



Rouge Bouillon School

Mental Health and Well-being Policy

April 2026

UNRC Article 3: Everyone who works with children should do what is best for each child

UNRC Article 36: Every child has the right to be protected from things that could harm them

UNRC Article 19: Every child has the right not to be harmed; they should be looked after and kept safe



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Mental health is a state of wellbeing 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 Organisation, 2012)

Aims and Expectations:

Our aim is to promote positive mental health for all our children and for every member of our staff. We pursue this aim using both universal, whole school approaches, our Rights Respecting ethos and specialised, targeted interventions aimed at vulnerable children. In addition to promoting positive mental health, and preventative well-being, we aim to recognise and respond to mental ill-health. Our ethos to promote parity of both physical and mental health is embedded firmly in the fundamental beliefs and values of the school: we will, at all times, promote a safe and stable environment for students affected both directly, and indirectly, by mental ill-health.

Rouge Bouillon School recognises that working with vulnerable children, families and adults is both very rewarding and physically and emotionally exhausting. Staff and volunteers who are supported in their wellbeing are more able to work collaboratively, communicate effectively and share information appropriately with each other and partner agencies, leading to safer outcomes for the children in their care. As a school, we have a key role to play in creating a workplace climate that supports the wellbeing of staff and volunteers. We are committed to fostering a culture of co-operation, trust and mutual respect, where all individuals are treated with fairness and dignity, and can work at their optimum level.

Wellbeing at its simplest level is about personal happiness in the workplace - feeling good and living safely and healthily. In this respect wellbeing is a hugely significant aspect of people's work and careers.

It is also important to remember that organisations have certain legal responsibilities to their workers in accordance with the Health and Safety at Work (Jersey) Law 1989. [Health and safety at work \(gov.je\)](http://www.gov.je/HealthandSafety).

Scope:

This document describes our school's approach to promoting positive mental health and well-being. This policy is intended as guidance for all staff including non-teaching staff. This policy should be read in conjunction with our Safeguarding Policy in cases where a children's mental health overlaps with, or is linked to, a medical issue or a child protection issue, and the SEND and Inclusion Policy where a pupil has an identified special educational need.

Aims of this policy- to:

- Promote positive mental health in the whole school community.
- Promote resilience and coping skills in children.
- 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 pupils suffering mental ill-health and their peers and parents/carers.
- Value well-being from a whole school perspective in line with our core statement.
- Promote well-being for all children and staff.

- Apply consistent procedures for children in school who have mental health needs.

Lead Members of Staff

Designated Safeguarding Lead: Carina Rabet

Deputy Designated Safeguarding Leads: Russell Price (HT) and Jess Doyle (DHT)

Social Emotional Mental Health (SEMH) and Well-Being Lead: Heather Paul

SENCO- Georgina Coady

Emotional Literacy Support Assistant (ELSA)- Vicky Robinson

Therapeutic Arts Practitioner: Heather Paul

Trauma Informed Behaviour Support (TIBS) Team: Heather Paul, Georgina Coady, Lauren Symberlist, Sarah Fullwood, Aziza Tickley, Stuart Jones, Lydia Le Coguiec, Carina Rabet.

Staff Counsellor: Elaine George

Identifying and supporting those with mental health needs

Mental ill-health can result from a range of reasons, and it is our duty in schools to be vigilant to spot those who need reactive support if they are suffering mental ill-health. There are some specific areas that are particularly pertinent to school settings and our current society:

Violence Against Women and Girls (VAWG)

The term, “Violence Against Women and Girls”, VAWG, refers to any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life.

VAWG refers to acts of violence or abuse that disproportionately affect women and girls. Although women and girls are mostly affected, men and boys can also be victims of this type of violence. Lesbian, gay, bisexual or transgender people can also be victims of this type of violence often due to their sexual orientation or gender identity.

You can be a victim or witness gender-based violence in your family, at school, at work, in the community or online. It can be committed by anyone:

- current or previous spouse or partner
- family member
- school peers
- work colleague
- friends
- unknown person

At Rouge Bouillon School our staff understand the importance of promoting gender equality and respectful relationships to address issues of VAWG. All staff are trained and supported to build a culture where gender stereotypes are challenged and gender equality is actively promoted and modelled, in and out of the classroom. All staff are to be aware of and model government policy to promote cultural change.

'We aspire to create communities free from violence in which all people, regardless of age, race, gender or sexual preference feel safe, equal, and respected.'

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Poor Attendance

If a child's attendance starts to be affected by their mental health and they identify that attending school is becoming difficult as a result, parents are to make this clear when providing a reason for absence. The DSL who monitors attendance, will contact the family to put further support in place, should it be required. This could be referrals to:

- Children and Families Hub (possible support from family partnership worker).
- School nurse (for health assessment).
- CAMHS Early intervention team- anxiety based support and parental workshops.
- If it is continuous or urgent there can be a consultation with the designated Educational Welfare Officer (EWO) shall support the family and child.

A planned phased return and possibility of an interim part-time timetable (maximum of 6 weeks) could be considered where it is considered to be appropriate.

Bullying

Bullying is the repeated and deliberate targeting of an individual for treatment that is intended to cause harm or distress, either overtly or covertly, and can have a serious and long-lasting negative impacts on the recipients' mental health. Please see the separate anti-bullying policy for further details on this.

Self-harm and Suicide Idealisation

At Rouge Bouillon School, we have a clear procedure for managing children and adults who present with signs of self-harm or suicidal ideations. All staff will receive training in the signs to be vigilant for and the protocol for managing these situations. The procedure is as follows:

1. 'My concern' log of the behaviour/ incident should be made.
2. The school's DSL will log this with the Children's and Family hub.
3. Parents will then be informed, and well-being measures can be put in place.
4. Safety advice will be given (from relevant professionals).
5. CAMHS will be involved.

If there is an emergency, then children will be referred to 'accident and emergency' at Jersey's General Hospital.

Warning signs

School Staff may become aware of warning signs which indicate a student is experiencing mental health or emotional well-being issues. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns with the DSL. Possible warning signs 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
- Vengeful thinking/ behaviour towards certain children/ adults
- Perceived negative attention from other children/adults
- 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

Any member of staff who is concerned about the mental health or well-being of a child, parent or staff member should speak to a member of the Senior Leadership Team (SLT). If there is a fear that a child is in danger of immediate harm, then the normal child protection procedures should be followed with an immediate referral to the Designated Safeguarding Leads/ SLT. If the pupil 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 the school SENCO/ DSL.

Managing disclosures

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 child 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-judgemental. Staff should listen, rather than advise and our first thoughts should be of the child's emotional and physical safety rather than of exploring 'Why?' Think TEDI (Tell, Explain, Describe, is there anything else you want to tell me?) All disclosures should be recorded using 'My Concern'.

Confidentiality

We should be honest with regards to the issue of confidentiality. 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. Parents must always be informed if a referral is being made, unless there is a significant risk to the child. Children will be made aware that information will be shared with parents (as appropriate.)

Working with Parents

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 get 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, add it to our website.
- Share ideas about how parents can support positive mental health in their children through our regular information evenings and school website.
- 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.

Supporting Peers

When a pupil is suffering from mental health issues, it can be a difficult time for their friends. Friends often want to support but do not know how. In the case of self-harm or eating disorders, it is possible that friends may learn unhealthy coping mechanisms from each other. To keep peers safe, we will consider on a case-by-case basis which friends may need additional support. Support will be provided either in one to one or group settings.

Individual Care Plans

It is helpful to draw up an individual care plan for pupils we are concerned about or who receive a diagnosis pertaining to their mental health. This should be drawn up involving the pupil, the parents and relevant health professionals. This can include:

- Details of a pupil's needs/ diagnosis
- Special requirements and precautions whilst on site and visits
- Medication (if required) and any side effects
- What to do, and who to contact in an emergency
- Actions required by
 - school
 - parents/carers
 - medical professionals
- Risk assessment based on the student's daily activities.

These are shared with appropriate staff and stored securely in the main office.

Wellbeing provision and resources at Rouge Bouillon School

Well-Being Facilitator from the Education Support Team (CYPES) - Catriona Sims.

The Well Being Facilitator supports the school in a variety of ways. This includes:

- Whole Class Sessions - these are usually run by the Well Being Facilitator in partnership with the ELSA and class teacher. These focus on strategies to deal with stress, relaxation, peer massage, mindfulness and positive affirmations.
- Small Group Work - this gives an opportunity for a small group of children (usually 3-5) to work on themes including friendship skills, social skills and self-esteem.
- 1:1 work - this provides a more individualised programme of support focusing on a child's particular need.
- Contact and supervision for School ELSA's with support from Educational Psychology.
- Consultation and advice - for staff and parents
- Direct work with young people to support their mental health

Each intervention is discussed by the well-being team. If required, further interventions or referrals can be made by an appropriate member of staff in school.

Emotional Literacy Assistants (ELSA): Mrs Robinson

An ELSA in a school is an **Emotional Literacy Support Assistant**. There is a recognised training course aimed specifically at Teaching Assistants or other specialist school roles. ELSAs are specialists with a wealth of experience of working with children and young people. They are trained and regularly supervised by Educational Psychologists. ELSAs run either individual, group or whole class sessions focusing on:

- Social Skills
- Emotions
- Bereavement
- Anger Management
- Self Esteem
- Friendships
- Resilience and Listening Skills
- FRIENDS programme

Therapeutic Arts Practitioner: Mrs Paul

Therapeutic Arts Practice (TAP) is a one-to-one intervention that uses art as an adapted approach to support emotional literacy and wellbeing through creativity. Sessions provide a safe space where children can explore their feelings and process their thoughts and emotions using a variety of different art mediums. It can also be used as a 'step up' or 'step down' from other therapeutic interventions or to support children who are on the waiting list for CAHMS and other support services. This approach can be used for a range of issues including:

- Emotional and mental health issues
- Low self-esteem/confidence
- Difficulties with self-regulation
- Trauma
- Helping children with additional need
- Poor concentration
- Separation anxiety
- Friendship struggles
- Self-regulation
- Processing issues
- Developmental delay

Drawing and Talking

Drawing and Talking is a safe, easy to learn method of working with children to help with underlying emotional difficulties that may be affecting their learning and behaviour. The core of the method is encouraging the children to draw with a person they feel comfortable with regularly at the same time each week, and this person asking some non-intrusive questions about the children's drawings. Over time, a symbolic resolution is found to old conflicts, old trauma is healed and the child becomes more able to control their behaviour and better able to access the curriculum.

Phoenix Group

The purpose of Phoenix Group at Rouge Bouillon is to offer children opportunities to re-visit early learning skills and promote and support their social and emotional development. There is much research evidence that children's learning is most effective when they have a sense of emotional wellbeing, good self-esteem and a feeling of belonging to their school community. Phoenix group will provide children with this opportunity and so help develop their maturity and resilience. It will be a place of learning underpinned by the core values of our school.

School Staff Counsellor

Our school staff counsellor is Elaine George. She works with staff to support their well-being and mental health. Elaine can offer one off drop-in sessions or regularly weekly sessions.

Therapy Dog

We have a therapy dog called Lily, who comes into school on a regular basis and works with small groups and individuals to support their well-being. Research has demonstrated that dogs, properly managed, in the school setting can support with children's emotional development and well-being and can have a very calming and de-stressing effect. The presence of a school dog can decrease anxiety and enable children to work through issues such as anger management, social problems and anxieties.

Sensory and Well-Being Rooms

Sensory rooms are controlled; therapeutic environments designed to support self-regulation, reduce stress, and improve focus by providing tailored sensory input (calming or alerting). Based on sensory integration theory, these spaces offer specialised lighting, sounds, and textures to help individuals, particularly those with autism or processing challenges, manage overstimulation and enhance emotional well-being. Well-being rooms, or wellness rooms, are dedicated, private spaces designed to provide a sanctuary from daily stressors, enabling individuals to recharge, relax, and focus on holistic health.

Proactive steps towards positive mental health

As a school, we have a duty not only to identify and support those with current mental health needs, but to equip our pupils to support their own mental health and that of those around them through the curriculum and school culture.

Preventive well-being measures in schools (including mental health support, physical education, and safe environments) are vital for improving academic achievement, fostering resilience, and reducing long-term health risks. They create supportive atmospheres that improve attendance and boost self-esteem by up to 14.7% in high-risk youth, addressing challenges like anxiety, bullying, and sedentary lifestyles early. Additional benefits include:

- It underpins learning
- Prevention is better than cure
- Provides support in life events
- Develops life skills to manage stress, self-esteem, resilience, friendships, emotional literacy, social awareness, communication, self-awareness, transitions, bereavement, and anger management.
- Supports brain development
- Promotes the importance of Professional love, care, and nurture.

Teaching about Mental Health and Well-Being

The skills, knowledge and understanding essential for keeping our students physically and mentally healthy and safe are taught through our planned and progressive PSHE curriculum, delivered using the **Kapow Primary PSHE scheme**. Kapow provides a comprehensive, age-appropriate programme that aligns with PSHE Association guidance and ensures consistent coverage of mental health and emotional wellbeing across the school.

The specific content of lessons is responsive to the needs of each cohort; however, there is always a strong emphasis on enabling students to develop the skills, knowledge, understanding, language and confidence to seek help for themselves or others when needed. Kapow lessons promote self-awareness, emotional literacy, resilience and positive coping strategies, supporting children to understand and manage their feelings in a safe and structured way.

As part of this learning, resilience and coping skills are developed through:

- carefully sequenced PSHE lessons from the Kapow scheme;
- opportunities to build resilience through pastoral support, mentoring and enrichment activities;
- explicit teaching about positive relationships, peer support and strategies for managing challenges;
- encouragement of healthy lifestyle choices, including physical activity, balanced nutrition and rest.

Parents and carers are informed about the PSHE topics being taught, including mental health and emotional wellbeing, through school communication channels, and any concerns are addressed sensitively. All wellbeing content is taught in a safe and inclusive manner that supports, rather than causes distress. Where lessons prompt disclosures or concerns, appropriate support is available for both students and staff. Students are encouraged to speak to their class teacher or another trusted adult, who will in turn follow safeguarding procedures and liaise with the Designated Safeguarding Lead or line manager as appropriate.

The school is also developing a wellbeing area within each classroom. These spaces provide children with access to calming strategies and supportive resources linked to PSHE learning, enabling them to regulate emotions, reflect safely and feel supported when needed.

Staff Training

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular training to enable them to keep students safe. In addition, The Trauma Informed Behaviour Support Team (TIBS) will provide specialised training to support the needs across the school as they arise. We will provide links to relevant information in our staffroom for staff/ via email who wish to learn more about mental health. The MindEd learning portal (www.minded.org.uk) and Anna Freud Centre – Schools in Mind (www.annafreud.org/schools-and-colleges/) provides free online training suitable for staff and resources. Modules on well-being are also available through the Virtual college training portal. Training opportunities for staff who require more in-depth knowledge will be considered as part of our appraisal process and additional CPD will be supported throughout the year where it becomes appropriate due to developing situations with one or more students.

Policy written: April 2026- Heather Paul