staff and gain recognition from SMT that staff may have mental health issues, and that they are supported in relation to looking after their wellbeing; instilling a culture of staff and student welfare where everyone is aware of signs and symptoms with effective signposting underpinned by behaviour and welfare around school.

Lead Members of Staff

Whilst all staff have a responsibility to promote the mental health of students, staff with a specific, relevant remit include:

- Designated Safeguarding Leads (Miss Horsfall, Mrs. Wood, Mrs Drew, Ms. Pickering and Mrs. Goodhall)
- Personal Development Lead (Mrs. Jackson)
- SENCO (Mrs Drew)
- PSHE and RSHE Lead (Mrs Drew)
- Senior Mental Health Lead (Mrs Drew)
- Emotional Literacy Support Assistant (Mrs. Walsh)
- First Aiders (Mrs. Goodhall, Mrs. Khan, Mrs. Harris, Mrs. Wood, Mrs. Walsh and Miss Cooper)

If a member of staff is concerned about the mental health or wellbeing of student, in the first instance they should speak to the DSL. If there is a fear that the student is in danger of immediate harm then the normal child protection procedures should be followed with an immediate referral to the designated child protection officer, the head teacher or the designated governor. If the student presents a medical emergency, then the normal procedures for medical emergencies should be followed, including alerting the first aid staff and contacting the emergency services if necessary.

Where a referral to CAMHS is appropriate, this will be led and managed by Mrs Drew, SENCO.

Teaching about Mental Health

The skills, knowledge and understanding our students need to keep themselves - and others - physically and mentally healthy and safe are included as part of our PSHE and RSHE curriculum, delivered through our KAPOW scheme (2026 -Updated Version).

The specific content of lessons will be determined by the specific needs of the cohort we're teaching but there will always be an emphasis on enabling students to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others.

We will follow the guidance issued by the PSHE Association to prepare us to teach about mental health and emotional health safely and sensitively, which helps rather than harms. <https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-preparing-teach-about-mental-health-and-emotional-wellbeing> Incorporating this into our curriculum, at all stages, is a good opportunity to promote students' wellbeing through the development of healthy coping strategies and an understanding of students' own emotions as well as those of other people.

Additionally, we will use such lessons as a vehicle for providing students who do develop difficulties with strategies to keep themselves healthy and safe, as well as supporting students to support any of their friends who are facing challenges.

Identifying needs and Warning Signs

School staff may become aware of warning signs which indicate a student is experiencing mental health or emotional wellbeing issues. These warning signs should **always** be taken seriously and staff observing any of these warning signs should communicate their concerns with our key staff outlined in the key staff section. If these concerns link to safeguarding, reporting a concern needs to be addressed with Miss Horsfall (Lead Safeguarding Officer) or a DSL in the first instance.

Possible warning signs, which all staff should be aware of include:

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating / sleeping habits
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing – e.g. long sleeves in warm weather
- Secretive behaviour
- Skipping PE or getting changed secretly
- Lateness to, or absence from school
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism
- Habitual use of social media

Managing disclosures and confidentiality

A student may choose to disclose concerns about themselves or a friend to any member of staff so all staff need to know how to respond appropriately to a disclosure.

If a student chooses to disclose concerns about their own mental health or that of a friend to a member of staff, the member of staff's response should always be calm, supportive and non-judgmental.

Staff should listen rather than advise and our first thoughts should be of the student's emotional and physical safety rather than of exploring 'Why?'.

All disclosures should be recorded in writing and held on the student's confidential file on CPOMS. This written record should include:

- Date
- The name of the member of staff to whom the disclosure was made
- Main points from the conversation
- Agreed next steps

This information should be shared with the appropriate key members of staff, who will store the record appropriately and offer support and advice about next steps.

Confidentiality

We, as staff, are honest in regards to the issue of confidentiality. If it is necessary for us to pass our concerns about a student on, then we should discuss with the student:

- Who we are going to talk to
- What we are going to tell them
- Why we need to tell them

We should never share information about a student without first telling them. Ideally, we would receive their consent, though there are certain situations when information must always be shared with another member of staff and / or a parent. Occasions when this would happen, are when we believe a student may be in danger of immediate harm.

It is always advisable to share disclosures with a colleague, usually the Senior Mental Health Lead (Miss Vincent) or the DSLs (Miss Horsfall, Mrs. Wood, Mrs Drew, Mrs. Goodhall or Mrs. Pickering). This helps to safeguard our own emotional wellbeing as we are no longer solely responsible for the student, it ensures continuity of care in our absence; and it provides an extra source of ideas and support. We should explain this to the student and discuss with them who it would be most appropriate and helpful to share this information with.

If a child gives us reason to believe that there may be underlying child protection issues, parents should not be informed, but the lead DSL (Miss Horsfall) must be informed immediately.

Targeted support

We recognise some children and young people are at greater risk of experiencing poorer mental health. For example, those who are in care, young carers, those who have had previous access to CAMHS, those living with parents/carers with a mental illness and those living in households experiencing domestic violence.

We ensure timely and effective identification of students who would benefit from targeted support and ensure appropriate referral to support services by:

- Providing specific help for those children most at risk (or already showing signs) of social, emotional, and behavioural problems;
- Offering in house **ELSA program sessions**, which can begin the same week;
- Make a referral to **Keep in Minds**;
- In an emergency, we would refer to the **Kirklees Crisis Team**;
- Working closely with **Open Minds Partnership (CAMHS)** and other agencies services to follow various protocols including assessment and referral;
- Refer to **Bernados** for children who are vulnerable or questioning their gender.
- Hold a **TAF** (Team around families) with the family to explore options for the child to receive help at home and in school.
- Identifying and assessing in line with the **Early Intervention Single Assessment (EISA)**, children who are showing early signs of anxiety, emotional distress, or behavioural problems;
- Discussing options for tackling these problems with the child and their parents/carers. Agree an Individual Care Plan as the first stage of a 'stepped care' approach;
- Providing a range of interventions that have been proven to be effective, according to the child's needs;
- Ensure young people have access to pastoral care and support, as well as specialist services, including **Open Minds Partnership (CAMHS)**, so that emotional, social and behavioural problems can be dealt with as soon as they occur;
- Provide young people with clear and consistent information about the opportunities available for them to discuss personal issues and emotional concerns. Any support offered should take account of local community and education policies and protocols regarding confidentiality;
- Provide young people with opportunities to build relationships, particularly those who may find it difficult to seek support when they need it; and
- The identification, assessment, and support of young carers under the statutory duties outlined in the Children & Families Act 2014.

Signposting

We will ensure that staff, students and parents/carers are aware of the support and services available to them within our school and how they can access further support services.

Within the school (noticeboards, toilets etc.) and through our communication channels (Seesaw memos, websites), we will share and display relevant information about local and national support services and events.

The aim of this is to ensure students understand:

- What help is available
- Who it is aimed at
- How to access it
- Why should they access it
- What is likely to happen next

Local Support

In Kirklees, there are a range of organisations and groups offering support, including the **Open Minds Partnership (CAMHS)**, a group of providers specialising in children and young people's mental health wellbeing. These partners deliver accessible support to children, young people and their families, whilst working with professionals to reduce the range of mental health issues through prevention, intervention, training and participation.

Working with All Parents and Carers

Parents are often very welcoming of support and information from the school about supporting their children's emotional and mental health. In order to support parents, we will:

- Highlight sources of information and support about common mental health issues on our school website
- Ensure that all parents are aware of who to talk to, and how to go about this, if they have concerns about their own child or a friend of their child
- Make our mental health policy easily accessible to parents
- Share ideas about how parents can support positive mental health in their children through our regular information evenings
- Keep parents informed about the mental health topics their children are learning about in PSHE and share ideas for extending and exploring this learning at home

Where it is deemed appropriate to inform parents, we need to be sensitive in our approach. Before disclosing to parents, we should consider the following questions (on a case-by-case basis):

- Can the meeting happen face to face? This is preferable.
- Where should the meeting happen? At school, at their home or somewhere neutral?
- Who should be present? Consider parents, the student, other members of staff.
- What are the aims of the meeting?

It can be shocking and upsetting for parents to learn of their child's issues and many may respond with anger, fear or upset during the first conversation. We should be accepting of this (within reason) and give the parent time to reflect.

We should always highlight further sources of information and give parents leaflets to take away where possible, as they will often find it hard to take much in whilst coming to terms with the news that you're sharing. Sharing sources of further support aimed specifically at parents can also be helpful too, e.g. parent helplines and forums.

We will always provide clear means of contacting us with further questions and consider booking in a follow-up meeting or phone call right away as parents often have many questions as they process the information. Finish each meeting with agreed next steps and always keep a brief record of the meeting on the child's confidential record.

Training

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection training in order to enable them to keep students safe.

We will host relevant information on our virtual learning environment for staff who wish to learn more about mental health. The [MindEd learning portal](#) and National College provides online training suitable for staff wishing to know more about a specific issue.

Training opportunities for staff who require more in-depth knowledge will be considered as part of our performance management process and additional CPD will be supported throughout the year where it becomes appropriate due to developing situations with one or more pupils.

Where the need to do so becomes evident, we will host twilight training sessions for all staff to promote learning or understanding about specific issues related to mental health.

Suggestions for individual, group or whole school CPD should be discussed with the senior management team, who can also highlight sources of relevant training and support for individuals as needed.

Staff Wellbeing

The wellbeing of staff at Roberttown School is paramount to maintaining a successful and forward-thinking school. It is our belief that the best asset in school for pupils are staff who are happy, motivated and focused. Roberttown School recognises that staff are their most important resource and are to be valued, supported and encouraged to develop personally and professionally. The school believes that staff wellbeing support programmes need to be personalised and bespoke to meet the specific needs of staff. How staff feel on an everyday basis is likely to affect their performance and therefore impact on the ethos and atmosphere of the school which in turn affects pupils. If staff are happy, motivated and are purposeful in their approach this will have a huge positive impact on the wellbeing of pupils resulting in happier pupils who achieve more.

Whilst the school will do everything to support staff in ensuring their wellbeing needs are met, ultimately staff need to take responsibility to work through issues of concern with a view to reaching a resolution.

- All staff members are invited to air their views, ideas and feelings about all issues concerning school at formal meetings and informal gatherings.
- The school operates an 'Open Door' policy for all stakeholders in the establishment allowing a free flow of information and personal thoughts.
- There is a strong 'no blame' culture within the school. Staff achievement is recognised and valued by others within the school.
- Staff members are encouraged to take on new challenges and supported in doing this by others.
- Everyone contributes to providing a happy, caring workplace where all staff members support each other in a bright clean environment.

Responsibilities for implementing the Staff Well-being

The Governors, Headteacher and the School's SLT will:

- Support steps taken to develop a culture of co-operation, trust and mutual respect within the school.
- Champion good management practices and the establishment of a work ethos within the school, which discourages assumptions about long term commitment to working hours of a kind likely to cause stress and which enables employees to maintain a reasonable "work life balance".
- Promote effective communication and ensure that there are procedures in place for consulting and supporting employees on changes in the organisation, to management structures and working arrangements.
- Encourage staff to be fully involved in the decisions of the school through staff forums in which staff can talk freely about any issues which impact on their ability to carry out their jobs.
- Encourage initiatives and events that promote health and well-being.

- Treat individuals reporting to them with consideration and dignity, and will promote a culture of mutual respect in the teams they manage. They will not permit unacceptable behaviour and will take decisive action when issues are brought to their attention.
- Attend training as appropriate in order to increase their awareness of the causes and effects of work-related stress.
- Encourage their staff to participate in events and initiatives undertaken by the school to promote well-being and more effective working.
- Take action in the interests of all their colleagues where performance by a member of staff may cause stress to their colleagues.

Staff Members

Staff members will:

- Will make themselves aware of the school's policies on Capability, Bullying and Harassment, Staff Attendance.
- Will assist in the development of good practice and ensure that they do not, through their actions or omissions, create unnecessary work for themselves or their colleagues.
- Will ask their Line Manager for help or support if required. This includes understanding that a good relationship requires communication from both parties and so it's important that issues are raised at the earliest possible moment so that effective strategies can be put in place to manage workloads.
- Will identify opportunities for development and take advantage of those offered by the school.
- Will apply for any requests for leave of absence in advance and be honest about sickness absence leaves.

Staff Inclusion

The opinions, feelings and ideas of all staff members are valued. Any member of the school team knows that they can table new ideas or thoughts about established systems for discussion at formal or informal meetings, such as Monday staff briefings where everyone is invited to attend. Teachers meet once a week to discuss curriculum, calendar dates and other issues. Support staff meet weekly to discuss school issues. The Senior Leadership Team meets once a week to discuss areas of school business; teaching and learning, Safeguarding and Health issues and other relevant matters as they arise. The whole school come together to discuss and make decisions about key issues such as the School Improvement Plan, whole school events and School Evaluation Form (SEF). Minutes from all meetings are kept and are available to all. Before any event, is implemented in school, each member of staff is given an opportunity to comment upon it. All views are considered before anything is introduced.

Directed Teaching Time and Meetings

Staff will have guidelines to directed teaching time at the beginning of the school year. These include: child contact time, CPD meetings, inset days, Parent consultations, observation feedback and monitoring. Weekly whole staff meetings will last no longer than one hour unless stated in teacher's directed hours. Time will be built into every staff meeting to allow discussion to take place related to issues of wellbeing. During this time individuals can highlight things that are of concern to them, share ideas and make suggestions.

Non-contact time

Teachers – 10% of the working week is protected for planning, preparation and assessment (PPA) per week; covered by a designated Higher Level Teaching Assistants (HLTAs) or teacher. This time can be taken at home. Subject leaders will be given appropriate management time to support colleagues, complete paperwork and develop their subject area.

Policy Review

This policy will be reviewed every two years as a minimum. The next review date is September 2028. In between updates, the policy will be updated when necessary to reflect local and national changes. This is the responsibility of Mrs Drew.

Eight principles

The following diagram presents eight principles to promote emotional health and wellbeing in schools and colleges.



Appendix 2

Specific mental health needs most commonly seen in school-aged children -

For information see Annex C Main Types of Mental Health Needs
Mental Health and Behaviour in School DfE March 2016

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

Annex C includes definitions, signs and symptoms and suggested interventions for:

- Anxiety (including panic attacks, phobias and Obsessive Compulsive Disorder OCD)
- Depression
- Eating Disorders
- Substance Misuse
- Self Harm

Appendix 3

Where to get information and support for support on specific mental health needs:

Anxiety UK

www.anxietyuk.org

.uk OCD UK

www.ocduk.org

Depression Alliance www.depressoinalliance.org

Eating Disorders www.b-eat.co.uk and

www.inourhands.com National Self-Harm Network

www.nshn.co.uk www.selfharm.co.uk

Suicidal thoughts Prevention of young suicide UK – PAPYRUS: www.papyrus-uk.org

For general information and support:

www.youngminds.org.uk champions young people's mental health and wellbeing www.mind.org.uk advice and support on mental health problems

www.minded.org.uk (e-learning) www.time-to-change.org.uk tackles the stigma of mental health

www.rethink.org challenges attitudes towards mental health