



St Thomas's
CE Primary School

Mental Health and Wellbeing Policy

Date of Sign Off: October 2025

Date of Review: October 2026



“We are a church school with a happy, caring, sharing atmosphere that recognises the worth of everyone in our multicultural, multi-ethnic community. We recognise the centrality of the spiritual development of our pupils and promote this throughout the whole of our curriculum.

It is our intention that the children should experience the wonders of God’s world. They should respect each other and learn to live in peace with themselves and their neighbours. This is fostered through good links with the community that the school serves.

Our aim is to enable the children to realise their full potential through the quality of education we give them. This is achieved through a professional dedicated staff, each of whom seeks to provide the highest standards of teaching and learning.”

School Vision and Values

Our vision is to inspire, believe, and achieve through a strong foundation of Christian values. With God, all things are possible. We provide enriching experiences, believing in the potential of every learner. Through trust, friendship, respect, and kindness, we create a learning community where children flourish academically, socially, and spiritually.

Our vision is built on our strong Christian Values and that “With God all things are possible” Matthew 19:26. Our offer is closely aligned to the Church of England vision to live ‘Life in all its fullness’ John 10:10. We value the preciousness of each person treating each person as a unique individual of inherent worth.

Policy Statement

Mental health is “*a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community*”. (World Health Organisation)

Introduction

In our school our Christian vision overarches all we do. Nurturing the health and wellbeing of pupils is a key facet of holistic education at St Thomas’s. Supporting children and staff in their mental wellbeing is not something delivered in isolation, but as part of an embedded approach across the school’s ethos, linking with other aspects of health education, spiritual development, the wider school curriculum and the values that underpin our school. A whole school approach needs to ensure good partnerships working with other health care professionals and agencies to ensure early identification and support is available.

At St Thomas’s we recognise that all children and adults need the foundation of positive mental health to fully benefit from the experiences available to them. Everyone experiences life challenges that make us vulnerable. At times anyone may require additional support to help them feel safe, secure and able to achieve and experience success and positive wellbeing.

At St Thomas’s we fundamentally believe that all children have the right to be educated in an environment that supports and promotes positive mental health for everyone and all adults have the right to work in such an environment. A consistent nurturing approach, along with our Christian values and ethos, underpin our desire to promote positive mental health that will have a significant impact on the lives of our young people.

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At St Thomas's we will provide:

A mentally healthy environment which has:

- A clear and agreed ethos and culture that promotes our values of trust, Friendship, Respect and Kindness
- A named lead for mental health with the expectation that there is support and involvement and an ethos that "mental health is everyone's business."
- Clear guidance and referral systems for internal and external referrals.
- A commitment to being responsive to children's needs.

A mentally healthy environment is where children:

- Have the opportunity to be involved in a curriculum that provides opportunities to explore themes of resilience, building relationships, celebrating achievements, happiness, self-worth, optimism and developing confidence - all of which contribute to positive wellbeing.
- Have the opportunity to talk
- Have the opportunity to express a range of emotions appropriately.
- Have access to appropriate levels of support through inclusive quality first teaching
- Have opportunities to reflect
- Have opportunity to showcase their talents and abilities.
- Have opportunity to flourish
- Are surrounded by adults who model positive and appropriate behaviours and who demonstrate and encourage positive mindsets.
- Are able to cope with the stresses of everyday life.
- To manage times of stress and be able to deal with change.

A mentally healthy environment where staff:

- Have their individual needs recognised and responded to in a holistic way.
- Have a range of strategies that support their mental health e.g named person to speak to, signposting to services, counselling support.
- Have recognition of their work-life balance.
- Feel valued and involved in decision making
- Celebrate and recognise success and achievements
- Are able to carry out roles and responsibilities effectively
- Are provided with high quality CPD opportunities
- Have time to reflect
- Have support for their emotional needs both in the long and short term.

A mentally healthy environment where parents/carers:

- Are recognised for their significant contribution to the mental health of their children.
- Are welcomed, included and work in partnership with school and other agencies.
- Are kept informed of updates and policies through parent Hub and the school website.
- Are provided with opportunities where they can ask for help when needed.
- Are signposted to appropriate support services.
- Are clear about their roles and responsibilities in working in partnership with schools.
- Opinions are sought and valued and responded to.
- Are kept informed about the topics being covered and where there is an opportunity to explore
- and extend themes at home.

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Early Identification

School staff may become aware of early warning signs which may indicate a child is experiencing mental health or wellbeing difficulties. Possible signs may include but are not limited to:

- Changes in mood or presentation
- Difficulties in recognising and managing their own emotions and the emotions of others.
- Disproportionate responses to situations
- Changes in eating/sleeping habits
- Loss of focus/concentration
- Lowering of academic achievement
- Increased isolation from friends/family- becoming more socially withdrawn.
- Physical signs of harm that are repeated or appear non-accidental.
- Talking or joking of self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope
- Secretive behavior
- Lateness or absence from school.
- Repeated physical pain or nausea with no evident cause

Referral Process Linked to Graduated Response Pathway

Tier one - Student is experiencing mental health or emotional wellbeing issues which is likely to be low frequency and/or low intensity

- Notice, Check and Try will begin. Staff will look for emerging patterns of behaviour and keep records
- Bury's graduated approach Toolkit will be used as reference for strategies to try
- The views of parents/carers and the child will be gathered
- Children will have the opportunity to talk to an adult about their worries
- The school will make use of resources to assess and track wellbeing as appropriate including: Three Houses assessment.

Tier two - Student is experiencing mental health or emotional wellbeing issues which is likely to be increasing in frequency and/or intensity

- Complete an SDQ questionnaire and/ or Boxall profile
- Child, teacher and parents/carer to complete an SDQ questionnaire checklist
- A more detailed lesson observation will be carried out by the SENDco to look for emerging themes/patterns of behaviour.
- In consultation with the SENDco appropriate intervention will be discussed and assessment procedures followed in line with the school offer.
- All provisions will be mapped on learning plans

Tier Three- Student is experiencing mental health or emotional wellbeing issues which is likely to be more persistent, frequent and/or intense in nature

- Consult with parents/child
- Gather evidence that supports two cycles of assessment, plan, do and review
- Complete referral for support from outreach services
- Map any targets suggested onto learning plans and continue with APDR cycles

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- Tier four- Student is experiencing mental health or emotional wellbeing issues which is likely to be extremely challenging and complex, requiring specialist involvement
- Refer to single point of access to signpost to support services.
- Gather all existing evidence to support referral
- Consult with parents/child
- Create an individual behaviour plan

Links to Other Policies

This policy links to our policies on Safeguarding, Inclusion, Anti-Bullying, Behaviour and Discipline, Life, Education, Sex and Relationships Education (SRE) and Special Educational Needs and Disabilities (SEND) Policy.

Links with the Behaviour and Discipline Policy are especially important because behaviour, whether it is disruptive, withdrawn, anxious, depressed or otherwise, may be related to an unmet mental health need. We consider behaviour to be a message.

Monitoring and Review

The policy is reviewed on an annual basis by the headteacher in conjunction with the SEMH lead, SENDco and the governing board – any changes made to this policy will be communicated to all members of staff.

The next scheduled review date for this policy is October 2026.

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