

Positive Mental Health Policy 2026 2027

Nothing is beyond our reach!

Policy Information

Item	Details
Policy Name	Positive Mental Health Policy
Policy Owner	Headteacher
Responsible Lead	Health and Wellbeing Lead
Approved By	Governing Board
Date Approved	Autumn 2026
Review Date	Autumn 2027

Vision Statement

Nothing is beyond our reach!
Care and challenge engage and motivate us!
Praise reassures and supports us!
Successes are celebrated and built on!

At Norton Community Primary School we are committed to providing a caring, safe, inclusive and respectful environment where every child feels valued and able to achieve their full potential.

1. Purpose

At Norton Community Primary School, we are committed to creating a safe, inclusive and nurturing environment where every child and adult is valued, respected and supported to thrive.

We believe that positive mental health and emotional wellbeing are fundamental to learning, achievement, resilience and personal development. We aim to foster a culture where wellbeing is everyone's responsibility, where seeking support is encouraged, and where early intervention helps ensure the best possible outcomes for all.

Our school values underpin all aspects of our work and support the development of confident, resilient learners who are able to recognise and manage emotions, build positive relationships, and contribute positively to their community.

2. Policy Statement

The World Health Organization defines mental health as:

"A state of wellbeing in which every individual realises their own potential, can cope with the normal stresses of life, can work productively and fruitfully and is able to make a contribution to their community."

At Norton Community Primary School we are committed to promoting and protecting positive mental health and wellbeing for all pupils, staff, governors and members of our wider school community.

We recognise that children experience a range of life events and challenges that may impact on their mental health and emotional wellbeing. We therefore seek to create an environment where concerns are identified early, support is readily available, and children feel safe to express themselves and seek help.

We also recognise that mental health difficulties can be indicators of underlying safeguarding concerns and will respond in accordance with our safeguarding responsibilities.

3. Aims

This policy aims to:

- Promote positive mental health and emotional wellbeing throughout the school community.
- Provide a whole-school approach to mental health and wellbeing.
- Reduce stigma surrounding mental health.
- Enable pupils to understand and manage their emotions.
- Equip pupils with resilience and coping strategies.
- Support staff in recognising the early signs of mental health difficulties.
- Ensure effective support and intervention are available when needed.
- Promote strong partnerships between school, parents, carers and external agencies.
- Ensure appropriate safeguarding procedures are followed where concerns arise.
- Support the wellbeing of staff.

4. Statutory Guidance and Related Policies

This policy should be read alongside:

- Keeping Children Safe in Education (KCSIE) 2026.
- Working Together to Safeguard Children 2026.
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance 2026.
- SEND Code of Practice.
- Equality Act 2010.
- Data Protection Act 2018 and UK GDPR.

- Norton Community Primary School Safeguarding and Child Protection Policy.
- Behaviour Policy.
- SEND Policy.
- Supporting Pupils with Medical Conditions Policy.
- Attendance Policy.
- Anti-Bullying Policy.

5. Roles and Responsibilities

Promoting mental health and wellbeing is everyone's responsibility.

Governing Board

The Governing Board will:

- Monitor the implementation and effectiveness of this policy.
- Ensure appropriate resources are available.
- Support strategic development of wellbeing provision.

Headteacher

The Headteacher will:

- Lead and promote a culture of positive wellbeing.
- Ensure effective implementation of this policy.
- Ensure appropriate support systems are in place.

Designated Safeguarding Lead (DSL)

The DSL will:

- Manage safeguarding concerns relating to mental health.
- Liaise with external agencies where appropriate.
- Ensure concerns are recorded and monitored.

Mental Health Lead

The school's Mental Health Lead is:

Mrs Julia Ellis

The Mental Health Lead will:

- Coordinate the school's mental health and wellbeing provision.
- Support staff in responding to concerns.
- Signpost and access external support where appropriate.

- Monitor the effectiveness of interventions.

All Staff

All staff will:

- Promote positive wellbeing.
- Be vigilant to signs of emotional distress.
- Record concerns promptly.
- Follow safeguarding procedures.
- Support pupils in a sensitive and non-judgemental manner.

6. A Whole School Approach to Mental Health and Wellbeing

We are committed to a whole-school approach which promotes mental health through:

Ethos and Environment

- Positive relationships across the school community.
- A culture of inclusion and belonging.
- Celebration of achievement and effort.
- Respect for diversity and individual differences.

Pupil Voice

Pupils will be encouraged to:

- Express their views.
- Participate in decision-making.
- Contribute to the development of wellbeing initiatives.

Targeted Support

Additional support may be provided through:

- Nurture and pastoral support.
- SEND provision.
- Early Help services.
- Mental Health Support Teams (where available).
- CAMHS and other specialist services.

Working with Families

We recognise the important role families play in promoting children's wellbeing and will work collaboratively with parents and carers wherever possible.

7. Teaching and Learning

Mental health and emotional wellbeing are taught through:

- Personal, Social, Health and Economic (PSHE) Education.
- Relationships Education and Health Education.
- Assemblies.
- Circle time and class discussions.
- Wellbeing initiatives and themed activities.

Teaching will help pupils to:

- Recognise and understand emotions.
- Develop resilience.
- Build healthy relationships.
- Understand how and where to seek help.
- Recognise the importance of self-care and wellbeing.

Teaching will be delivered in an age-appropriate, inclusive and sensitive manner.

8. Identifying Need and Early Intervention

School staff are well placed to identify changes in behaviour, presentation and emotional wellbeing.

Possible indicators of concern may include:

- Significant changes in behaviour.
- Withdrawal from friends or activities.
- Persistent low mood.
- Excessive anxiety or worry.
- Changes in eating or sleeping patterns.
- Frequent emotional outbursts.
- Reduced engagement in learning.
- Deterioration in attendance.
- Physical symptoms with no apparent medical cause.
- Expressions of hopelessness.
- Self-harming behaviours.
- Suicidal thoughts or statements.
- Signs of an eating disorder.

These signs will always be taken seriously and responded to appropriately.

Mental health difficulties may indicate that a child has experienced, or is at risk of, abuse, neglect, exploitation or other safeguarding concerns.

9. Individual Support Plans

Where appropriate, an Individual Support Plan may be developed for pupils requiring additional support.

Plans may include:

- Details of the child's strengths and needs.
- Identified triggers and warning signs.
- Strategies that support the child.
- Agreed interventions.
- Key members of staff involved.
- Arrangements for communication with parents.
- Referral information.
- Emergency procedures where required.

Plans will be reviewed regularly in partnership with parents, carers and relevant professionals.

10. Managing Concerns and Disclosures

A pupil may choose to disclose concerns about themselves or another child to any member of staff.

When responding to a disclosure, staff should:

- Remain calm and reassuring.
- Listen carefully.
- Take concerns seriously.
- Avoid making promises of confidentiality.
- Avoid asking leading questions.
- Reassure the child they have done the right thing by speaking up.

Staff should not attempt to investigate concerns themselves.

All concerns must be passed to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead without delay.

All disclosures, concerns, actions and outcomes must be recorded on CPOMS in accordance with the school's safeguarding procedures.

If a child is at immediate risk of harm, safeguarding procedures will take precedence and emergency services may be contacted where necessary.

11. Confidentiality and Information Sharing

The school recognises the importance of confidentiality whilst balancing our safeguarding responsibilities.

Information will only be shared on a need-to-know basis and in accordance with:

- Data Protection legislation.
- UK GDPR.
- The school's safeguarding procedures.

Pupils will be informed where information needs to be shared to keep them safe.

Where safeguarding concerns exist, information may be shared without consent where this is necessary to protect a child from harm.

Staff should seek advice from the DSL whenever there is uncertainty regarding information sharing.

12. Working with Parents and Carers

We recognise that effective partnership with parents and carers is essential.

Where concerns arise, we will:

- Involve parents wherever appropriate.
- Communicate in a sensitive and supportive manner.
- Provide information about support services.
- Agree next steps and review arrangements.

There may be circumstances where informing parents is not appropriate due to safeguarding concerns. Such decisions will be made by the DSL in accordance with safeguarding procedures.

The school will also:

- Promote mental health awareness through newsletters and school communications.
- Signpost parents to sources of support.
- Share relevant wellbeing information through the school website.

13. Supporting Peers

We recognise that a child's difficulties may impact friends and classmates.

Where appropriate, support may be offered to peers through:

- Individual conversations.
- Small-group support.
- Wellbeing activities.
- Signposting to trusted adults.

When supporting peers, confidentiality and the wishes of the pupil involved will always be carefully considered.

14. Staff Wellbeing

Norton Community Primary School is committed to supporting the wellbeing of all staff.

We aim to:

- Foster a positive and supportive workplace culture.
- Promote healthy work-life balance where possible.
- Encourage open conversations about wellbeing.
- Provide access to appropriate support and guidance.
- Ensure staff feel valued and respected.

Staff experiencing difficulties are encouraged to seek support from senior leaders and appropriate professional services.

15. Training and Professional Development

All staff will receive safeguarding training that includes awareness of mental health and wellbeing.

Additional training will be provided for:

- Designated Safeguarding Leads.
- Mental Health Leads.
- Senior leaders.
- Staff supporting pupils with identified needs.

Training needs will be reviewed regularly and formed part of the school's continuing professional development programme.

16. Sources of Support

School Support

- Mental Health Lead
- Designated Safeguarding Lead
- Deputy Designated Safeguarding Lead
- Class Teachers
- Teaching Assistants
- Senior Leaders

External Support

YoungMinds www.youngminds.org.uk

Mind www.mind.org.uk

NHS Every Mind Matters <https://www.nhs.uk/every-mind-matters>

Childline <https://www.childline.org.uk>

Papyrus HOPELINE247 www.papyrus-uk.org

Kooth <https://www.kooth.com>

North Yorkshire CAMHS Telephone: 0300 013 4778

CAMHS Crisis and Liaison Team Telephone: 0800 051 6171

17. Monitoring, Review and Evaluation

The Governing Board and Headteacher will monitor the implementation and effectiveness of this policy.

The policy will be reviewed annually or sooner if:

- Statutory guidance changes.
- Local procedures change.
- Significant concerns arise regarding implementation.

The Mental Health Lead will evaluate the effectiveness of the school's provision through:

- Pupil voice.
- Staff feedback.
- Parent feedback.
- Attendance information.
- Safeguarding and wellbeing data.
- Behaviour and pastoral records.