

MENTAL HEALTH AND EMOTIONAL WELLBEING POLICY

‘Love your neighbour as yourself’ (Luke 10 v 27)

Policy Statement

Temple Ewell CEP School is an IQM Flagship School. This reflects the priority we place on nurturing the individual in our Christian, school family.

At Temple Ewell CEP School, we strive to ensure that all children are entitled to develop to their fullest potential academically, socially, emotionally and into healthy well beings, enabling each child to grow in confidence and be able to fully participate in everything that goes on in the wider community with confidence. It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning, as well as their physical and social health and their mental wellbeing in adulthood. The Department for Education recognises that, in order to help their pupils succeed: schools have a role to play in supporting them to be resilient and mentally healthy.

“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 Organization 2014)

At our school, we aim to promote positive mental health for every child, parent / carer and staff. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at identified vulnerable pupils and families. In addition to promoting positive mental health, we aim to recognise and respond to mental ill health.

This policy describes the school's approach to promoting positive mental health and wellbeing and is intended as guidance for all staff including non-teaching staff and governors. It should be read in conjunction with both our SEN Inclusion, Pastoral and Young Carers policies as well as our SEND Information Report.

Ethos

Temple Ewell CEP School aims to support and teach skills to pupils and staff to increase their awareness of emotional health and wellbeing.

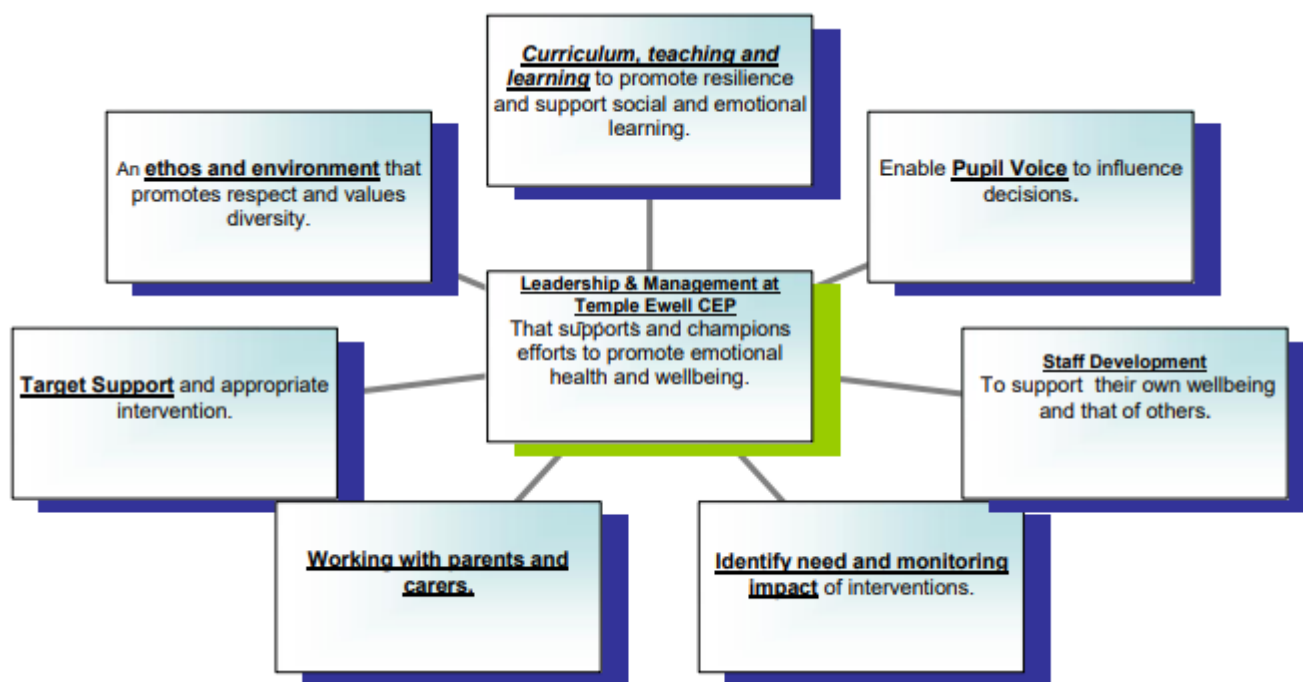
Two key elements to support good mental health are:-

- Feeling Good – experiencing positive emotions like happiness, contentment and enjoyment.
Including feelings like curiosity, engagement and safety.
- Functioning Well – how a person is able to function in the world, this includes positive relationships and social connections, as well as feeling in control of your life and having a sense of purpose.

To promote first aid for mental health and wellbeing Temple Ewell CEP School aims to:

- To develop a whole school approach for both pupils and staff.
- To have clear and consistent leadership through the Mental Health and Emotional Well-being core team.
- To work together with families.
- To provide a holistic and, where appropriate, multi- agency approach.
- To follow the eight principles approach (DFE 2015)

The following diagram presents eight principles to promote emotional health and wellbeing in schools and colleges.



The eight identified principles underpin the approaches used to support the development and integration of wellbeing strategies. The policy and curriculum delivery are tailored to promote the key aspects of improving mental health illness and wellbeing. It focuses on creating a socially, emotionally and physical rich environment where key relationships can thrive and children can feel secure in their learning. School based programmes which are linked to the curriculum promote pupil voice through developing independence and choice making decisions. Staff have access to training and signposting to approaches and resources that will support their own emotional health and wellbeing with an aim to foster team work and strengthen solidarity. Clear identification, impact and outcomes measures feed into school based programmes and target interventions that are offered to pupils.

All staff has a responsibility to promote the mental health and emotional wellbeing of pupils.

Staff with a specific, relevant responsibility:

The Mental Health and Emotional Well-being core team :

Ms S O'Connor (Inclusion Manager - SENCO, Designated Senior Lead for Mental Health, Mental Health First Aider, Designated Teacher for Children in Care, Therapeutic Practitioner)

Mr L Lecarpentier (Sports and Well-being coach, ELSA)

Miss A Fletcher (TA, ELSA)

Mrs S Bath (TA)

Safeguarding team :

Mrs A Matthews (Designated Safeguarding Lead)

Ms S O'Connor (Deputy Safeguarding Lead)

Mrs L Creane (Deputy Safeguarding Lead)

Mr N Robbins (Deputy Safeguarding Lead)

Pupil Identification

Wellbeing measures include staff observations focusing on any changes in behaviour, attention and presentation will feed into the identification process as well as any communication from the pupils regarding their emotions and feelings. Any member of staff who is concerned about the mental health or wellbeing of a child should speak to the Inclusion Manager (DSL MH) or a member of the mental health and emotional well-being core team in the first instance. If there is a fear that the child is in danger of immediate harm, then the normal safeguarding procedures should be followed with an immediate referral. If the child presents a medical emergency then the normal procedures for medical emergencies should be followed, including alerting paediatric first aid staff and contacting the emergency services if necessary.

Where a referral to external services is appropriate, this will be led and managed by Ms O'Connor (Inclusion Manager/DL MH) and Mrs Matthews (Headteacher).

Pupil Wellbeing Interventions

Universal	• Mindfulness • Daily challenge – physical activities • Active wellbeing teaching across the curriculum • Emotional literacy • Jigsaw PSHE Lessons • Soft/Gentle starts • Anna Freud Institute materials • Tai chi • Sensory strategies • Pupil voice well-being discussions • Collective Worship/ reflection • Emotional Literacy • Whole class Meditation • Zones of Regulation • Go Noodle/Just Dance • Art/Craft • Time to talk – class staff • Restorative Approach Circles • Termly Whole School Well-being (jigsaw) Worship
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Targeted (Group)	• Nurture/Well being groups • Forest school • Young Carers • Alternative arrangements for unstructured times • EWP Workshops • Group Therapeutic sessions
Personalised	• Adapted curriculum/ entry/ engagement • ELSA • Nurture • Personalised motivators • Parent and Child sessions • Counselling / Therapeutic sessions • Play therapy • Sensory Circuits • Self referral using the Time to Talk post box • Alternative arrangements for unstructured times • Use of apps (Headspace, Wysa, Smiling Mind) • Personalised input (building positive attachments) • Incredible Five Point Scale (JL) • Solution Focused Briefing Approaches (S0) • Cognitive Behavioural Approaches • Referral to EWP service • Referral to Early Help • Referral to Cymhs

Staff Identification

It is recognised at Temple Ewell CEP School that promoting staff health and emotional well-being should be an integral part of the whole school approach to mental health and wellbeing. Therefore training and signposting to materials about mental health and emotional wellbeing are made available for **all** staff. All staff are invited to engage in an annual staff wellbeing audit, this is used to inform CPD and practices.

An open door policy to senior leadership is always made available if staff is in need of speaking to someone about any issues of concern and a fully committed supportive governing body. Staff peer supervision and performance management discussions allow for mutual communication about personal health and emotional wellbeing if both felt it is deemed necessary.

Working with All Parents and Carers

Parents are often very welcoming of support and information from the school about supporting their children's emotional and mental health. In order to support parents and carers we:

- Inform and support parents through regular newsletters, via social media including the Friends' Facebook Group and our Instagram account. Parents are encouraged to attend our 'Nest' Support groups
- Highlight sources of information and support about common mental health issues on our school website.
- Ensure that all parents are aware of who they can talk to, and how to get the support they need if they have concerns about their own child or a friend of their child.
- Make our mental health policy easily accessible to parents.
- Share ideas about how parents can support positive mental health in their children through our regular review meetings.
- Keep parents informed about the mental health topics their children are learning about in school and share ideas for extending and exploring this learning at home.

Staff Training and CPD

As a minimum, all staff 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. Staff meetings open with wellbeing discussions regarding the children. All staff are encouraged to engage in e-learning opportunities where available. The **MindEd** www.minded.org.uk learning portal provides free online training suitable for staff wishing to know more about a specific issue.

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.

Staff Well Being

Staff wellbeing is extremely important. All teaching and support staff receive group coaching supervision termly (6 times per academic year). Staff are signposted to staff who are trained to offer more personalised support and also to outside agencies who can offer a more specialised service.

A positive work/life balance is actively promoted and opportunities for staff led well-being activities take

place.

While we feel that we are a close and happy staff, this is never taken for granted. Staff well-being reviews, performance management discussions, supervision and more adhoc discussions aim to ensure that we keep mental health and well-being very much on the agenda, open and prioritised.

This policy is subject to ongoing review and development

Reviewed August 2026

Next review due by August 2027