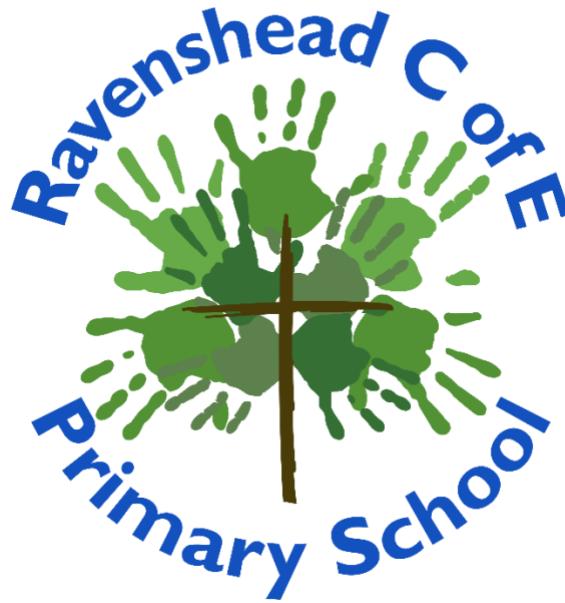




Mental Health and Emotional Wellbeing Policy

Date Prepared: September 2025

Date to be reviewed: September 2026

Mental Health and Well-Being Leads: Mrs Sarah Soley, Mrs Emma Johnson, Mrs Lisa Richardson, Mrs Amy Griffiths, Ms Jenny Argent and Mrs Elizabeth Watson.

Our School Vision

Taking care, together.

Underpinning all of our core beliefs are our **Christian Values** of: Hope, Care, Community and Wisdom. These form the foundations for everything we do and are embedded across the school ethos.

In order to prepare children to become fully rounded citizens who will positively contribute to the world, we develop the children through focussing on:

- Taking care of ourselves.
- Taking care of our learning.
- Taking care of our community.
- Taking care of our future.
- Taking care with God.

This is further promoted through our 'Taking care, together'.

Ravenshead C of E Primary School is committed to valuing diversity and to equality of opportunity. In biblical tradition, children in particular are seen to hold a special place in the priorities of God. Furthermore, we hold to the foundational belief that all people are created in God's image and are intrinsically valuable. Everyone should be treated as fundamentally precious, irrespective of behaviour, achievements or potential.

Therefore, we aim to create and promote an environment in which pupils, parents/carers and staff are treated fairly and with respect and feel able to contribute to the best of their abilities. The school's biblical foundation provides a model of Christian community described as the 'body of Christ', in which everyone has a part to play, and everyone without exception has God-given gifts which are to be used for the benefit of others.

Policy Statement

At Ravenshead C of E 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 better
- 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 and 'dare to be different'
- help children to develop emotional resilience and to manage setbacks.

We promote a mentally healthy environment through:

- Promoting our school values and encouraging a sense of belonging.
- Promoting pupil voice and opportunities to participate in decision-making
- Celebrating academic and non-academic achievements
- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others
- Providing opportunities to reflect.
- Access to appropriate support that meets their needs

We pursue our aims through:

- Universal, whole school approaches
- Support for pupils going through recent difficulties including bereavement.
- Specialised, targeted approaches aimed at pupils with more complex or long-term difficulties

This policy should be read in conjunction with our Medical policy and 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 and Anti-bullying, and RSE and SMSC policies. It should also sit alongside child protection procedures.

Lead Members of Staff

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

- Mrs Sarah Soley- Assistant Headteacher for Inclusion and Designated Mental Health Lead.
- Mrs Lisa Richardson- Well-being Lead
- Mrs Emma Johnson- Headteacher and Safeguarding Lead
- Mrs Amy Griffiths, Ms Jenny Argent and Mrs Elizabeth Watson- Nurture leads

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 RSE curriculum.

The specific content of lessons will be determined by the specific needs of the cohort we're teaching but we will also use the RSE Association Guidance to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner

Targeted support

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

- Circle time approaches or 'circle of friends' activities as a whole class or small group.
- Targeted use of SEMH resources.
- Managing feelings resources e.g. 'worry boxes' and 'worry monsters'
- Managing emotions resources such as 'the incredible 5 point scale'
- Primary Group Work/Mental health and wellbeing groups
- Nurture support groups
- Therapeutic activities including art, lego and relaxation and mindfulness techniques.
- Brighter Futures Through Sport coaching and mentoring programme.

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

- Strengths and Difficulties questionnaire
- SEMH/nurture assessment profile

Emotional Based School Avoidance (EBSA):

Emotionally Based School Avoidance refers to *difficulty attending school due to emotional distress*, including anxiety, low mood, stress, phobia, or other social–emotional factors. EBSA is not truancy; it is a manifestation of emotional need and requires a compassionate, multi-agency response.

Our aims:

- Early identification of emerging attendance concerns.
- Non-judgmental collaboration between the school, family, and child is central to effective intervention.
- All staff will promote a supportive, trauma-informed ethos.
- Interventions will be personalised, recognising that each child's needs and circumstances are unique.
- Responses prioritise wellbeing before attendance, with the goal of sustainable reintegration.

Support we may offer in relation to EBSA:

Allocating a key adult within school,

RAG rate the school environment to find key triggers and identify strategies to overcome,

Meet and Greet,

Soft Start or Soft End,

An allocated safe space within school,

Nurture support within school,

Frequent review meetings with relevant parties,

Use of alternative lunchtime options,

When there has been limited or no progress in response to targeted intervention over time, following the plan, do, review process, it is advised to seek educational psychology support.

Next Steps:

Review with all parties,
Make any further adjustments,
Consider referrals: SIS, EPS, SAP,
Early Help Services Increasing Support,
Part time timetable (agreed with parents),
Activities in line with pupil's interest,
Sensory activities,
Use of sports mentoring programme, if available,
Keeping links with home open,

Reduced timetables:

A reduced timetable should only be implemented in exceptional circumstances, and where all other interventions to try and ensure that a student can access full time education have been exhausted. A reduced timetable places the young person's wellbeing and mental health at the forefront of decision making and is viewed as a temporary intervention. The decision to implement a reduced timetable is not taken lightly and often advice is sought from external agency professionals.

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.

School staff as well as people at home may 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 home/ school staff observing any of these warning signs should communicate their concerns with Mrs Sarah Soley and/or Mrs Emma Johnson.

Possible warning signs include:

- Changes in eating / 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
- Share and allow parents to access sources of further support e.g. through parent open sessions
- Ensure that all parents are aware of who to talk to, and how to get about this, 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

Working with other agencies and partners

As part of our targeted provision, the school will work with other agencies to support children's social, emotional, mental health needs such as:

- The Healthy Families Team
- Educational Psychology Services
- Behaviour support through Sherwood Area Partnership
- Paediatricians and G.P.
- CAMHS (child and adolescent mental health service)
- Counselling services (CASY and Think Children)
- Family support workers
- Primary Mental Health Team
- Joseph Whitaker Family of Schools

Training

As a minimum, all staff will receive regular 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. Training opportunities for staff who require more in depth knowledge will be considered as part of our performance management process and additional CPD will be supported throughout the year where it becomes appropriate due to developing situations with one or more pupils.

The MindEd learning portal provides free online training suitable for staff wishing to know more about a specific issue.

<https://www.minded.org.uk/>

The Anna Freud website provides information regarding children and young people's mental health.

<https://www.annafreud.org/>

Youngminds is a charity who provide support for children themselves as well as parents/carers.

https://www.youngminds.org.uk/parent/?gclid=EAlaIQobChMI48Kwke7s8gIVimxvBB0rQwX7EAAAYASAAEgJ_VvD_BwE&gclidsrc=aw.ds

