



Being  
safe, being  
respectful,  
being *our* best



Ready Robert



Resilient  
Rosie



Resourceful  
Roy



Reflective  
Rhianna



Responsible  
Ruben & Ruby

## Earith Primary School Mental Health and Wellbeing Policy – 2025/2026

Last reviewed on: March 2025

Next review due by: March 2026

Person responsible: Mrs Sarah Matthews  
DSL and Mental Health Lead

Ratified by LGB: April 2025

## **Policy statement**

At Earith Primary School, 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.

### **At our school we:**

- Help children to understand their emotions and feelings.
- 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.
- Help children to develop emotional resilience and to manage setbacks.

### **We promote a mentally healthy environment through:**

- Promoting our school values, the 5Rs of: resilience, responsibility, respect, readiness, and being reflective, and encouraging a sense of belonging.
- Promoting pupil voice and opportunities to participate in decision-making.
- Celebrating achievements.
- Provide opportunities to develop a sense of worth through taking responsibility for themselves and others.
- Provide opportunities to reflect.
- Access to appropriate support that meets their needs.

### **We pursue our aims through:**

- Universal, whole school approaches.
- Bespoke support for pupils requiring more targeted support.

## **Scope**

This policy should be read in conjunction with 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, Anti-bullying and PSHE. It also sits alongside our Child Protection Policy and Keeping Children Safe in Education 2024.

## **Lead Members of Staff**

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

- Sarah Matthews – Designated Safeguarding Lead, Mental Health and Wellbeing Lead, PSHE Lead.
- Tom Abbs – Headteacher, Deputy Safeguarding Lead.
- Jill Nicholls – Deputy Safeguarding Lead.
- Ruth Barber – Pastoral support.

## **Teaching about Mental Health**

The skills, knowledge and understanding needed by our students to keep themselves mentally healthy and safe are included as part of our developmental PSHE curriculum.

The specific content of lessons is set out in our PHSE long term curriculum. In addition, content will also be determined by the specific needs of the cohort we're teaching.

## **Targeted support**

The school will offer support through targeted approaches for individual pupils or groups of pupils which may include:

- Additional support within PSHE lessons.
- Support from a qualified Thrive Practitioner.
- Use of *Zones of Regulation*.
- Targeted therapies including: Lego Therapy, Sensory Circuits, Blue Smile Counselling and 1-1 support with Mental Health Lead.

The school will make use of resources to assess and track wellbeing as appropriate including:

- Pupil feedback and discussions through PHSE lessons.
- Pupil voice discussions with Mental Health Lead.

- Use of Thrive resources.

### **Signposting**

We will ensure that staff, pupils and parents are aware of what support is available within our school and how to access further support.

### **Identifying needs and warning signs**

- Attendance
- Punctuality
- Relationships
- Approach to learning
- 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 staff observing any of these warning signs should communicate their concerns with the Designated Safeguarding Lead or the Deputy Safeguarding Leads.

### **Possible warning signs include:**

- Changes in eating or 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.

### **Working with parents**

In order to support parents we will:

- Highlight sources of information and support about mental health and emotional wellbeing on our school website.
- Ensure that all parents are aware of who to talk to 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, through half-termly curriculum newsletters.

### **Working with other agencies and partners**

As part of our targeted provision the school will work with other agencies to support children's emotional health and wellbeing including:

- Educational psychology services.
- CAMHS (child and adolescent mental health service).
- Family support workers.
- Therapists.
- Blue Smile Counselling

### **Training**

As a minimum, all staff will receive 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. This is in line with KCSiE 2024 guidance.

The National College provides free online training suitable for staff wishing to know more about how to support mental health in schools.