



The Radclyffe School

“Working Together for Excellence”

MENTAL HEALTH AND WELLBEING POLICY

Approved by	Local Governing Committee
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1. Context

The school is committed to promoting positive mental health and emotional wellbeing for all students, staff, and stakeholders. We aim to create a culture that supports open discussion, early intervention, and access to appropriate support.

We recognise that children's mental health is a crucial factor in their overall wellbeing and can significantly impact their learning and achievement.

2. Aims

The aims of Emotional Mental Health and Wellbeing at The Radclyffe School are to:

- Promote positive mental health and wellbeing across the school community.
- Create a culture of wellbeing and inclusion
- Foster a positive atmosphere in school, where students feel able to discuss and reflect on their own experiences with mental health openly
- Celebrate all of the ways students achieve at our school, both inside and outside the classroom
- Allow students to participate in forming our approach to mental health by promoting student voice
- Give students the opportunity to develop their self-esteem by taking responsibility for themselves and others
- Identify and support students experiencing mental ill health or emotional distress.
- Provide a safe environment where students feel able to talk and ask for help.
- Reduce stigma around mental health through education and awareness.
- Work with parents/carers and external agencies to support pupils' mental health needs.
- Ensure that staff are trained and supported to promote mental health in their roles.
- Provide an opportunity for children to gain the knowledge and attributes to support their own, and others' wellbeing and attainment and help them become successful and happy adults who make a meaningful contribution to society.

3. Legislation and Statutory Guidance

This policy is based on:

- Mental Health and Behaviour in Schools – DfE (2018)
- Keeping Children Safe in Education (KCSIE) 2025
- Children and Families Act 2014
- SEND Code of Practice (2015)
- Equality Act 2010
- Ofsted Education Inspection Framework (2019)

4. Roles and responsibilities

4.1 Local Governing Committee

- Approves the mental health policy and ensures statutory duties are met.
- Monitors provision and outcomes for pupils' wellbeing.

4.2 The Headteacher

- Ensures the policy is implemented across the school.
- Appoints a designated Mental Health Lead.
- Ensures staff receive relevant training.

4.3 Designated Mental Health Lead & Safeguarding Team

- Leads on mental health strategy and coordination.

- Liaises with external agencies (e.g., CAMHS, Early Help).
- Oversees early identification, support, and referral processes.

4.4 Staff

Staff are responsible for:

- Promote a positive classroom environment.
- Be alert to early warning signs of mental health issues.
- Record and report concerns to the Mental Health Lead or safeguarding team.

4.5 Students

Students are:

- Encouraged to talk openly about their feelings and seek help when needed.
- Supported to develop resilience and emotional literacy.

5. Promoting Positive Mental Health

The school will promote mental health through:

- A whole-school ethos that promotes respect, equality, and inclusion.
- PSHE/RSHE curriculum covering mental health awareness, resilience, coping strategies, and healthy relationships.
- Assemblies, tutor sessions, and campaigns that normalise conversations about mental health.
- Staff wellbeing initiatives and training.

6. Identification of Needs and Early Intervention

We seek to raise awareness of mental health amongst students and staff instilling a culture of staff and student welfare where everyone is aware of warning signs, and they are supported in relation to looking after their wellbeing. All staff will be on the lookout for signs that a student's mental health is deteriorating. Some warning signs include:

- Changes in mood or energy level
- Changes in eating or sleeping patterns
- Changes in attitude in lessons or academic attainment
- Changes in level of personal hygiene
- Social isolation
- Poor attendance or punctuality
- Expressing feelings of hopelessness, anxiety, worthlessness or feeling like a failure
- Abuse of drugs or alcohol
- Weight loss or gain
- Secretive behaviour
- Covering parts of the body that they wouldn't have previously
- Refusing to participate in P.E. or being secretive when changing clothes
- Physical pain or nausea with no obvious cause
- Physical injuries that appear to be self-inflicted
- Talking or joking about self-harm or suicide.

Staff will record concerns and follow the safeguarding pathway where appropriate. Interventions may include:

- Additional support or Learning Mentor Referrals

- In-school counselling or wellbeing sessions
- Referral to CAMHS or Early Help services
- Support plans for return to school after mental health-related absences

7. Support for Students and Families

We offer a graduated approach to support:

- Universal support through curriculum, assemblies, and culture
- Targeted support through small group work and pastoral interventions
- Specialist support through referrals to external agencies.

The school will work closely with parents/carers, offering meetings, information, and signposting to local services.

Our Universal Offer includes:

- Daily access and pastoral support from their PLG
- Pastoral Support from Year Teams
- Wellbeing Curriculum (through Personal Development)
- Pastoral PLG Curriculum
- Character Development Projects: Leadership Award, Community Awards and DofE Award
- Community Circle Activities
- Assemblies on mental health and wellbeing and character development
- SMSC activities such as Mental Health Awareness Week
- Rewards policy and rewards system celebrating individual achievements
- Celebration Assemblies
- Leadership Opportunities
- Student Enrichment opportunities
- Student Voice

Students are then signposted to additional support through our school website and additional communications. We ensure that all staff, students and parents are aware of the support within school as well as the local community and how to access it.

Where required and appropriate, students are able access additional select support beyond the Universal Offer through:

- Targeted Enrichment timetables
- Additional Year Team Support
- TOG Mind
- Lesson Passes
- Low level or group mentoring
- Additional transition
- Wellbeing questionnaires (Bee Well and Internal Questionnaires)
- Targeted Provision
- Referral to CAMHS
- Mentoring
- Risk Assessment

8. Support for Staff

The school recognises that supporting mental health can be emotionally demanding. We will:

- Provide access to staff wellbeing services or Employee Assistance Programmes.
- Offer regular CPD on mental health topics.
- Encourage a culture of mutual support and supervision.

9. Confidentiality and Safeguarding

9.1 Managing Disclosures

If a student makes a disclosure about themselves or a peer to a member of staff, staff should remain calm, non-judgmental and reassuring.

Staff 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.

Staff will always follow the school's safeguarding policy and pass on all concerns to the DSL / DDSL via CPOMs and in person. All disclosures are recorded and stored in the student's confidential child protection file (CPOMs).

When making a record of a disclosure, where possible, staff will include:

- 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
- Linked students to other students involved.

9.2 Confidentiality

Staff should not promise a student that they will keep a disclosure secret, instead they will be upfront about the limits of confidentiality.

A disclosure cannot be kept secret.

Staff should always share disclosures with at least one DSL/DDSL and via CPOMs. 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 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.

10. Training

All staff have access to:

- Basic training on recognising signs of mental ill health
- Annual safeguarding refreshers including mental health content
- Key staff (e.g., Pastoral Leaders, SENDCo) will receive additional mental health first aid or targeted training.

11. Working Parents and Carers

We recognise that families play a key role in influencing children's emotional health and mental wellbeing, therefore it is vital that we work with parents/carers to promote positive wellbeing for them. We do this by signposting sources of support available within school and the local community: we will ensure this information contains services that are available to promote positive emotional wellbeing for all students, as well as those for children experiencing mental ill health.

This information will be delivered via Newsletters, the school website and specialist events such as Social Media evening.

The below links have an extensive directory of local agencies and organisations for staff, parents and carers:
https://www.oldham.gov.uk/info/200368/children_and_young_people_with_special_educational_needs_and_disabilities
<https://www.oldham.gov.uk/hsc/services/send/>
https://www.oldham.gov.uk/downloads/file/4710/supporting_young_minds_through_tough_times

12. Staff

We encourage staff as individuals to take responsibility for their own mental, physical and emotional wellbeing and promote an open and compassionate culture in which staff are supported in order that they may seek any help and support they need.

We create opportunities for staff to work together through CIT, INSET and termly staff wellbeing weeks. Our liaison structure encourages staff to develop a culture of openness and sympathetic alertness where we remain mindful of any indication of changes in staff behaviour, performance or signs of being under stress.

There are opportunities for staff voice and feedback and staff consultative provides a termly space for this.

We are understanding of the differing needs of the staff, at different points and events during their life cycles, and offer support accordingly, if and when required. Where staff need more support, they have access to the Employee Assistance Programme for counselling and staff can also refer themselves to Occupational Health.

We recognise that supporting a student experiencing poor mental health can be distressing for staff. To combat this, we will:

- Treat mental health concerns seriously
- Open door policy for staff to speak to DSL for support
- Support staff experiencing poor mental health themselves
- Create a pleasant and supportive work environment

13. Monitoring & Evaluation

This policy will be reviewed annually.

The Local Governing Committee will receive regular reports on:

- Number and nature of mental health referrals
- Interventions used and outcomes
- Staff training completed
- Feedback from students and parents

