



Trinity St. Peter's

Church of England Primary School

where children shine

Mental Health Policy

Guided by Our Faith in Everything That We Say and Do

Our School Vision



At Trinity St. Peter's, we are driven by the belief that every child is a star. In partnership with our local and global community, we equip each child with the skills, values and mindset to shine.

We are committed to creating a school where every child feels they belong, where differences are recognised and celebrated, and where every individual is valued. Our curriculum is innovative, inclusive, and engaging, inspiring a lifelong love of learning and high aspirations.

We nurture children's growth academically, socially, emotionally, and spiritually. Through personal development and opportunities for pupil voice and leadership, we empower children to shape their futures and make a positive difference in the world.

Together, as a community, we work to ensure equity, success for all and a deep celebration of diversity, rooted in kindness, inclusion and mutual support.

Policy Vision Statement:

At Trinity St Peter's Church of England Primary School, positive mental health and wellbeing are fundamental to enabling every member of our school community to flourish.

We recognise that mental health is just as important as physical health and that everyone experiences mental health throughout their lives or should it be that everyone is likely to experience mental health difficulties at some point throughout their life. Through our Christian vision, values and culture, we strive to create an environment where children and adults feel safe, valued, respected and supported.

We are committed to promoting positive mental health and wellbeing through a whole-school approach that recognises the importance of prevention, early identification, timely support and effective intervention. We aim to equip pupils with the knowledge, skills and resilience needed to manage challenges, build positive relationships, recognise and regulate emotions and seek support when needed.

Our Mental Health and Wellbeing provision extends beyond the curriculum and is embedded throughout school life. Through positive relationships, collective worship, enrichment opportunities, pupil leadership, pastoral support and partnership working with families and external agencies, we promote a culture where wellbeing is valued, discussed openly and supported by all.

We are committed to creating a culture where mental health can be discussed openly and where seeking support is viewed positively and without stigma. We encourage pupils, staff and families to talk about wellbeing confidently and access support whenever it is needed.

This policy should be read alongside the school's Safeguarding, Behaviour, SEND, Attendance, Online Safety, PSHE, RSE, Personal Development, SMSC, RE and Collective Worship policies.

Intent

The school's Mental Health and Wellbeing provision is designed to ensure that all pupils:

- understand that mental health is a normal part of everyday life
- develop resilience, self-esteem and confidence
- recognise and manage a range of emotions appropriately
- build positive and healthy relationships
- develop strategies to support their own wellbeing
- understand the importance of physical health, sleep, exercise and healthy lifestyles
- know how and where to seek help when needed
- recognise the importance of kindness, empathy and belonging
- feel safe, valued and included within the school community
- develop the skills needed to navigate change, challenge and adversity

The school promotes positive mental health and wellbeing through a whole-school approach which includes curriculum learning, pastoral support, collective worship, enrichment opportunities, pupil voice, staff wellbeing and strong partnerships with families and external agencies.

Definition of Mental Health

The World Health Organisation defines mental health as:

"A state of wellbeing in which every individual realises their own potential, can cope with the normal stresses of life, can work productively and fruitfully and is able to contribute to their community."

Mental health is not simply the absence of mental illness. Good mental health enables children and adults to thrive, build positive relationships, learn effectively and participate fully in school and community life.

The school recognises that mental health exists on a continuum and may fluctuate over time. Everyone experiences periods of challenge and may require different levels of support throughout their lives.

Mental Health Continuum

Mental health exists on a continuum and can change over time. Everyone experiences periods of positive wellbeing and periods of challenge. Experiencing poor mental health does not necessarily mean that someone has a mental illness.

The school recognises the importance of promoting positive wellbeing, identifying concerns at the earliest possible stage and providing appropriate support before difficulties escalate. Our aim is to ensure that all pupils feel supported, valued and able to access help when needed.

Implementation

The school adopts a whole-school approach to promoting positive mental health and wellbeing. This means that wellbeing is everyone's responsibility and is embedded throughout all aspects of school life.

Our approach is informed by current Department for Education guidance and reflects the eight principles of a whole-school approach to mental health and wellbeing:

- Leadership and management that promote wellbeing
- A positive school culture and environment
- Student voice and participation
- Staff development and wellbeing
- Effective teaching and learning
- Identifying need and monitoring impact
- Targeted support and appropriate referral
- Working with parents, carers and external agencies

Mental health and wellbeing are promoted through:

- PSHE and RSE education
- Collective Worship and spiritual development
- The school's Christian vision and values
- Positive behaviour approaches
- Pastoral support and intervention
- Pupil leadership opportunities
- Enrichment activities and extracurricular opportunities
- National awareness events
- Strong relationships between pupils, staff and families

Safeguarding

Safeguarding and wellbeing are closely linked.

Staff understand that emotional wellbeing may be affected by a range of factors including bereavement, trauma, family circumstances, bullying, neglect, abuse, online experiences and wider life events.

Where concerns arise, staff follow the school's safeguarding procedures and work collaboratively to ensure pupils receive appropriate support.

Early Identification and Support

The school recognises the importance of identifying concerns at the earliest possible stage.

Staff receive training to recognise potential indicators of emotional or mental health difficulties and understand appropriate referral pathways.

Concerns are monitored and support is implemented in partnership with pupils, families and external agencies where appropriate.

Wellbeing Team and Support

The school has a designated Senior Mental Health Lead who oversees the strategic development of mental health and wellbeing provision.

Working alongside senior leaders, pastoral staff, governors and external agencies, the Senior Mental Health Lead ensures that mental health and wellbeing remain a priority within school improvement planning and daily practice.

The school promotes a culture where pupils, staff and families know how to access support when needed. Staff receive appropriate training and guidance to recognise signs of emotional distress and understand referral pathways.

Mental health support may include:

- pastoral support
- emotional literacy interventions
- SEND support
- mentoring and nurture provision
- counselling services
- school nursing services
- Early Help support
- external mental health services where appropriate

Partnership Working

The school works collaboratively with a range of external agencies and services to support pupils and families where appropriate.

These may include:

- Mental Health Support Teams (where available)
- School Nursing Services
- Educational Psychology
- Counselling Services
- CAMHS
- Early Help Services
- Local Authority Support Services

Partnership working helps ensure that pupils receive timely, appropriate and coordinated support where additional needs are identified.

Staff Wellbeing

We recognise that positive staff wellbeing is essential to creating a healthy and supportive school environment.

The school promotes staff wellbeing through professional support, training opportunities, collaborative working, workload consideration and access to appropriate wellbeing resources.

Staff are encouraged to seek support when needed and contribute to a culture where wellbeing is valued, discussed openly and protected.

Positive staff wellbeing helps create a positive learning environment and enables adults to support pupils effectively.

School Values

Positive mental health and wellbeing are promoted through the school's Christian vision and core values. These values underpin all aspects of school life and help pupils develop resilience, confidence, self-awareness and healthy relationships.

Service – Hope – Imagine – Nurture - Enjoy

Service

With Christ at the centre, we encourage pupils to care for themselves and others with compassion and kindness. Children learn that wellbeing flourishes when individuals feel valued, connected and supported.

Through service to others, pupils develop empathy, belonging and a sense of purpose. Opportunities to help others, contribute to the community and take responsibility support both personal wellbeing and the wellbeing of those around them.

Hope

Positive mental health is strengthened through hope, resilience and self-belief. Pupils learn that challenges and setbacks are a normal part of life and develop the confidence and perseverance needed to overcome them.

Through encouragement, reflection and positive role models, children develop optimism, emotional resilience and a belief that they can succeed both now and in the future.

Imagine

Pupils are encouraged to think positively about their future, recognise their strengths and develop aspirations. Opportunities for reflection, creativity and problem solving help children build confidence and self-awareness.

Children are encouraged to explore possibilities, embrace challenge and recognise that mistakes are valuable opportunities for learning and growth.

Nurture

We provide a safe, inclusive and supportive environment where every child feels valued, listened to and respected.

Through strong relationships, pastoral support and emotional literacy, pupils develop resilience, self-regulation and positive wellbeing. By valuing each child's voice and promoting empathy, kindness and belonging, we support children to flourish emotionally and socially.

Enjoy

Enjoyment, laughter, friendship and positive experiences contribute significantly to wellbeing. Pupils are encouraged to celebrate success, participate fully in school life and develop healthy habits that support both physical and emotional health. Feeling safe, included and supported allows children to enjoy learning, develop confidence and build positive relationships.

Vocabulary is VITAL

Valued	We value vocabulary because it enables pupils to understand emotions, communicate their feelings effectively and access support when needed.
Identified	Key vocabulary is carefully identified through Mental Health and Wellbeing education, PSHE, RSE, Collective Worship and wider school experiences.
Taught	Vocabulary is explicitly taught and modelled through lessons, assemblies, discussions, stories, wellbeing activities and pastoral support.
Applied	Pupils apply vocabulary through discussion, reflection, pupil voice activities, wellbeing interventions and real-life experiences.
Learned	Vocabulary is revisited regularly through curriculum learning, assemblies, wellbeing activities and wider school experiences to strengthen understanding and retention.

We follow the STAR approach (**S**elect, **T**each, **A**ctivate, **R**evisit) to teach new or unfamiliar vocabulary.

 Our STAR Vocabulary is:	 What does it mean?
 How does this word connect to the topic?	 How can I remember it?

EYFS

In the Early Years Foundation Stage, positive mental health and wellbeing are nurtured through a strong focus on relationships, play, exploration and emotional development.

Children are supported to feel safe, valued and confident as they begin their learning journey. Through carefully planned experiences, they learn to recognise and name emotions, develop positive relationships, build confidence and begin to understand strategies that support their wellbeing.

Daily routines, high-quality interactions and opportunities for play support the development of resilience, independence, empathy and self-regulation.

Special Educational Needs and Disabilities

All pupils are entitled to access a broad and balanced Mental Health and Wellbeing provision.

Support is adapted through quality first teaching, appropriate scaffolding and reasonable adjustments to ensure all pupils can access wellbeing support successfully.

Where appropriate, support is personalised to meet individual needs and may involve collaboration with families and external agencies.

Confidentiality and Disclosures

We recognise the importance of staff responding calmly, sensitively and non-judgementally when pupils share concerns about their wellbeing.

Staff listen carefully, provide reassurance and make clear that concerns may need to be shared with appropriate members of staff in order to keep pupils safe and provide suitable support.

All concerns are managed in line with the school's safeguarding procedures and recorded appropriately.

Information will only be shared with those who need to know in order to safeguard and support the child effectively.

Impact

As a result of Trinity St Peter's approach to mental health and wellbeing, pupils develop resilience, emotional literacy and the confidence to seek support when needed.

Pupils understand that mental health is an important part of everyday life and possess the knowledge and skills needed to maintain positive wellbeing, build healthy relationships and navigate challenges successfully.

Children feel safe, valued and included within the school community and are equipped with strategies that support positive mental health throughout their lives.

Monitoring and Evaluation

Leaders monitor the impact of mental health and wellbeing provision through:

- pupil voice and discussion
- wellbeing surveys
- behaviour and attendance information
- safeguarding and pastoral records
- participation in interventions and support programmes
- feedback from pupils, staff and families
- curriculum and provision monitoring

Monitoring outcomes are used to refine provision and ensure mental health and wellbeing support remains effective, inclusive and responsive to need.

Review

This policy is reviewed regularly to ensure it remains aligned with statutory guidance, Department for Education expectations and the evolving needs of the school community.

Policy reviewed: 2025/26

Next review: 2026/27