



Emotional Wellbeing and Mental Health Policy

Updated: January 2026

To be reviewed: January 2027

UNCRC Commitment:

St Peter's CE Primary is fully committed to recognising, respecting, promoting and implementing the Rights of the Child as set out in the United Nations Convention on the Rights of the Child. As a Rights Respecting School, we strive to place the Rights of the Child at the very heart of our policies and practices.

Article 17 You have the right to get information that is important to your well-being

Article 28 You have the right to a good quality education.

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1. Introduction

St Peter's is an inclusive school which thrives on the diversity of its staff, parents and pupils. The aim of this policy is to ensure that we promote equal and fair treatment of all members of our community.

2. Mission statement:

At St Peter's School, we recognise that being mentally healthy is as important as being physically healthy. We employ a number of measures within our school and work with external professional and agencies as part of our efforts to meet the emotional wellbeing and mental health needs of pupils, parents and colleagues. We understand that pupils will not access or gain the full benefit of learning opportunities if they are not emotionally and mentally healthy. We endeavour to equip pupils with the tools necessary to deal with a variety of challenging situations in life, so that they manage given situations in an appropriate way that will not be detrimental to their emotional wellbeing and mental health. In addition to this, we aim for our pupils to feel confident in raising concerns or asking for help and support.

We recognise that colleagues are of key importance to the success and running of the school on a daily basis. Thus, it is of paramount importance that we feel content and supported in our roles so that we can undertake them to the best effect.

We understand that parenting can be challenging and that many parents may need support from time to time. This may include support with their own mental health and wellbeing. We work with a number of statutory and non-statutory services to support parents. It is part of our school ethos to embed the importance of emotional wellbeing and mental health as part of our school life.

This policy should be related to and should be read in conjunction with the school's policies for:

- Safeguarding and Child Protection
- Relationships and Health Education (RHE) and Relationships and Sex Education (RSE)
- Online Safety
- Drug, Alcohol and Tobacco Education
- Staff handbook
- Early Years and Foundation Stage (EYFS)
- Continuing Professional Development (CPD)

3. Aim and objectives

We aim for every pupil to leave St Peter's feeling good about themselves and having confidence. This equips pupils with the determination to work towards achieving their goals and ambitions while being able to self-regulate their feelings and emotions in order to deal with life's challenges.

At St Peter's, we aim to support the development of knowledge, strategies and confidence so that members of the school community are able to:

- ❖ Form positive and appropriate relationships
- ❖ Feel safe and secure in a nurturing environment
- ❖ Recognise signs and symptoms of emotional difficulties
- ❖ Speak out and know where to seek out help or advice
- ❖ Support and offer help to others
- ❖ Develop knowledge of strategies for self-regulation during challenging situations • communicate their own feelings to others appropriately

- ❖ Celebrate and learn to like themselves, their achievements and be able to enjoy the success of others
- ❖ understand the importance of a good work/school life balance.
- ❖ Become healthy and fulfilled individuals that exude positive energy; seek and access support when in need.

NB. (See Appendix for Staff Guidelines which are negotiated each year)

4. Strategies

At St Peter's, we meet our aims and objectives within the curriculum and indirectly through our daily lives at school.

In EYFS the prime area 'Personal Social and Emotional Development' is at the heart of the curriculum. This 'prime' area is assessed and pupils must achieve well in order to meet national expectations. This ensures that all colleagues focus on each pupil's needs at this crucial developmental stage in each child's life. We meet pupil's needs through various strategies such as circle time, show and tell and as part of our continuous provision.

In KS1 and KS2 we have a focus within the Relationships and Health Education curriculum. Further to that, we provide opportunities through other areas in the timetable to meet the aims and objectives through sessions such as assemblies.

We provide extra-curricular activities which support pupils in achieving a healthy work/life balance through a broader curriculum, such as yoga, sport, gardening and music.

5. Staff

We promote the value of a healthy work and life balance amongst colleagues because we care about our staff as individuals and the overall effectiveness of our school. We believe that in doing so we promote the emotional wellbeing and mental health of our colleagues. We currently achieve this by:

- Celebrating success and achievement of colleagues.
- Promoting a culture of mutual respect through our staff Code of Conduct (see Staff Handbook).
- Organising a clear annual calendar of dates so that colleagues can plan and prepare for them and ensuring that changes are kept to a minimum.
- Arranging parents' meetings in a week when we do not have a training meeting or after school clubs.
- Allowing colleagues, who have been on break duty time, have a comfort break and the opportunity to get a drink.
- Enabling colleagues to undertake training and train others.

Reducing workload by:

- enabling colleagues to use planning that has been created during previous years.
- not asking colleagues to change displays and backing paper too regularly (except for working walls).
- reducing marking and valuing verbal feedback.
- having specialist music, PE and Spanish teachers to reduce the number of subjects taught by class teachers.

- reducing the length of written reports to parents so that they are useful to all concerned.
- where a colleague causes concern regarding excessive working hours, an SLT member will support them with time management.
- Providing additional time (above the statutory 10%) for teachers.
- Allowing colleagues to take PPA off site from time to time with prior arrangement with the Headteacher or Deputy Headteacher.
- Providing leadership time within the timetable.
- Ensuring resources are readily available to colleagues to support both teaching and their daily lives at the school.
- Promoting a collegiate culture, where peers support each other.
- Organising a variety of social activities throughout the year.
- Enabling colleagues to attend and take part in commitments outside of school either through paid or unpaid leave in accordance with school procedure.
- Not asking part-time colleagues to attend meetings at unreasonable times.
- Encouraging staff to self-refer independently and anonymously for counselling should they require it through 'Education Support Partnership' on 0800 856 148.
- Accepting informal requests for flexible working and changes of hours. It is the duty of the Headteacher to consider these.

Where a colleague requires support, they may self-refer to counselling support services. If a colleague presents as having mental health needs and requires support, the school will refer to Occupational Health so they can advise and support them. If a colleague is absent from school for more than ten working days in a calendar year, the school refers to Occupational Health and they may advise on a colleague's mental health. Finally, when the Head or Deputy undertake a return to work meeting following an absence they will also assess a colleague's fitness to return to work and this includes mental health.

6. Identification of specific needs.

All adults that work in the school are responsible for sharing their concerns for mental health and wellbeing of pupils and staff within the school.

Initial concerns are raised with the class teacher and or a member of the Senior Leadership Team (SLT). However, if there is a fear that the pupil is in danger of being harmed or could harm themselves, then the regular protocol for Child Protection is followed through a cause for concern referral to the Designated Safeguarding Leader and Deputy. In such cases refer to the Safeguarding and Child Protection Policy.

We offer an on-site self-referral counselling services for pupils every Tuesday through Meaningful Minds and employ a music therapist from ConnectEd (Catholic Children's Society) who works with pupils and families for one a day each week. We also have an Education Mental Health Practitioner from MIND who can offer support to parents and children.

When appropriate, external support will be sought after through agencies such as CAMHS to meet the specific needs of pupils. If a pupil requires more intensive support a referral to Child Adolescent Mental Health Services (CAMHS) will be made.

If a child's mental health needs manifests itself as a behavioural need, we will involve Primary Intervention Team or the Educational Psychologist.

Other targeted support is offered to pupils with specific needs within the school day including friendship groups or Lego therapy and access to a trusted through our Listening Partners scheme.

An Employee Assistance Programme is set up in the school which offers free, confidential support, information and guidance, 24 hours a day, 365 days a year. The number to contact them is 08000 856 148 and this programme is supported by Education Support Partnership and is open to anyone employed by the school and their immediate families.

7. Training

We endeavour to support staff members in being able to recognise and respond to mental health issues and as part of our regular Safeguarding training.

Across the school some designated colleagues have targeted training to enable them to identify emotional wellbeing and mental health issues. They are able to support colleagues as well as support pupils directly. Both the Headteacher, Assistant Head and the SENCo are Mental Health First Aid trained.

PSHE Leaders within the school have received targeted training from the Healthy Schools Partnership. This is then shared with colleagues.

8. Monitoring

Everyone is responsible for and expected to take an active interest in the emotional health and wellbeing of pupils within our care.

The RHE leaders are responsible for supporting colleagues in the teaching of emotional health, wellbeing and mental health through our RHE Curriculum.

The SENCo is responsible for monitoring specifically identified issues with pupils and for coordinating the school counsellor. The SENCo is also responsible for liaising with external agencies and supporting class teachers.

The RHE governor oversees emotional wellbeing and mental health as part of their role.

9. Working with parents

Where it is deemed appropriate to inform parent/carers or for them to inform staff of specific needs, staff will be sensitive in their approach. This can be done through personal 1:1 meetings; resources can be shared with parents, signposting them to access extra support.

When necessary, parent workshops/ group meetings will be arranged to support parent/carers and their children. The school works with social care colleagues to support some parents with acute mental health needs.

APPENDIX 1 Local support services

Westminster commissions a range of local drug and alcohol services to provide advice, information and treatment. Their website is comprehensive and gives links to many organisations.

<https://www.westminster.gov.uk/mental-health-0>

If you feel suicidal, you can call the [Central and North West London \(CNWL\) NHS Trust](#) urgent advice line on 0800 0234 650. The line is open Monday to Friday 5pm to 9am, and 24 hours at weekends and Bank Holidays.

You can [contact the Samaritans](#) at any time of the day or night. They are a team of people trained to listen to people who are going through difficult times.

[MIND](#) provide advice and support to empower anyone experiencing a mental health problem. They also campaign to improve services, raise awareness and promote understanding. <http://www.mind.org.uk/information-support/guides-to-support-and-services/children-and-young-people/>

[YoungMinds](#) is the UK's leading charity committed to improving the emotional wellbeing and mental health of children and young people. They campaign, research and influence policy and practice. <https://youngminds.org.uk/>

[Online Advice centre:](#)

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

[Employee Assistance Programme](#) offers free, confidential support, information and guidance, 24 hours a day, 365 days a year. The number to contact them is 08000 856 148

St Peter's CE School Staff Guidelines

1. Seek out the advice of other colleagues or co-ordinators when unsure in regards to whole school issues. Don't be afraid to ask for help.
2. When a problem arises talk directly to the person involved to find a solution and be prepared to admit when you are wrong.
3. Share skills, knowledge and experience.
4. Be supportive to all staff and have an awareness of others workloads and pressures.
5. Be aware of your appropriateness of conversation both in class and around the school.
6. Greet each other with a word or smile.
7. We value honest communication. Please let the appropriate people know what is happening and when.
8. Join in, have fun and enjoy the company of colleague