

TERLING C OF E PRIMARY SCHOOL



MENTAL HEALTH AND WELLBEING POLICY

Flourish and Shine in all that we do
“Those who are wise will shine like the brightness of heavens”
Daniel 12:3

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Headteacher Signature:	<i>F. Sapiano</i> Date: 5/01/2026
Chair of Governors Signature:	<i>L Curtis</i> Date: 5/01/2026

Our vision is underpinned by our Christian beliefs. We celebrate the uniqueness of every child within our Christian community while we work to support and challenge our children. We support them to flourish and shine in all they do, preparing them for life's journey. We build upon our Christian values of respect, trust, courage and truthfulness.

School Values

The four key Christian values that are the core of our school life are respect, trust, courage and truthfulness.

At Terling C of E Primary School, we believe in the importance of relationships, ensuring children and young people feel valued, safe and secure, providing a sense of connection with a member of staff and a belonging to the whole school community. We promote a culture of compassion and kindness to ensure that children feel that they can talk openly, without judgement about any problems or difficulties that are impacting their overall mental health and wellbeing.

Our school reflects the values of the Essex Approach to supporting emotional wellbeing known as Trauma Perceptive Practice (TPP)

- Compassion and Kindness
- Hope
- Connection and Belonging

We endeavour to make sure that at Terling C of E Primary School, these values run through our whole school approach, so that every individual knows that there is always someone approachable in school who will be available and willing to help. At our school, every interaction is an intervention and supporting the mental health and wellbeing of the whole school community underpins everything we do.

School Ethos

As a school, we recognise that everyone will experience mental health difficulties at some point in their lives and we have an ethos, which encourages mutual trust and respect for all staff and pupils. We have an inclusive ethos, where all pupils experience a nurturing and supportive environment that has the potential to develop self-esteem and give positive experiences for overcoming adversity and building resilience.

We are a caring community whose values are built on mutual trust and respect for all. This Mental Health and Wellbeing policy is therefore designed to support the Mental Health and Wellbeing of our whole school community and create an environment where everyone feels safe to talk openly about any difficulties with their mental health and or wellbeing, without feeling any stigma.

We aim to recognise those in need and will endeavour to support them as best we can, possibly signposting them to others who can help. We do not judge or blame, we act to provide a support network for those experiencing difficulties which are affecting their overall mental health and wellbeing.

At the same time, we also recognise the importance of taking care of our own mental wellbeing, taking actions and encouraging others to include positive mental activities as part of a healthy lifestyle. Whether this is providing opportunities to talk to others, or take part in activities promoting mental health within our whole school community.

As a school we endeavour to ensure that children are able to manage times of change and stress. We aim to ensure that they are supported to reach their potential or access help when they need it. We also ensure that children learn about what they can do to maintain positive mental health and wellbeing, what affects their mental health, how they can help reduce the stigma surrounding mental health issues, and where they can go if they need help and support.

Aims

Mental health and wellbeing are an important part of the pastoral care of our whole school community. This includes both the children/young people in our care as well as our own staff and the families within our community.

This policy sets out our approach to mental health and wellbeing for all parties.

Those experiencing mental health difficulties should not face discrimination and our school are committed to helping to identify these difficulties and supporting people to overcome them.

Links to other policies

This policy should be read in conjunction with the Staff Code of Conduct and the following policies:

- PSHE Curriculum
- Performance Management
- Behaviour and Relationships
- Special Educational Needs
- Safeguarding
- Health and Safety
- Supporting Pupils with Medical Conditions
- Diversity and Equal Opportunities
- Whistleblowing

Role of the Mental Health Lead

Our school has a designated Lead for Mental Health who has completed training to be the Senior Mental Health Leader. This is Stephanie Roberts who acts as a champion for mental health and wellbeing, reporting to the Leadership Team.

Their role is not to necessarily provide interventions, but to have a whole school overview and to coordinate the school's approach to positive mental health and wellbeing.

As endorsed by the Department for Education, they will:

- Oversee the whole school approach to mental health and wellbeing, including how it is reflected in the design of behaviour policies, curriculum and pastoral support, how staff are supported with their own mental wellbeing and how pupils and parents are engaged.
- Support the identification of at-risk children and children exhibiting signs of mental ill health.
- Have knowledge of the local mental health services, working with clear links into children and young people's mental health services to refer children and young people into NHS services where it is appropriate to do so.
- Share responsibility for the coordination of the mental health needs of young people within the school and an oversight of the delivery of interventions where these are being delivered in the educational setting.
- Support staff in contact with children with mental health needs to help raise awareness, and give all staff the confidence to work with young people.
- Oversee and monitor the outcomes of interventions, on children and young people's education and wellbeing.

Leadership

The Mental Health Lead reports directly to the Headteacher and meets regularly with them to discuss the provision for staff and pupil mental health and wellbeing. The agenda for these meetings may consist of:

- Staff wellbeing provision and activities
- Pupil wellbeing provision and activities
- Parental engagement provision and activities
- Monitoring of identification and outcomes of pupil interventions
- Monitoring individual support needs
- Policy review
- Review of Mental Health and Wellbeing Action Plan

The Mental Health Lead contributes to the termly Head Teacher report to the governors on Mental Health and wellbeing across the school.

They may also be involved in meetings to support staff or pupils with mental health needs. The Mental Health Lead may also need to review provision as a result of individual mental health needs, even if they are not directly involved in organising the support.

Pupils

As a school, we recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. If pupils are experiencing persistent mental health problems, it may lead to them having significantly greater difficulty in learning than their peers. All children go through ups and downs through their school career and some face significant life events. Research suggests that approximately 10% of children aged between 5 and 16 have a diagnosable mental health need and these can have an enormous impact on their quality of life, relationships and academic achievement. The Department for Education (DfE) recognises that: "in order to help their pupils succeed; schools have a role to play in supporting them to be resilient and mentally healthy".

Early Identification

The Special Educational Needs and Disabilities (SEND) Code of Practice identifies Social, Emotional and Mental Health as one of the four areas of Special Educational Need. Pupils with mental health needs are often identified by those closest to them: their guardians or the classroom staff. These concerns are discussed with either the SENDCo or the Mental Health Lead depending on their nature.

Staff all receive training on helping them recognise the symptoms that a mental health difficulty could be affecting the daily lives of pupils. Staff are made aware of protective and risk factors, types of mental health needs and signs that might mean a pupil is experiencing mental health problems. Any member of staff concerned about a pupil will take this seriously and talk to the SENCO, Mental Health Lead, Head Teacher and or Designated Safeguarding Leads.

We aim to identify children with mental health needs as early as possible to prevent things from getting worse, and provide early intervention and support. Staff are trained to be aware of any changes in a child that may indicate that a student is experiencing mental health or emotional wellbeing issues or difficulties.

Some of these changes may be in these areas and staff are responsible for monitoring and reporting these changes:

- Attendance
- Punctuality
- Relationships
- Approach to learning
- Physical indicators
- Negative behaviour patterns
- Family circumstance
- Recent bereavement
- Disclosure from caregivers or child on changes in eating/sleeping habits
- Becoming socially withdrawn
- Changes in activity and mood

- Talking about self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope
- Repeated physical pain or nausea with no evident cause

Raising Concerns

If someone has a concern about the mental health of a pupil, they should initially speak to their class teacher and or the Mental Health Lead.

All concerns are reported on CPOMS to the Head Teacher and Mental Health lead and where appropriate, the SENDCo and or Safeguarding team. We then implement our assessment system based on levels of need to ensure that pupils get the support they need, either from within the school or from an external specialist service. Our aim is to put in place interventions as early as possible to prevent problems escalating. All staff are trained to use CPOMS. We recognise that just like physical health, mental health and emotional well-being can vary at any given time and is fluid and changes, there are no absolutes.

Support

Our school tailors its support for our children and young people according to their needs. As a school we have access to the following services, provided by ourselves:

- Talk About
- Sensory Circuits and Movement Breaks
- SMHL
- Wellbeing club led by SMHL
- Colour Monster Interventions
- Worry Boxes
- Drawing and talking intervention & ELSA mentoring
- Outdoor Learning opportunities
- Mental Health awareness days, activities and assemblies to raise awareness.
- My Happy Mind

or externally:

- Referrals to local counselling services including the Wilderness Foundation and Kids Inspire.
- CAMHS
- Essex Child and Family Wellbeing Services

Wellbeing

Our school provides the following wellbeing activities for our children and young people:

- My Happy Mind
- OPAL Play Programme
- Outdoor learning opportunities
- Local Walks
- Internal Clubs that are planned in order to support children's social interactions and promote positive wellbeing.
- Class based breathing and Meditation opportunities
- Regular movement breaks
- Wellbeing awareness days, activities and assemblies to raise awareness

Working with parents and carers.

Parents or carers can approach their child/children's class teacher if they have mental health concerns. This will be passed on to the Mental Health Lead and Head Teacher for assessment.

To support parents and carers we will be:

- Organising workshops and presentations on mental health and wellbeing.
- Provide information online via the school Newsletter and website on mental health issues and local wellbeing and parenting programmes.
- Share ideas about how parents and carers can support positive mental health in their children.
- Make our emotional wellbeing and mental health policy easily accessible to parents.
- Keep parents informed about the mental health topics taught in PSHE and share ideas for extending and exploring this at home.

When a concern has been raised about the Mental health and wellbeing of a child, staff will:

- Contact parents to discuss the concerns raised.
- Discuss any relevant referrals to external agencies.
- Signpost parents to further information or provide resources to take away.
- Agree mental health care and protection plan where appropriate including clear next steps.

- Discuss how parents can support their child through strategies or signposts to parenting support groups.

Teaching about Mental Health and Emotional Well-being

We use the My Happy Mind Plus programme across the school to support teaching and learning about mental Health. This programme covers the full PSHE curriculum.

We teach the knowledge and social and emotional skills that will help pupils to be more resilient, understand about mental health and help reduce the stigma of mental health problems. We support this using other resources such as those from Mentally Healthy Schools and The Anna Freud Centre.

In Early Years, we also follow the Early Years Foundation Stage Statutory Framework which sets out standards to make sure children aged from birth to 5 learn and develop well and are kept healthy and safe. Personal, Social and Emotional Development (PSED) is a prime area of learning.

Our approach is to ensure that all EYFS children are supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, we teach the children how to look after their bodies, including healthy eating, and manage personal needs independently. We monitor and support their interaction with other children, to enable them to learn how to make good friendships, co-operate and resolve conflicts peaceably. We use resources such as the colour monster and a range of stories that focus on relationships, emotions and wellbeing.

Monitoring Arrangements

The Mental Health Lead, Headteacher and SENDCo meet regularly to monitor the provision of mental health and wellbeing for pupils including all clubs, interventions and teaching.

Quality of Resources

Whilst each resource is slightly different, we assess the usefulness and quality of tools, support groups, wellbeing provision and other resources using a scoring approach using the Mental Health Resource Quality Assessment:

- What is the resource?
- What is its purpose?
- What do you want to use it for?
- How many people will it be accessible to?
- Is there evidence it will work for that purpose?
- What are the benefit for the people utilising the resource?
- What are the limitations of utilising the resource?
- What is its cost-effectiveness?

Training

As part of the Mental Health and Wellbeing Action Plan, the Senior Leadership Team assess and review the training needs of teaching and non-teaching staff, Governors, Senior Leaders, student teachers, volunteers and others who may be working in our schools.

During the induction process, those who have not received the mental health training identified appropriate to their role will be offered the training at the first available opportunity.

Staff

It is the responsibility of all staff to:

- Take responsibility for managing their own health and wellbeing, by adopting good health behaviours (for example in relation to diet, exercise, alcohol consumption and smoking);
- Comply and co-operate with the sickness absence management procedure where they are absent due to mental ill health, including the sickness absence reporting procedures;
- Ensure medical or other mental health advice and/or treatment, where appropriate, are received as quickly as possible.

Supervision

All roles are risk-assessed to determine the level of supervision required. Staff who require supervision, or feel they need it due to their current workload or situation are allocated a supervisor, who is separate from their line management chain to support the emotional impact of their work.

The frequency and duration of supervision is adjusted according to the complexity and caseload of the staff, in addition to other factors, which could affect their mental health.

Supervision sessions are confidential and whilst the supervisor may keep notes to aide their work, these are not reported to line management, unless there is a statutory or safeguarding requirement to do so.

Staff, who are not allocated supervision but who feel they would benefit from the support, should approach the Headteacher in the first instance, or contact the Mental Health Lead.

Support

As employees, staff who feel they need support are able to access the following services:

- The Education Support Partnership – a free service for all those working in education in the UK, 08000 562 561, <https://www.educationsupportpartnership.org.uk/>
- Anna Freud- Supporting staff wellbeing in schools- <https://www.annafreud.org/resources/schools-and-colleges/supporting-staff-wellbeing-in-schools/>
- Mind is the leading mental health charity in England and Wales. Their helpline and website provide information and support to empower anyone experiencing mental ill health and general advice on mental health-related law. For more information, go to www.mind.org.uk or call 0300 123 3393.

- NHS choices has a website that offers information and practical advice for anyone experiencing mental ill health. For more information, go to www.nhs.uk/livewell/mentalhealth
- Rethink Mental Illness is the largest national voluntary sector provider of mental health services, offering support groups, advice and information on mental health problems. For more information, go to www.rethink.org or call 0300 5000 927.
- Occupational health professionals will provide guidance and support for employees returning to work after absences related to mental ill health, and work with GPs and line managers on possible adjustments/adaptions to working environments/arrangements to assist with a successful reintegration into the workforce. Occupational health professionals may also provide guidance and support on managing pressure and ongoing health conditions at work.

Wellbeing

As employees, staff can access the following wellbeing services and classes:

- Mental Health foundation- Rethinking Rest Resource- <https://www.mentalhealth.org.uk/sites/default/files/2022-06/Rethinking-Rest-guide-from-the-Mental-Health-Foundation.pdf>

Training and communications

- The school is committed to providing all staff and governors with appropriate training on mental health awareness.
- All staff are expected to be aware of the importance of effective communication and to use the media most appropriate to the message, for example team meetings and staff development sessions, one-to-one meetings, electronic communications and school-wide methods. The school will ensure that structures exist to give employees regular feedback on their performance, and for them to raise concerns whether formally or informally.

Absence from work due to mental ill health

- Where staff are absent from work due to mental ill health, the school will maintain regular, open and meaningful communication with them by an agreed method and at agreed intervals. They must continue to follow the absence reporting requirements set out in the Sickness Absence Management Procedure including those relating to FIT notes.

Raising Concerns

If a staff member has concerns about the mental health of a colleague, they should try and speak to them. If they remain concerned, they are able to talk in confidence to either the Mental Health Lead and or the Headteacher.

Monitoring Arrangements

In addition to regular meetings between the Mental Health Lead and the Headteacher, staff wellbeing is monitored through an anonymous staff survey.