



Mental Health and Wellbeing Policy

September 2026

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Mark Lowe, Headteacher	September 2026	Annually



MISSION:

TOGETHER WE CAN ACHIEVE

Be kind to one another and build each other up. 1 Thess 5:11

VISION:

WE AIM TO DEVELOP A **PASSION FOR LIFELONG LEARNING**
EXPLORING **LIFE IN ALL ITS FULLNESS**
WITH **HOPE AND ASPIRATION**
THROUGH A **WORLD CLASS EDUCATION**

I have come that they may have life, and have it to the full. John 10:10

SCHOOL VALUES:



Jeremiah 31:3

*I have loved you with an everlasting love;
I have drawn you with unfailing kindness.*



Psalms 118:24

*This is the day that the Lord has made;
let us rejoice and be glad in it.*



Psalms 133:1

*How good and pleasant it is when
God's people live together in unity!*



Jeremiah 29:11

*For I know the plans I have for you,
declares the Lord.
Plans to prosper you and not to harm you,
plans to give you hope and a future.*

Sneinton St Stephen's Church of England Primary School

Mental Health and Wellbeing Policy

1. Introduction

At Sneinton St. Stephen's C of E Primary School, we are committed to supporting the mental health and wellbeing of our pupils, staff, and community. Our aim is to foster an inclusive, nurturing environment where everyone feels safe, supported, and valued. We believe mental health is as important as physical health and is integral to our ability to flourish, as articulated in our Christian vision and values of Love, Joy, Unity, and Hope.

We promote mental health through a whole-school approach, integrating strategies for emotional wellbeing into our curriculum, daily practice, and ethos. Our school seeks to build resilience, develop emotional literacy, and provide early intervention for those experiencing mental health difficulties.

2. Aims of the Policy

The aims of this policy are to:

- Provide a clear framework for promoting positive mental health and wellbeing for pupils, staff, and the wider school community.
- Ensure that mental health concerns are identified early and appropriate support is provided.
- Create a culture where mental health is openly discussed, and stigma is challenged.
- Offer structured systems of support through school practices, pastoral care, and external partnerships.

3. Legal Framework

This policy is guided by several legal frameworks, ensuring that the school meets its statutory obligations while promoting mental health and wellbeing:

- **Education Act 2002:** Places a duty on schools to safeguard and promote pupils' welfare, including their mental health.
- **Equality Act 2010:** Protects pupils from discrimination based on mental health, ensuring inclusivity and equal access to education.
- **SEND Code of Practice 2015:** Ensures that children with SEND, including mental health challenges, receive tailored support.
- **Children and Families Act 2014:** Supports children with SEND, ensuring that those with mental health needs have equal access to education and appropriate support services.
- **Promoting and supporting mental health and wellbeing in schools and colleges (DfE, updated 2026):** Provides guidance on developing a whole-school approach to mental health and wellbeing, including leadership, staff development, curriculum provision, pupil voice, early identification, targeted support and referral, and working with parents and carers.
- **Data Protection Act 2018 and GDPR:** Ensures confidentiality and care in handling sensitive mental health information.
- **Keeping Children Safe in Education (KCSIE) 2026:** Treats mental health concerns as safeguarding issues, mandating appropriate referrals to external agencies.
- **Public Sector Equality Duty:** Requires schools to eliminate discrimination and advance equality of opportunity, promoting a supportive environment for mental health.

Additionally, the school adheres to the principles outlined in the **Government's Framework for Improving the Mental Health of Babies, Children, and Young People**. This framework identifies modifiable factors that can influence the mental health of children and young people, such as parenting, education, and community support. The full framework can be accessed [here](#).

Application of this guidance:

This framework highlights the importance of addressing modifiable factors that contribute to mental health outcomes in children. In practice, this means:

- **School Environment:** Creating a nurturing and inclusive school environment that promotes emotional and social development is crucial. By fostering positive relationships and implementing whole-school wellbeing initiatives, we can reduce the risk of mental health issues.
- **Parental and Community Engagement:** The framework emphasises the role of parents and community support in improving children's mental health. We actively engage parents through workshops and provide signposting to external services, aligning with this principle.
- **Early Intervention:** The framework underlines the need for early identification of mental health concerns. Our use of tools such as the Leuven Scale and early interventions ensures that children showing signs of distress receive targeted support promptly.

4. Definition of Mental Health and Wellbeing

According to the **World Health Organization's World Mental Health Report (2022)**:

"Mental health is an integral and essential component of health. It is a state of mental well-being that enables people to cope with the stresses of life, realise their abilities, learn well and work well, and contribute to their community." (WHO, 2022)

At Sneinton St. Stephen's, we recognise that mental health is more than just the absence of mental illness. Positive mental health involves feeling confident, managing emotions, and maintaining positive relationships.

5. Lead Members of Staff

All staff are responsible for promoting positive mental health in pupils. However, specific staff members have a designated role in overseeing mental health provision:

- **Mark Lowe** – Headteacher, Designated Safeguarding Lead (DSL), Senior Mental Health Lead.
- **Josephine Curtis** – Assistant Headteacher for Inclusion, Deputy DSL, SENDCo, PSHE Lead.
- **Rachel Pruszek** – Emotional Literacy Support Assistant (ELSA), Mental Health First Aider and Learning Mentor.

Concerns about a pupil's mental health should be directed to these staff members.

6. Whole-School Awareness

We actively promote mental health awareness across the school community through:

- **Mental Health Displays and Resources:** We create dedicated mental health displays, leaflets, and posters throughout the school to promote positive mental health. These displays highlight key wellbeing themes, celebrate pupil achievements in wellbeing, and provide information on how to access support services.
- **Wellbeing Workshops:** We offer regular wellbeing workshops for pupils and their families. These workshops focus on essential mental health topics, such as stress management, healthy relationships, and emotional literacy. The workshops aim to build community-wide awareness of mental health and provide practical tools for maintaining wellbeing.

We also celebrate pupil achievements in wellbeing through regular recognition in Collective Worship and school-wide events, helping to foster a culture of positive mental health practices.

7. Teaching about Mental Health

Promoting mental health and emotional wellbeing is an integral part of our curriculum and school culture. We aim to equip our pupils with the knowledge, skills, and attitudes to manage their mental health, support their peers, and seek help when needed.

Whole-School Activities

We incorporate mental health awareness into the fabric of our daily school life through a variety of whole-school initiatives. These activities aim to foster an environment where mental health is openly discussed and supported:

- **Themed Weeks and Days:** We hold special events such as Mental Health Awareness Week and World Mental Health Day, where the whole school engages in activities that highlight the importance of mental wellbeing. These events may include mindfulness sessions, physical activities, and workshops focused on resilience and emotional regulation.
- **Collective Worship:** Regular Collective Worship opportunities are used to promote positive mental health, covering topics like kindness, friendship, managing emotions, and the importance of asking for help. These sessions are often led by pupils and staff, encouraging community-wide participation.
- **Wellbeing Buddies:** Upper Key Stage 2 pupils are trained as Wellbeing Buddies, offering peer support during break and lunch times. Their role is to listen to peers who might need someone to talk to and offer friendship and guidance, promoting emotional wellbeing among pupils.

Classroom Activities

Each class integrates mental health and emotional wellbeing into everyday learning, offering consistent opportunities for pupils to develop self-awareness and emotional resilience:

- **PSHE Lessons:** Our PSHE curriculum, The Great Project, and Christopher Winter Project, helps develop children's knowledge, skills, and understanding about self-esteem, managing emotions, stress, and healthy relationships, tailored to each cohort.
- **Learning Mentor Sessions:** Pupils can access support in our Pupil Leadership Room or Oasis Room through drop-in sessions with a learning mentor.
- **Merit Assemblies:** Weekly Merit Assemblies recognise pupils for their positive contributions, including kindness, teamwork, and resilience. These assemblies celebrate emotional and social achievements alongside academic success, reinforcing the importance of mental health.

Transition Programme

We provide structured transition programmes to support pupils as they move between year groups and to secondary school:

- **Year-to-Year Transitions:** We implement a structured transition programme for pupils moving between year groups. This allows pupils to meet their new teachers, visit their new classrooms, and participate in activities that help alleviate transition-related anxieties. This structured programme helps pupils feel more comfortable and prepared for the next academic year.
- **Year 6 to Year 7 Transition:** We participate in a one or two-day programme to help pupils prepare emotionally and socially for the move to secondary school, including visits to secondary schools, workshops on managing change, and opportunities to address concerns.
- **Additional Support for Vulnerable Pupils:** Pupils identified as having SEND or those considered vulnerable will receive additional visits to their new class, one-on-one time with new staff, and meetings with parents/carers to ensure a smooth and successful transition.

8. Possible Warning Signs of Mental Health Concerns

The following list of warning signs is intended as a guideline to help staff, parents, and carers recognise early indicators of potential mental health concerns in children.

These signs are not diagnostic tools but can be useful in identifying when professional advice or intervention may be needed. If a child displays these signs persistently, it is recommended to seek support from a mental health professional or refer through appropriate school channels.

The list is based on advice from leading organisations such as YoungMinds, Place2Be, and the NHS.

Emotional Signs

- Unexplained or frequent crying or emotional outbursts.
- Persistent anxiety or worry, often expressed as fears about going to school or socialising.
- Unexplained or prolonged periods of sadness or withdrawal from usual activities.
- Irritability or mood swings, particularly in children who were previously calm.

Behavioural Signs

- A sudden decline in academic performance or disengagement from schoolwork.
- Frequent temper tantrums or acting out in ways that are out of character.
- Changes in sleep patterns, such as insomnia or excessive sleeping.
- Avoidance of friends or previously enjoyed activities, indicating possible social withdrawal.
- Frequent complaints of physical ailments (such as stomach aches or headaches) without a medical explanation.

Physical Signs

- Changes in eating habits, including loss of appetite or overeating.
- Fatigue or low energy that persists even after rest.
- Noticeable changes in personal hygiene or appearance.
- Physical signs of self-harm, such as unexplained cuts or bruises.

Other Signs

- Excessive clinginess to parents or teachers.
- Difficulty concentrating or a sudden inability to focus on tasks.
- Talks or expressions of hopelessness, worthlessness, or feeling “trapped.”
- Mentioning or showing signs of suicidal thoughts or feelings, which require immediate emergency action.

9. Assessing Children’s Wellbeing and Involvement

We use the Leuven Scale for Wellbeing and Involvement as a key tool to assess and monitor the emotional and social health of our pupils. This observational tool allows teachers to gauge both the wellbeing and involvement of children during their day-to-day school activities.

Wellbeing

Wellbeing refers to the emotional state of a child—how content, relaxed, and secure they feel in their environment. When a child experiences a high level of wellbeing, they are more likely to display positive emotional resilience, feel at ease, and be able to engage fully in learning. **The Leuven Scale scores** wellbeing on a scale from 1 to 5:

- **1:** Extremely low wellbeing (e.g., child is clearly stressed, unhappy, or uncomfortable).
- **5:** High wellbeing (e.g., child is completely relaxed, smiling, and content).

Involvement

Involvement refers to the level of a child's engagement in an activity. Children with high involvement are deeply engaged in what they are doing, showing concentration, motivation, and persistence. Involvement is key to learning, as it shows that a child is actively and energetically participating in their learning environment. This is also rated on a scale from 1 to 5:

- **1:** Low involvement (e.g., child is disengaged, easily distracted, or passive).
- **5:** High involvement (e.g., child is fully immersed in the task, showing focus and determination).

Using the Leuven Scale to Identify Targeted Support

By regularly observing and assessing children using the Leuven Scale, we are able to:

- **Identify individual needs:** When a child consistently shows low scores in wellbeing or involvement, it can indicate the need for targeted support or intervention, whether emotional, behavioural, or academic.
- **Monitor groups of pupils:** The Leuven Scale also allows us to spot patterns or trends across groups, enabling us to address the wellbeing and engagement of classes or specific cohorts that may be struggling.
- **Target interventions:** Once children or groups have been identified as needing additional support, the school can provide targeted interventions such as mentoring, social skills groups, or emotional literacy support (ELSA). For instance, a child with low wellbeing may benefit from peer support, counselling, or adjustments in their classroom environment, while a child with low involvement might need more differentiated learning tasks or additional resources to increase engagement.

10. Managing Disclosures and Confidentiality

When a pupil discloses concerns about their mental health, staff must listen attentively and ensure confidentiality. Pupils are informed that while staff will support them, they may need to share the information with the school's Designated Safeguarding Leads (DSL) if there are concerns about the pupil's safety or wellbeing. This ensures that the child is appropriately protected while maintaining trust in the disclosure process.

Where appropriate and in the best interest of the pupil, parents or carers will be informed of the pupil's mental health concerns. The school will collaborate with parents/carers to develop a comprehensive support plan that addresses the pupil's mental health needs both at school and at home.

11. Supporting Parents and Carers

We recognise that supporting the mental health and wellbeing of our community includes addressing the needs of parents and carers. We offer:

- **Workshops and Resources:** Regular workshops are available to provide parents with guidance on key mental health topics, including managing stress, parenting children with mental health challenges, and accessing mental health services.
- **Signposting to Services:** For parents or carers experiencing their own mental health challenges, the school signposts local services.

We will regularly use communication channels, such as Class Dojo, Tapestry, newsletters and the school website, to ensure parents are aware of local and national mental health services available for their own or their child's wellbeing.

12. Supporting Peers

When a pupil experiences mental health challenges, their peers may need support as well. The school will provide guidance and intervention where necessary, including group or 1:1 sessions.

13. Referral Pathways and External Support

We are committed to ensuring that pupils with mental health needs receive appropriate and effective support. When a mental health concern is identified, we refer pupils to specialist services that provide tailored mental health support. The referral process is managed by the Senior Mental Health Lead or SENDCo, who will assess the situation and work closely with parents/carers to ensure the child receives the support they need.

Referral Process:

- **Initial Assessment:** The Senior Mental Health Lead or SENDCo evaluates the child's needs, gathering relevant information to determine the most appropriate support pathway.
- **Consent:** Referrals to external services are made with the consent of parents/carers, unless safeguarding concerns arise.
- **Collaboration:** The school works closely with external professionals, parents, and carers to ensure a coordinated and effective approach to supporting the child's mental health.

Specialist Services for Primary-Aged Children in Nottingham

We collaborate with a range of trusted external agencies that provide mental health and wellbeing support specifically for primary-aged children. Where appropriate, we work with parents and carers to make referrals for pupils to specialist services such as Nottingham Community Paediatrics, the Child and Adolescent Mental Health Service (CAMHS), the SHARP Team (Self-Harm Awareness and Resource Project), and the Mental Health Support Team (MHST), ensuring pupils receive support that meets their individual needs.

We also work in partnership with the Neurodevelopmental Pathway and Support Team (NPST)—formerly the Behavioural and Emotional Health (BEH) Team—to ensure that pupils with social, emotional, neurodevelopmental, or mental health needs receive timely and coordinated support. The NPST provides assessment, consultation, and practical advice to schools and families, using a multi-agency approach to plan and deliver early intervention and specialist support.

More information on NPST

When a concern is raised—whether by staff, parents, or the pupil themselves—the school may make a referral to the Single Point of Access (SPA). Through the SPA process, schools can access a range of citywide services coordinated by health, education, and social care professionals, ensuring that children receive the right support at the right time.

Through collaboration with NPST and wider partners, the pathway enables us to:

- Assess a child's needs promptly and effectively.
- Coordinate multi-agency support to provide a holistic approach.
- Offer early intervention to prevent escalation of difficulties.
- Access specialist advice and assessment where more complex needs are identified.

We use a range of in-school services designed to provide both preventative and responsive care. These services include:

- **Mental Health Support Team (MHST):** Provides early intervention and support for children experiencing mental health difficulties within school settings.
- **Educational Psychology Service** (Nottingham-specific): Offers assessments and support for children with emotional, behavioural, or developmental concerns that may affect their mental health.
- **Child and Adolescent Mental Health Services (CAMHS):** Offers specialist mental health assessment and treatment for young people with complex mental health needs.

There are also a range of external organisations to provide specialist support for children and families dealing with mental health concerns. These services include both local and national support:

- **NottAlone** (Nottingham-specific): A mental health directory offering access to local mental health services and resources specifically for children and families in Nottinghamshire.

- **YoungMinds:** Provides mental health resources, advice, and a helpline for parents concerned about their child's mental health. Their resources are particularly useful for families with primary-aged children.
- **Base 51** (Nottingham-specific): Offers emotional support and counselling services to young people in Nottingham. They work closely with local schools and offer creative, therapeutic activities to engage younger children.
- **KOOTH:** An online counselling platform offering free and confidential support for children. While typically aimed at older children, KOOTH is beneficial for those in the upper years of primary school who prefer online communication.
- **SHOUT:** A free, confidential, 24/7 text message service offering crisis support. Suitable for older primary-aged children who might feel more comfortable texting rather than talking.
- **Samaritans:** Provides 24/7 support for parents or carers who may need advice or someone to talk to if they're worried about their child's mental health.

14. Staff Training and Development

We ensure our staff are equipped with the necessary skills and knowledge to support pupils' mental health effectively.

Ongoing Training for All Staff

- **Whole-School Training:** All staff receive annual mental health awareness training, delivered by external professionals. This training covers identifying early signs of mental health issues, strategies for supporting pupils, and the procedures for raising concerns.
- **Mental Health First Aid:** Our ELSA trained Learning Mentor is also trained in Youth Mental Health First Aid (MHFA), enabling them to spot early signs of mental health issues and provide initial support.
- **Safeguarding and Mental Health:** Mental health is a key focus within our safeguarding training, which all staff undertake annually. This ensures staff understand the connection between safeguarding and mental health, particularly when it comes to recognising signs of neglect, abuse, or trauma that may affect a child's emotional wellbeing.

Targeted Training for Key Staff

- **Senior Mental Health Lead Training:** Our Senior Mental Health Lead receives specialised training to oversee mental health strategy and manage complex cases.
- **SENDCo and ELSA Training:** Our SENDCo and Emotional Literacy Support Assistants (ELSAs) receive targeted training on supporting children with special educational needs and mental health challenges.

15. Monitoring and Review

We are committed to ensuring that our Mental Health and Wellbeing Policy remains current, effective, and responsive to the needs of our pupils, staff, and wider community. This policy will be reviewed annually by the Senior Leadership Team, in consultation with key stakeholders, including the Governing Body, staff, parents, and pupils.

The review process will consider:

- Feedback from staff, parents, and pupils on the effectiveness of the policy.
- Data on pupil wellbeing, including incidents of mental health concerns and support provided.
- Changes in statutory guidance, best practices, and available external support services.
- Training needs for staff and any gaps in provision identified during the year.

Any necessary updates or amendments will be made to reflect new legislation, local authority guidance, and the evolving needs of the school community.

Mental Health and Wellbeing Support at Sneinton

What happens in school to promote mental health?

All children access an ambitious curriculum which promotes mentally health. Our PSHE curriculum is designed to nurture children to be confident and happy, increasing their capacity to learn and preparing them for the challenges of the modern world.

Children are provided with opportunities to develop their emotional intelligence and life skills. Wellbeing buddies are nominated to support other children within school.

Some children need a little extra support.

We have a team of staff who work in school to support individuals who may need early help support:

- ☐ Learning Support Assistants
- ☐ Learning Mentors
- ☐ Mental Health Support Team Practitioners
- ☐ An Emotional Wellbeing Facilitator

Occasionally, a child may have more complex mental health needs. We can signpost you and support referrals to specialist agencies such as behaviour and emotional health teams and CAMHS.

These sessions usually take place outside of school with medical professionals.



What can I do if I have concerns about my child's mental health?

School

Speak to your child's class teacher or one of the inclusion team. We can then either put direct support in place or signpost you to appropriate agencies and services.

Nottingham City Services

[Visit their website](#)

This website includes a link to make a self-referral to both the behaviour and emotional health team and CAMHS.

Visit your GP to discuss your concerns.

Charities

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

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

<https://www.nipinthebud.org/films-for-parents-carers/>

If you have any questions about the way we promote being mentally healthy in school or you have a concern about your child please pop into school for a chat.



TOGETHER WE CAN ACHIEVE

Be kind to one another and build each other up. 1 Thess 5:11

Children's Mental Health and Wellbeing: A Graduated Response

Wave 1 Universal provision	Wave 2 Specific, additional and time-limited intervention	Wave 3 Targeted, specialist provision highly tailored to need
We ensure that our curriculum provides all children with knowledge and skills that ensure all children know how to keep themselves and others physically and mentally healthy and safe. • Embedded PSHE Curriculum in all year groups • Termly individual assessment on Wellbeing and Involvement • Regular Collective workshops with Mental Health and Wellbeing focus led by staff and pupils • Displays in the school and classroom environment • Weekly Merit whole school celebration assembly • Worry boxes in every classroom, checked and actioned on a regular basis • Worry forms to request support online through Showbie. • Sports Leaders – a group of UKS2 pupils who support others throughout play and lunch times • Themed weeks/days linked to mental health awareness: Hello Yellow, Anti-Bullying Week Transition Focus • <u>Two week</u> transition programme to support every year group in transitioning to their next year group, into a new classroom and with new adults • Transition booklets to provide children and families • Open day to introduce families to new classroom environment and teaching staff • Two-day transition from Y6-Y7	Occasionally some children may need a little extra support. We have a team of staff who work in school to provide early help support: Learning Mentors providing targeted, bespoke support: • Daily/Weekly Check-ins • Friendship groups • Drawing and Talking • Emotional support • Building confidence and self-esteem • Coping with Change – Lego Therapy Emotional Literacy Support Assistant providing ELSA interventions	Occasionally a child may have more complex mental health needs. We can signpost and support referrals to specialist agencies such as behaviour and emotional health teams. Mental Health Support Team (MHST) We have a named Educational Mental Health Practitioner. • Small group interventions on shared need • 1:1 interventions following referral Child and Adolescent Mental Health Services (CAMHS) Individual support for emotional and mental health needs



TOGETHER WE CAN ACHIEVE

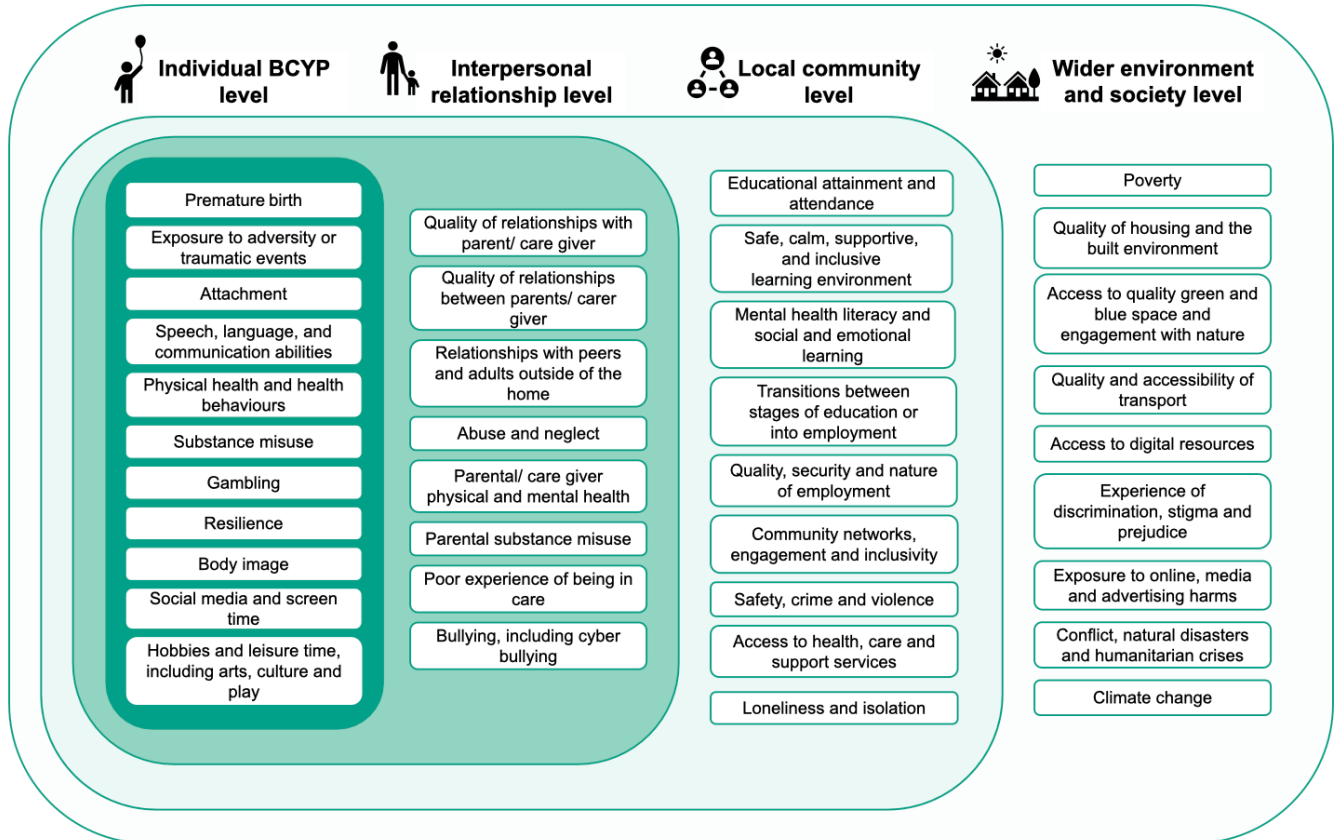
Be kind to one another and build each other up. 1 Thess 5:11

Appendix 3 – Babies, children and young people’s mental health: a framework of modifiable factors to guide promotion and prevention

As shown in [DfE Guidance](#)

‘Improving the mental health of babies, children and young people: a framework of modifiable factors’

Published 8 January 2024



Appendix 4 – Examples of approaches that can positively influence the mental health of babies, children and young people

As shown in [DfE Guidance](#)

‘Improving the mental health of babies, children and young people: a framework of modifiable factors’

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