



TOTAL EDUCATION  
SERVICES



TotalTuition



ROSEWOOD  
INDEPENDENT SCHOOL

*Total Education Services - Total Tuition Alternative Provision - Rosewood Independent School  
Subsidiaries of JWA Holdings Limited*

## **Mental Health and Emotional Wellbeing Policy**

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### **1.0 Policy statement**

We are committed to promoting positive mental health and emotional wellbeing to all students, their families and members of staff and Executive Board. Our open culture allows students' voices to be heard, and through the use of effective policies and procedures we ensure a safe and supportive environment for all affected - both directly and indirectly - by mental health issues.

### **2.0 Scope**

This policy is a guide to all staff – including non-teaching and advisory boards – outlining our approach to promoting mental health and emotional wellbeing.

It should be read in conjunction with other relevant school policies.

### 3.0 Policy Aims

- Promote positive mental health and emotional wellbeing in all staff and students.
- Increase understanding and awareness of common mental health issues.
- 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 SLT 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.

### 4.0 Key staff members

This policy aims to ensure all staff take responsibility to promote the mental health of students, however key members of staff have specific roles to play:

Designated Safeguarding Lead	Janice Woods, Rebecca Clark, Alex Blackburn, Arthur Thompson
Deputy Designated Safeguarding Lead	Toni McGuire
SENDCo SENDCo Support	Janice Woods Mel Lewis
Mental Health and WellBeing Champion	Toni McGuire
PSHEe Coordinator	X
LGBTQ+ coordinators	X

If a member of staff is concerned about the mental health or wellbeing of a student, in the first instance they should speak to the Designated Safeguarding Lead, Janice Woods or Cathy Brain in Janice's absence. If there is a concern that the student is high risk or in danger of immediate harm, the school's child protection procedures should be followed.

If the child presents a high risk medical emergency, relevant procedures should be followed, including involving the emergency services if necessary.

## 5.0 Individual Support Plans

Every pupil has an ISP (Individual support plan) that sets out:

- what difficulties they have,
- whether they have an EHCP, diagnosis and any medication prescribed that they may need to take in school.
- Their strengths, targets and strategies and provisions to support the pupil to achieve their targets.
- Triggers, strategies used and learning styles

The ISP is reviewed half termly and is used to inform short term planning for students, the plan is shared with staff and parents/carers and other professionals as necessary.

## 6.0 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 PSHEe curriculum.

We will follow the guidance issued by the PSHE Association to prepare us to teach about mental health and emotional health safely and sensitively.

[https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-preparing-teach-about-mental-health-and](https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-preparing-teach-about-mental-health-and-emotional-wellbeing) 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. See Section 14 for Supporting Peers

## 7.0 Signposting

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

Within the school (noticeboards, toilets etc.) and through our communication channels (newsletters, 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

## **8.0 Sources or support at school**

At Rosewood Independent school we believe in building connection before correction. We provide a nurturing environment in which we inspire children to achieve success to their highest potential. Our individualised trauma-informed approach to teaching and learning allows us to encourage social and emotional growth and promote positive and respectful relationships and acceptance of others.

- Every pupil has access to one to one teaching with an experienced educator
- Our curriculum is planned to prioritise the mental and emotional well being of our students
- PSHE opportunities are included throughout the curriculum
- As we are a small school, students have the opportunity to build relationships with staff in a relaxed nurturing environment.
- Students have access to 'Motional' they can access sessions with a designated member of staff and this is also followed up with their main teacher.

## **Local Support**

Rosewood/Total Tuition takes students from Northumberland but also from other local authorities throughout the UK. Northumberland students would be referred to Northumberland services as appropriate such as CYPS or PMH. If they attend Total Tuition and are still on the roll of a school then referrals would be made either by the school or following discussion with the school by Total Tuition staff. Rosewood Independent School/ Total Tuition have access to a play therapist who works one day per week. Students also have access to a member of staff who can work with them using the Motional package. It is an online tool used for identifying, assessing and improving the emotional health and wellbeing of children and young people.

Motional's Snapshot tool uses a series of questions to help adults better understand how well a child or young person is functioning in terms of their mental health and wellbeing. A Comprehensive Snapshot is also then available for individual children or young people who have been identified as needing a little more support and / or 1:1 intervention.

## **9.0 Warning Signs**

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 alert the Headteacher or for secondary pupils, the secondary lead.

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

## **10.0 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 CYPS/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) social, emotional, and behavioural problems;
- Working closely with Northumberland and other relevant Children's Services departments, Northumberland CYPS and CYPS and CAMHS in other local authorities and other agencies services to follow various protocols including assessment and referral;
- Discussing options for tackling these problems with the child and their parents/carers.
- Providing a range of interventions that have been proven to be effective, according to the child's needs;
- Ensure weekly plans for young people include pastoral care and support at a level appropriate to their needs, and that timely referrals are made to specialist services, including Northumberland CYPS, 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.

## **11.0 Managing disclosures**

If a student chooses to disclose concerns about themselves, or a friend, to any member of staff, the response will be calm, supportive and non-judgemental.

All disclosures should be recorded confidentially on the student's personal file/ CPOMS, including:

- Date

- Name of member of staff to whom the disclosure was made
- Nature of the disclosure & main points from the conversation
- Agreed next steps

This information will be shared with the Headteacher/ Designated Safeguarding Lead, Janice Woods

## **12.0 Confidentiality**

If a member of staff feels it is necessary to pass on concerns about a student to either someone within or outside of the school, then this will be first discussed with the student. We will tell them:

- Who we are going to tell
- What we are going to tell them
- Why we need to tell them
- When we're going to tell them

Ideally, consent should be gained from the student first, however, there may be instances when information must be shared, such as students up to the age of 16 who are in danger of harm.

It is important to also safeguard staff emotional wellbeing. By sharing disclosures with a colleague this ensures one single member of staff isn't solely responsible for the student. This also ensures continuity of care should staff absence occur and provides opportunities for ideas and support.

Parents must always be informed, but students may choose to tell their parents themselves. If this is the case, a timescale of 24 hours is recommended to share this information before the school makes contact with the parents/carers.

If a pupil gives us reason to believe that they are at risk, or there are child protection issues, parents should not be informed, but the child protection procedures should be followed.

## **13.0 Whole school approach**

### **13.1 Working with parents/carers**

If it is deemed appropriate to inform parents there are questions to consider first:

- Can we meet with the parents/carers face-to-face?
- Where should the meeting take place – some parents are uncomfortable in school premises so consider a neutral venue if appropriate.
- Who should be present – students, staff, parents etc.?
- What are the aims of the meeting and expected outcomes?

We are mindful that for a parent, hearing about their child's issues can be upsetting and distressing. They may therefore respond in various ways which we should be prepared for and allow time for the parent to reflect and come to terms with the situation.

Signposting parents to other sources of information and support can be helpful in these instances. At the end of the meeting, lines of communication should be kept open should the parents have further questions or concerns. Booking a follow-up meeting or phone call might be beneficial at this stage.

Ensure a record of the meeting and points discussed/agree are added to the pupil's record and an Individual Care Plan created if appropriate.

### **13.2 Supporting parents**

We recognise the family plays a key role in influencing children and young people's emotional health and wellbeing; we will work in partnership with parents and carers to promote emotional health and wellbeing by:

- Ensuring all parents are aware of and have access to promoting social and emotional wellbeing and preventing mental health problems;
- Highlighting sources of information and support about common mental health issues through our communication channels (website, newsletters etc.);

### **14.0 Supporting Peers**

When a student is suffering from mental health or social anxiety issues, it can be a difficult time for their friends who may want to support but are unsure as to how to access the right support. To keep peers safe, we will consider on a case by case basis which friends may need additional support. Support will be provided in one to one or group settings and will be guided by conversations by the student who is suffering and their parents with whom we will discuss:

- What it is helpful for friends to know and what they do not need to know
- How friends can best support
- Things friends should avoid doing / saying which may inadvertently cause upset
- Warning signs that their friend needs help (e.g. signs of relapse)

Additionally, we will want to highlight with peers:

- Where and how to access support for themselves
- Safe sources of further information about their friend's condition
- Healthy ways of coping with the difficult emotions they may be feeling

At Rosewood our relationship with our students is supportive and nurturing. We actively encourage students to speak to us about any issues or feelings they may have. Students are on the whole open and honest with staff which means staff can decide what support or further action needs to be taken to support the child, their friend or parents/carers.

### **15.0 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 to enable them to keep students safe. Staff will receive Mental Health First Aid training or equivalent.

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 developing situations with one or more students.

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

## **16.0 Policy Review**

This policy will be reviewed every two years as a minimum. The next review date is February 2023. In between updates, the policy will be updated when necessary to reflect local and national changes. This is the responsibility of Jennifer Wood Proprietor and Janice Woods, Headteacher of Rosewood Independent School/ Total Tuition.

Any personnel changes will be implemented immediately.