



RAWLINS
A CHURCH OF ENGLAND ACADEMY

Developing Trust, Inspiring Hope, Building Success, Shaping the Future

Rawlins

Mental Health and Emotional Wellbeing Policy

Rawlins, as a Church of England Academy, has at its heart a distinctive Christian ethos. Based on our Christian foundation and values we seek to promote a culture of developing every person and therefore every school policy is written from this perspective. With a commitment to learning and maturing in the context of the school vision, we lay particular emphasis on the Christian values of compassion, wisdom and endurance for both individuals and as a school community.

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Approval By	Local Governing Committee
Review Frequency	Two years

Mental Health and Emotional Wellbeing Policy

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1. Introduction

- 1.1 At Rawlins, we are committed to supporting the emotional health and wellbeing of our pupils and staff.

We have a supportive and caring ethos and our approach is respectful and kind, where each individual and contribution is valued.

At our school we know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the view that positive mental health is everybody's business and that we all have a role to play.

- 1.2 At our school we:

- help children to understand their emotions and feelings better
- help children feel comfortable sharing any concerns or worries
- help children socially to form and maintain relationships.
- promote self-esteem and ensure children know that they count.
- encourage children to be confident and 'dare to be different'
- help children to develop emotional resilience and to manage setbacks.

- 1.3 We promote a mentally healthy environment through:

- Promoting our school values and encouraging a sense of belonging.
- Promoting pupil voice and opportunities to participate in decision-making
- Celebrating academic and non-academic achievements
- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others
- Providing opportunities to reflect.
- Access to appropriate support that meets their needs

- 1.4 We pursue our aims through:

- Universal, whole school approaches
- Support for pupils going through recent difficulties including bereavement.
- Specialised, targeted approaches aimed at pupils with more complex or long- term difficulties including attachment disorder.

2. Scope

- 2.1 This policy should be read in conjunction with our Medical policy and our SEND policy in cases where pupils mental health needs overlap with these. This policy should also be read in conjunction with policies for Behaviour (including anti-bullying) and RSE.

3. Roles and Responsibilities

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

- Nick Schober: Vice Principal & Designated Safeguarding Lead
- Matt Byrne: Assistant Principal & Mental Health lead
- Lyndsey Meek: Deputy Designated Safeguarding Lead
- Mel Lewis: Deputy Designated Safeguarding Lead
- Louise O'Mahony: Deputy Designated Safeguarding Lead (Skills for Learning/The Base)

- Kate Draycott: Deputy Designated Safeguarding Lead (Skills for Learning/The Base)
- Sue Clegg: Deputy Designated Safeguarding Lead (Skills for Learning/The Base)
- Clare Worrall: SENDCO
- Olivia Redston-Lester: Lead SENDCO

4. Teaching About Mental Health

4.1 Universal Offer

The skills, knowledge and understanding needed by our students to keep themselves mentally healthy and safe are included as part of our PSHCE and RSE curriculum. The specific content of lessons will be determined by the specific needs of the cohort we're teaching but we will also use the PSHE Association Guidance to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner.

Our tutor time activities also include teaching about wellbeing and mental health in line with SIAMs Strand 3: Character Development: Hope, Aspiration, and Courageous Advocacy and Strand 4: Community and Living Well Together.

All pupils have access to a range of trained professionals in school. Pupils are given a number of different ways to access this support including:

- Speak to or directly email a trusted member of staff
- Email: helpme@rawlins.embracemat.org
- Signposting to external support mechanisms, particularly for use out of school hours and during school holidays

4.2 Targeted Offer

Where a concern is highlighted, we have a variety of different internal support pathways and mechanisms that are tailored to the individual pupil's needs. These may include:

- Mentoring
- Forest School Provision
- Anger Management Programme
- Self Esteem Programme
- Friendship Group
- Boxing Club
- Internal TAC (Team Around the Child) Referral
- Strengths and Difficulties Questionnaire
- Other therapeutic interventions

We work closely with external partners to support our pupils and, if appropriate, a referral is made:

- Leicestershire Family Help
- Educational Psychologist
- Relate Counselling
- Love4Life Empowering Girls Group
- Love4Life Youth Work
- Teen Health programmes/initiatives
- Mental Health Practitioner

We also work closely with medical practitioners such as GPs, paediatricians and CAMHs.

5. Identifying Needs and Warning Signs

5.1 All staff are expected to demonstrate professional curiosity and report any concerns on CPOMs, which is our wellbeing and safeguarding tracking system. CPOMs helps us to build up a picture of need. Staff are trained in identifying a range of possible difficulties including:

- Attendance
- Punctuality
- Relationships with others
- Physical indicators
- Negative behaviour patterns
- Family circumstances
- Recent bereavement
- Health indicators

School staff may also 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 logged appropriately. If a safeguarding concern is identified, this must immediately be passed on to the Designated Safeguarding Lead or Deputy.

Possible warning signs include:

- Changes in eating / sleeping habits
- Becoming socially withdrawn
- Changes in activity and mood
- Talking or joking about self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

6. Working with Parents/Carers

6.1 In order to support parents, we will:

- Highlight sources of information and support about mental health and emotional wellbeing on our school website and through Raw Release.
- Share and allow parents to access sources of support e.g. National Online Safety Network
- Ensure that all parents are aware of who to talk to, and how to get about this, if they have concerns about their child.
- Make our emotional wellbeing and mental health policy easily accessible to parents
- Share ideas about how parents can support positive mental health in their children.
- 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.

7. Training

7.1 As a minimum, all staff will receive annual 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.

[Mental Health Support Teams in Schools \(MHST\) - Leicestershire Partnership NHS Trust](#) and [Teen Health 11-19 Service - Leicestershire and Rutland](#) has a raft of well-being resources for Practitioners, Parent/Carers and Young People.

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.

Data will be processed to be in line with the requirements and protections set out in the UK General Data Protection Regulation