



Earl Sterndale CofE Primary School

Mental Health, Wellbeing and Emotional Resilience Policy

Created on	Review Period	Review by	Date of review	Changes Made	Approved by FGB on
September 2026	3 Years				

Created by: S Humpleby

Our Vision

Making Good Decisions Together

At Earl Sterndale C of E Primary School, we believe that positive mental health and wellbeing underpin successful learning, healthy relationships and positive life outcomes. Our vision, *Making Good Decisions Together*, sits at the heart of everything we do. We recognise that children learn best when they feel safe, valued, respected and understood. We are committed to creating a nurturing, inclusive and supportive environment where every child can flourish emotionally, socially, spiritually and academically.

We understand that mental health exists on a continuum and that everyone experiences times when they may need additional support. Through strong relationships, high-quality teaching, early identification of need and partnership working with families and external agencies, we aim to ensure every child feels a strong sense of belonging and wellbeing within our school community.

This policy should be read alongside the school's Behaviour Policy, Safeguarding and Child Protection Policy, SEND Policy, Attendance Policy and RSHE Policy. The principles contained within these policies are closely linked and should not be viewed in isolation.

Policy Aims

This policy aims to:

- Promote positive mental health and wellbeing for all pupils and staff.
- Create a culture where mental health is valued equally with physical health.
- Foster resilience, emotional literacy and self-regulation.
- Support pupils to develop healthy relationships and a positive sense of self.
- Ensure that concerns are identified early and appropriate support is provided.
- Provide clear pathways for accessing support and specialist services.
- Strengthen partnerships between school, families and external agencies.
- Support staff in promoting positive mental health and responding appropriately to need.
- Ensure mental health and wellbeing contribute positively to safeguarding, attendance, behaviour and achievement.

Our Whole School Approach

In line with current Department for Education guidance, Earl Sterndale adopts a whole-school approach to mental health and wellbeing.

We recognise that wellbeing is everyone's responsibility and is strengthened through:

- A culture of belonging, inclusion and respect.
- Strong relationships between pupils, staff and families.
- Positive staff wellbeing.
- Effective teaching of emotional literacy and resilience.
- Listening to and responding to pupil voice.
- Early identification of need.
- Appropriate targeted support and referral pathways.
- Effective partnership working with parents, carers and external agencies.

Mental health and wellbeing are not separate initiatives. They are embedded throughout school life, including the curriculum, behaviour systems, safeguarding procedures, worship, enrichment opportunities and everyday interactions.

Relationships and Belonging

We believe that positive relationships are the foundation of good mental health.

In line with our Behaviour Policy, staff place relationships, emotional wellbeing and restorative approaches at the centre of their practice. Children are supported to feel:

- safe
- respected
- listened to
- included
- valued
- connected to their community

We recognise that strong relationships help pupils develop resilience, confidence and self-belief.

Emotional Literacy and Self-Regulation

At Earl Sterndale, we support pupils to develop emotional literacy, self-awareness and self-regulation.

We do not rely on colour-based systems or labels to define children's emotional experiences. Instead, pupils are taught to:

- recognise emotions
- understand emotional responses
- communicate feelings appropriately
- develop coping strategies
- seek support when needed
- reflect on and manage behaviour

Children are supported through:

- Emotion Coaching
- restorative conversations
- trusted adult relationships
- PSHE and RSHE curriculum teaching
- collective worship and reflection opportunities
- modelling by adults
- personalised support where needed

We recognise that emotional regulation develops over time and is supported through co-regulation, guidance and practice.

Understanding Behaviour

We recognise that behaviour can be a form of communication. When concerns arise, staff seek to understand underlying needs and consider:

- emotional wellbeing
- mental health needs
- SEND
- communication difficulties
- sensory needs
- safeguarding concerns
- attendance patterns

- family circumstances
- changes in presentation or behaviour

We seek equity rather than equality, recognising that some children require different levels of support in order to thrive. This approach aligns closely with the school's Behaviour Policy.

Identifying Need

School staff are often well placed to notice changes that may indicate a child requires additional support. Possible indicators may include:

- significant changes in mood
- social withdrawal
- reduced confidence
- changes in friendship groups
- increased anxiety
- persistent low mood
- reduced engagement with learning
- changes in attendance
- unexplained physical complaints
- emotional outbursts or heightened distress
- expressions of hopelessness
- self-harming behaviours or discussions relating to self-harm

Any concerns should be shared promptly with the Senior Mental Health Lead and Designated Safeguarding Lead in accordance with the school's safeguarding procedures.

Roles and Responsibilities

Whilst all staff have a responsibility to promote positive mental health and wellbeing, specific responsibilities include:

Headteacher

- Ensuring wellbeing remains a strategic priority.
- Promoting a whole-school culture of inclusion and belonging.
- Supporting staff wellbeing.

- Ensuring appropriate systems and resources are in place.

Senior Mental Health Lead

- Leading the school's mental health and wellbeing strategy.
- Coordinating support and interventions.
- Liaising with external professionals.
- Advising staff and families.
- Monitoring provision and outcomes.

Designated Safeguarding Lead

- Managing safeguarding concerns associated with mental health.
- Ensuring referrals are made when appropriate.
- Supporting information sharing and record keeping.

All Staff

- Building positive relationships.
- Promoting wellbeing through daily interactions.
- Recognising signs of emerging need.
- Following safeguarding procedures.
- Contributing to a supportive school culture.

Targeted Support

Where additional needs are identified, support may include:

- regular check-ins with trusted adults
- individual wellbeing plans
- SEMH support plans
- risk assessments
- social skills support
- adapted classroom provision
- Early Help/Family support
- attendance support

Support will always be tailored to the individual child and developed in partnership with parents and carers wherever possible.

Working with External Agencies

Where required, the school will work collaboratively with external agencies to ensure children receive the right support at the right time.

This may include:

- CAMHS
- Educational Psychology
- School Nursing Service
- Family Help
- GP services
- Children's Services
- Voluntary and Community Sector organisations

The school recognises the important role local services play in supporting emotional wellbeing and mental health outcomes.

Pupil Voice

We believe pupils should be active participants in shaping school wellbeing provision.

We promote pupil voice through:

- School Parliament
- pupil surveys
- class discussions
- restorative conversations
- collective worship
- curriculum opportunities
- informal feedback

Children are encouraged to express their views, share concerns and contribute to decision making where appropriate.

Working with Parents and Carers

Positive partnerships with parents and carers are essential.

We will:

- promote open communication

- provide advice and signposting where appropriate
- work collaboratively when concerns arise
- involve parents in planning support
- respect family circumstances and perspectives

Where concerns about a child's wellbeing arise, parents will usually be informed and involved unless doing so would place the child at greater risk. Any safeguarding concerns will be managed in accordance with child protection procedures.

Supporting Staff Wellbeing

The school recognises that the wellbeing of staff directly impacts the wellbeing of pupils. We are committed to:

- promoting a positive workplace culture
- fostering supportive professional relationships
- encouraging work-life balance where possible
- providing access to wellbeing support and advice
- ensuring staff feel confident in responding to mental health concerns

Staff are encouraged to seek support when needed and contribute to a culture of care and mutual respect.

Record Keeping, Confidentiality and Safeguarding

Information relating to pupil wellbeing will be:

- recorded appropriately
- stored securely
- shared on a need-to-know basis
- managed in accordance with data protection requirements

Mental health concerns should never be viewed in isolation from safeguarding.

Where there is a concern that a child may be at risk of harm, safeguarding procedures must be followed immediately.

Monitoring and Evaluation

The school monitors the effectiveness of its wellbeing provision through:

- pupil voice
- attendance information
- behaviour records
- safeguarding records
- wellbeing interventions
- parental feedback
- staff feedback
- inclusion monitoring

This information helps leaders evaluate impact, identify emerging needs and continuously improve provision.

Linked Policies and Guidance

This policy should be read alongside:

- Behaviour Policy
- Safeguarding and Child Protection Policy
- SEND Policy
- Attendance Policy
- RSHE Policy
- Equality Policy

It is informed by:

- Keeping Children Safe in Education (current edition)
- Working Together to Safeguard Children
- SEND Code of Practice
- DfE Promoting and Supporting Mental Health and Wellbeing in Schools and Colleges
- Ofsted Education Inspection Framework
- Mental Health and Wellbeing Guidance for Schools

Review

This policy will be reviewed annually by the Headteacher, Senior Mental Health Lead and Governing Body, or sooner where legislation, statutory guidance or local procedures change.

Review Date: September 2027