



Policy statement

At our Sarah Royle School of Dance [SRSD], we are committed to supporting the mental health and wellbeing of our students and staff.

Our culture is supportive, caring, and respectful. We encourage students to be open and we want each student to have their voice heard.

At SRSD, we know that everyone experiences different life challenges, and that each of us may need help to cope with them sometimes. We understand that anyone and everyone may need additional emotional support. At our school, positive mental health is everybody's responsibility. We all have a role to play.

Policy scope

This policy is a guide to all staff, volunteers, parents and guardians. It outlines our approach to promoting student mental health and wellbeing. It should be read and understood alongside our other relevant dance school policies.

Policy aims

The aim of our policy is to demonstrate our commitment to the mental health of our staff and students.

At our school, we will always:

- Ensure our students feel comfortable sharing any concerns and worries.
- Help children to form and maintain relationships.
- Encourage children to be confident and help to promote their self-esteem.
- Help children to develop resilience and ways of coping with setbacks.

We will always promote a healthy environment by:

- Promoting positive mental health and emotional wellbeing in all students and staff.
- Celebrating achievements
- Promoting our values and encouraging a sense of belonging and community.
- Promoting our students' voices and giving them the opportunity to participate in decision making.
- Celebrating each student for who they are and making every student feel valued and respected.
- Helping to seek further support for any student that needs it.
- Raising awareness amongst staff and students about mental health issues and their signs and

symptoms.

- Enabling staff to respond to early warning signs of mental-ill health in students.
- Supporting staff who are struggling with their mental health.

Staff members

All staff members have a responsibility to promote the mental health of students and each other.

If a member of staff is concerned about the mental health and wellbeing of a student, then in the first instance they should speak to Sarah Royle [principal]

If a child presents a medical emergency then relevant procedures will be followed, including involving the emergency services.

Support in the local community

There are a lot of support networks available for children in the local community. This includes places such as:

[Child and Adolescent Mental Health Services \(CAMHS\)](#)

Child and Adolescent Mental Health Services - also known as CAMHS - support children and young people up to age 18 with their emotional and mental health and wellbeing.

Warrington CAMHS

The Alders
12 Birch Avenue
Warrington
WA2 9TN

Tel: 01925 575 904 (9am-5pm, Mon-Fri)

[Crisis Response Team](#)

Our 24 hour crisis response team is for young people up to the age of 18 experiencing a crisis needing an emergency response.

Tel: 01744 415 640

[St Joseph's Family Centre](#)

Counselling for children and young people

St. Joseph's family centre works in partnership with CAMHS (child and adolescent mental health services) to provide person centred counselling for children and young people aged 6-18 who reside in the Warrington area and have a Warrington GP.

Tel: 01925 635 448

[Young Minds](#)

We're fighting for a world where no young person feels alone with their mental health. [Read our strategy](#) to find out how we plan to ensure all young people can get the mental health support they need, when they need it, no matter what.

Text Line (Shout): If you are a young person struggling to cope, Shout can provide 24/7 text support. For help, text SHOUT to 85258. Whatever you are going through, if it matters to you, it matters to us.

Identifying needs and warning signs

All of our staff will be trained in how to recognise warning signs of common mental health problems. This means that they will be able to offer help and support to students who need it, when they need it. These warning signs will always be taken seriously and staff who notice any of these signs will communicate their concerns with Sarah Royle who will escalate to parents/guardians and/or emergency services where appropriate.

Staff will be able to identify a range of behaviour and physical changes, including:

- Physical signs of harm.
- Changes in eating and sleeping habits.
- Increased isolation from friends and family and becoming socially withdrawn.
- Changes in mood.
- Talking and/or joking about self-harm and/or suicide.
- Drug and alcohol abuse.
- Feelings of failure, uselessness, and loss of hope.
- Secretive behaviour.
- Clothing unsuitable for the time of year, e.g. a large winter coat in summer.
- Negative behaviour patterns, e.g. disruption.

Staff will also be able to identify a range of issues, including:

- Attendance and absenteeism.
- Punctuality and lateness.
- Changes in attitude towards classes.
- Family and relationship problems.

Finally, staff will be well placed to identify any additional needs arising from difficulties that may impact a child's mental health and wellbeing, such as bereavement and health difficulties.

Managing disclosures

If a student discloses concerns about themselves or a friend, to any member of staff, then all staff will respond in a calm, supportive, and non-judgemental manner.

All disclosures will be recorded confidentially and only shared with the appropriate authorities if it's necessary to keep the child safe, in line with our Safeguarding Policy.

The disclosure record will contain:

- The date of the disclosure.
 - The name of the staff member to whom the disclosure was made.
 - The nature of the disclosure and the main points from the conversation.
 - Agreed next steps.
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Confidentiality

If a member of staff thinks it's necessary to pass on concerns about a student, either to somebody inside the school or somebody outside it, then this will first be discussed with the student. They will be told:

- Who the staff member is going to tell.
- What the staff member is going to disclose.
- Why it's necessary for somebody else to be told.
- When the contact will be.

However, it may not be possible to gain the student's consent first, such as in the case of students who are at immediate risk. Protecting a student's safety is our main priority so we would share disclosures if we judged a child to be at risk.

Whole school approach

We take a whole school approach towards the mental health of our students. This means working with parents and carers and with other agencies and partners, where necessary.

Working with parents and carers

We aim to support parents as much as possible. This means keeping them informed about their child. To support parents we will:

- Highlight sources of information and support about mental health and emotional wellbeing in the community
- Ensure that parents are aware of who to talk to if they have any concerns about their child.
- Ensure this policy is easily accessible to parents

Supporting peers

We understand that, when a student is suffering from mental health issues, it can be a difficult time for their peers. In response to this, we will consider, on a case by case basis, any peers that may need additional support. We will guide them, and their parents towards the correct community support networks if necessary.

Training

All staff will receive regular training in child mental health so that they can recognise and respond to mental health issues. This will form part of their regular safeguarding training and is a requirement to keep children safe.

We will post all relevant information, and additional information, on our website so staff can learn more about child mental health. We will consider additional training opportunities for staff and we will support additional CPD throughout the year where it becomes appropriate due to developing situations with students.

Policy review

This policy will be reviewed every year. This is so that it remains up to date, useful, and relevant. We will also regularly review it in accordance with local and national policy changes.