

**MEDWAY COMMUNITY PRIMARY SCHOOL**



***Mental Health and Wellbeing Policy***

***September 2025 - 2026***

At Medway Primary School, we are committed to supporting the mental health and well-being of our pupils and staff.

We have a supportive and caring ethos, and our approach is respectful and kind, valuing each individual and their contribution.

At our school, we know that everyone experiences life challenges that can make us vulnerable, and at times, anyone may need additional emotional support. We take the view that positive mental health is everybody's business and that we all have a role to play.

At our school, we:

- Help children understand their emotions and feelings better
- Help children feel comfortable sharing any concerns or worries
- Help children socially to form and maintain relationships.
- Promote self-esteem and ensure children know that they count.
- Encourage children to be confident and 'dare to be different'
- Help children develop emotional resilience and manage setbacks.

We promote a mentally healthy environment through:

- Promoting our school values and encouraging a sense of belonging.
- Promoting pupil voice and opportunities to participate in decision-making
- Celebrating academic and non-academic achievements
- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others
- Providing opportunities to reflect.
- Access appropriate support that meets needs

We pursue our aims through:

- Universal, whole school approaches
- Targeted support for pupils going through recent difficulties.
- Specialised support aimed at pupils with more complex or long-term difficulties, including attachment disorder.

### **Scope**

This policy sits alongside our Special Educational Needs and Disability policy and Information Report, in cases where pupils' mental health needs overlap with these. This policy should also be read in conjunction with policies for Behaviour and Anti-bullying, and our Safeguarding policy.

## Lead Members of Staff

Whilst all staff have a responsibility to promote the mental health of students, staff with a specific, relevant remit include:

# Safeguarding

Safeguarding is defined as protecting children from maltreatment, preventing impairment of health and/or development, ensuring that children grow up in a safe and effective environment, and taking action to enable all children to have the best life chances.



**Mr Steven Williams –  
Headteacher  
Designated Safeguarding  
Lead**



**Mrs Sarah Niner – Deputy  
Head/SENDCo  
Deputy Designated  
Safeguarding Lead**



**Mrs Sian Elton – Assistant  
Head  
Deputy Designated  
Safeguarding Lead**



**Our Safeguarding Governor  
Mr Michael Berriman (Chair of  
Governors)**



**Mrs Paulette  
Pemberton –  
Mentor  
Deputy  
Designated  
Safeguarding  
Lead**



**Mr Martyn  
Atkinson –  
Attendance  
Officer  
Deputy  
Designated  
Safeguarding Lead**

## Teaching about Mental Health

The skills, knowledge and understanding our students need to maintain their mental health and safety are included in our developmental PSHE curriculum.

The cohort's specific needs will determine the content of lessons.

Careful attention is given to Personal, Social and Health Education. Aspects of children's safety, health and personal development are studied and involve liaison with outside bodies such as the Police, Health Authority and various Charities. Children are taught about aspects of personal care and are made aware of the dangers in today's society.

Citizenship and respect for one another, different cultures, and diversity are essential parts of this education and are explored through a variety of activities, including the School Council. The School Council is made up of representatives from Years 1 to 6 who meet regularly with staff to discuss school issues.

At Medway Primary, we promote our pupils' fitness and health as much as possible. If you need any support or advice regarding your child's health, please get in touch with our Public Health Nurse in School Nursing on 0116 215 3230.

## Support

We offer different levels of support:

Universal Support - To meet the needs of all our pupils through our overall ethos and our wider curriculum. For instance, developing resilience for all.

Additional support- For those who may have short-term needs and those who may have been made vulnerable by life experiences such as bereavement.

Targeted support- For pupils who need more differentiated support and resources or specific targeted interventions such as wellbeing groups or personal mentors.

This may include:

- Circle time approaches or 'circle of friends' activities.
- Managing feelings resources, e.g. 'worry boxes' and 'worry eaters'
- Managing emotional resources, such as 'the incredible 5-point scale'
- Primary Group Work/Mental health and wellbeing groups
- ELSA support groups.
- Therapeutic activities including art, LEGO and relaxation and mindfulness techniques.
- Art Therapy club (lunchtime daily)
- Daily meet and greets

The school will make use of resources to assess and track wellbeing as appropriate, including:

- o Strengths and Difficulties Questionnaire
- o The Boxall Profile

### **Signposting**

We will ensure that staff, pupils and parents are aware of what support is available within our school and how to access further support.

### **Identifying Needs and Warning Signs**

The school uses a monitoring system to highlight a range of possible difficulties which may lead to intervention, including:

- Attendance
- Bullying
- Additional Need
- Complicated lives
- Child Protection or Child in Need plan
- Disabled
- Under Early Help
- Financial Hardship
- Involved in crime
- Looked after Child
- Medical Needs
- No English
- Trauma or Bereavement
- Cumulative Deprivation

These are highlighted on a LIVE Vulnerable Children list, produced weekly, which serves as a point for discussion and work within our Community, Family and Welfare Team.

School staff may also become aware of warning signs indicating that a student is experiencing mental health or emotional well-being issues. These warning signs should always be taken

seriously, and staff observing any of these warning signs should communicate their concerns via the school's system (CPOMs) as appropriate.

Possible warning signs include:

- Changes in eating / sleeping habits
- Becoming socially withdrawn
- Changes in activity and mood
- Talking or joking about self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

### **Working with Parents**

To support parents, we will:

- Highlight sources of information and support about mental health and emotional well-being on our school website
- Share and allow parents to access additional sources of support, e.g., through parent forums.
- Ensure that all parents know who to contact and how to reach out if they have concerns about their child.
- Make our Mental Health and Wellbeing policy easily accessible to parents
- Share ideas on how parents can support their children's positive mental health.
- Keep parents informed about the mental health topics their children are learning about in PSHE and RHE, and share ideas for extending and exploring this learning at home.
- Provide more intensive support to families when appropriate.

### **Working with other agencies and partners**

As part of our targeted provision, the school will work with other agencies to support children's emotional health and wellbeing, including:

- Health practitioner
- Educational psychology services
- SEMH
- Paediatricians
- CAMHS (child and adolescent mental health service)
- Counselling services
- Family support workers

### **Training**

All staff will receive regular training on recognising and responding to mental health issues as part of their Safeguarding training, enabling them to keep students safe.

Targeted CPD will be delivered to key staff based on the school's current needs.