



The Federation of the Church Schools of  
Shalfleet and Freshwater & Yarmouth  
*Together for a Brighter Future*

# POSITIVE MENTAL HEALTH POLICY

<b>Approved by</b>	<b>CW</b>
<b>Portfolio</b>	<b>Inclusion</b>
<b>Approved on</b>	<b>Summer 2026</b>
<b>Review date</b>	<b>Summer 2027</b>
<b>Review Cycle</b>	<b>Yearly</b>
<b>Policy Type</b>	<b>Non Statutory</b>
<b>Ratified/FGM Date</b>	<b>20.05.2026</b>

**Signed:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## 1. Purpose and Scope

This policy sets out how the Federation promotes, protects and supports the mental health and wellbeing of pupils, staff, parents and carers, recognising that wellbeing is fundamental to safeguarding, learning, behaviour and attendance. It is written in line with the most recent Department for Education (DfE), NHS England, Keeping Children Safe in Education (KCSIE 2025) and Health and Safety Executive (HSE) guidance.

This policy should be read alongside the Federation's Behaviour Policy, Child Protection and Safeguarding Policy, SEND Policy, Attendance Policy, RSHE Policy and Health & Safety Policy.

## 2. Legal and Policy Framework

This policy is informed by and aligned with:

- *Promoting and supporting mental health and wellbeing in schools and colleges* (DfE, updated July 2025)
- *Keeping Children Safe in Education 2025* (statutory guidance, September 2025)
- NHS England guidance on **Mental Health Support Teams (MHSTs)**, CAMHS and early intervention support
- *Promoting children and young people's mental health and wellbeing – a whole school approach* (DfE / Office for Health Improvement and Disparities)
- Health and Safety at Work etc. Act 1974 and accompanying HSE guidance on work-related stress

## 3. Policy Statement

The Federation is committed to providing a **happy, safe and caring environment** in which children are able to learn and adults are able to work effectively. We recognise that:

- mental health exists on a **continuum**, fluctuating over time;
- emotional wellbeing and mental health are closely linked to safeguarding;
- positive relationships and a strong school culture are protective factors.

We seek to promote positive mental health for **every pupil and adult**, while recognising and responding appropriately when mental ill-health or emotional distress is identified.

## 4. Aims

Our aims are that pupils and staff will:

- feel safe, valued and supported within the Federation;
- develop emotional literacy, self-confidence and resilience;
- know how to ask for help and where to find support;
- experience early identification of need and timely intervention;
- benefit from strong partnerships between school, home, church and external agencies.

## 5. Whole Federation Approach

The Federation adopts a **whole-school, whole-community approach** to mental health and wellbeing, in line with national guidance. This is embedded through the following principles:

1. **Leadership and Management** – senior leaders and governors actively promote mental health and wellbeing and ensure this policy is implemented consistently across both schools.
2. **Ethos and Environment** – our Christian values and Conscious Community ethos promote inclusion, kindness, belonging and mutual respect.
3. **Curriculum, Teaching and Learning** – learning experiences support emotional development, resilience and personal growth.
4. **Pupil Voice** – pupils contribute through mechanisms such as the **Junior Leadership Team** and regular opportunities to share views.
5. **Staff Development, Health and Wellbeing** – staff are supported through training, professional dialogue and a focus on workload and wellbeing.
6. **Identifying Need and Monitoring Impact** – concerns are identified early, recorded and reviewed.
7. **Working with Parents and Carers** – strong, open partnerships support consistency and early help.
8. **Targeted Support and Referral** – clear pathways exist for additional and specialist support.

## 6. Curriculum and Pupil Provision

The Federation promotes emotional health and wellbeing through both the **formal and informal curriculum**, including:

- PSHE and RSHE, delivered in line with current DfE guidance;
  - teaching emotional regulation and self-awareness (including the **Zones of Regulation**);
  - positive behaviour approaches, rewards and clear expectations (including Class Dojo);
  - growth mindset and restorative approaches;
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- collective worship and reflection linked to Christian values;
- enrichment, educational visits and community involvement.

Where additional support is needed, pupils may access:

- **ELSA (Emotional Literacy Support Assistant)** sessions;
- short-term pastoral interventions;
- personalised support plans, where appropriate.

## 7. Safeguarding and Mental Health

The Federation recognises, in line with **KCSIE 2025**, that mental health concerns may be a sign of wider safeguarding issues. All staff:

- have a responsibility to safeguard pupils;
- receive regular safeguarding and mental health awareness training;
- report concerns promptly to the **Designated Safeguarding Lead (DSL)** or Deputy DSL;
- understand procedures for record-keeping and information sharing.

Where concerns exceed universal provision, the Federation works with external professionals, including Early Help, Social Care, CAMHS and Mental Health Support Teams.

## 8. Inclusion and Vulnerable Pupils

We recognise that some pupils may be more vulnerable to emotional or mental health difficulties, including those with SEND, trauma or adverse childhood experiences, attendance concerns or safeguarding needs.

Support is planned through:

- the graduated response;
- SEND and inclusion systems;
- reasonable adjustments and targeted interventions;
- close liaison with parents and professionals.

## 9. Working with Parents and Carers

Parents and carers are key partners in promoting wellbeing. The Federation supports this through:

- welcome meetings and regular communication;
- parent consultations and forums;
- workshops, information sharing and signposting;

- open and honest dialogue when concerns arise.

## 10. Staff Mental Health and Wellbeing

The Federation recognises its legal duty of care towards staff mental health and wellbeing. We:

- monitor wellbeing and workload pressures;
- carry out work-related stress risk assessments where appropriate;
- promote a supportive and open culture;
- provide access to professional support and guidance;
- ensure staff know where to seek help internally and externally.

Work-related stress is managed as a health and safety issue in line with HSE guidance.

## 11. Roles and Responsibilities

- **Governing Body:** oversight of mental health and wellbeing, including a named wellbeing governor.
- **Headteacher:** strategic leadership, implementation of this policy and promoting a positive ethos.
- **DSL / Deputy DSLs:** safeguarding and mental health concerns.
- **Inclusion Team / ELSA:** targeted emotional and wellbeing support.
- **All staff:** promoting wellbeing, modelling positive relationships and raising concerns.

## 12. Monitoring, Evaluation and Review

This policy is monitored by the Headteacher and Governing Body through:

- pupil, parent and staff voice;
- safeguarding, behaviour and attendance data;
- evaluation of interventions;
- annual review in line with updated guidance.

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**Policy type:** Non-statutory

**Review cycle:** Annual

- **Next review:** Summer 2027