



Policy Title: Mental Health Policy

Policy Folder: Pastoral

Reviewed: September 2026

Next Review: September 2027

**Led by: Senior Senior Mental Health
Lead/Mental Health & Wellbeing
Governor**

**Responsible
Committee: FGB**

Our School Intent

Our school values every member of the school community. We aim to provide an environment that nurtures Confidence, Achievement, Respect and Enthusiasm (C.A.R.E.) in all aspects of life. We all work together to provide a happy, safe and secure school in which we encourage all children to set their sights high, to make the most of their talents and to celebrate differences. We work hard to create challenging and fun learning opportunities that enable everyone to be confident and responsible members of the society in which we live. The staff and governors are committed to maintaining the strong and supportive partnership between pupils, parents, carers, teachers and the wider community.

Policy Statement

At Lantern Lane Primary School, we are committed to supporting the emotional health and wellbeing of our pupils and staff.

We have a supportive and caring ethos and our approach which is respectful and kind is relationship based, where each individual and their contribution is valued.

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 to 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 to develop emotional resilience and to 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 to appropriate support that meets their needs

We pursue our aims through:

- universal, whole school approaches
- support for pupils going through recent difficulties including bereavement
- specialised, targeted approaches aimed at pupils with more complex or long term difficulties including attachment disorder

Mental Health and Safeguarding

The school recognises that mental health concerns may be an indicator that a child has suffered, or is at risk of suffering, abuse, neglect, exploitation, significant harm or other adverse experiences. Staff are not expected to diagnose mental health conditions; however, they are well placed to identify changes in behaviour, presentation or emotional wellbeing. Any concerns will be recorded and reported in line with the school's safeguarding procedures and considered by the Designated Safeguarding Lead.

Online Safety and Mental Health

The school recognises the significant impact that online activity can have on children's emotional wellbeing. This includes cyberbullying, exposure to inappropriate content, image-based abuse, social media pressures and AI-generated content. Through our curriculum and safeguarding procedures, pupils are taught how to stay safe online and seek support where online experiences negatively affect their wellbeing.

Lead Members of Staff

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

- Pete Fowlie - Head Teacher/ Designated Safeguarding Lead (DSL)
- Nuala Thompson - Senior Mental Health Lead/ SENCO/ Deputy DSL
- Paula Panther - Assistant Head/ Deputy DSL
- Jen Evans - Wellbeing Support Assistant/Deputy DSL
- Kellie Tate - Emotional Literacy Support Assistant (ELSA)
- Nicholas McGowan – Governor with responsibility for wellbeing

Staff Wellbeing

The school adopts a whole-school approach to wellbeing, recognising that staff wellbeing directly impacts outcomes for pupils. Staff wellbeing considerations will form part of school improvement planning, workload management and professional development.

At our school there is a mentally healthy environment where staff:

- have their individual needs recognised and responded to in a holistic way
- have a range of systems in place to support mental wellbeing e.g. appraisal, briefings, training
- have recognition of their work-life balance
- feel valued and have opportunities in the decision-making process
- success is recognised and celebrated
- are provided with opportunities for CPD both personally and professionally
- can access support and guidance at times of emotional need in both the short and long term, (including counselling and Occupational Health).
- will have flexible working requests considered.

Mental Health and Emotional Wellbeing Support

The school will offer support through universal, targeted and individual approaches for pupils or groups of pupils which may include:

Universal	Targeted	Individual
• Positive relationships between staff and children (based on an emotion coaching model). • Objectives taught to the whole class as part of the PSHE curriculum. • Assembly programme • Managing feelings resources e.g. check in boards, worry boxes etc • Active classrooms e.g. sensory breaks, Go Noodle etc • Wellbeing initiatives e.g. House events, Children's mental health week, Local Authority Mental Health events (Nott Alone) etc. • School council • Pupil voice • Well-being ambassadors	• Group ELSA sessions based on specific needs e.g. friendships, anxiety • Well-being support assistant groups e.g. friendship groups, garden club, lunchtime provision etc • Circle of friends activities. • Social stories • Anger management groups	• 1:1 ELSA sessions • 1:1 Well-being support assistant sessions (including regular check-ins) • Lego therapy • Bespoke sensory diets for specific children • Social stories specifically designed for the pupil. • Access support from external agencies e.g Healthy Families, The Family Hub, CAMHS, Family Help/Early Help Services

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

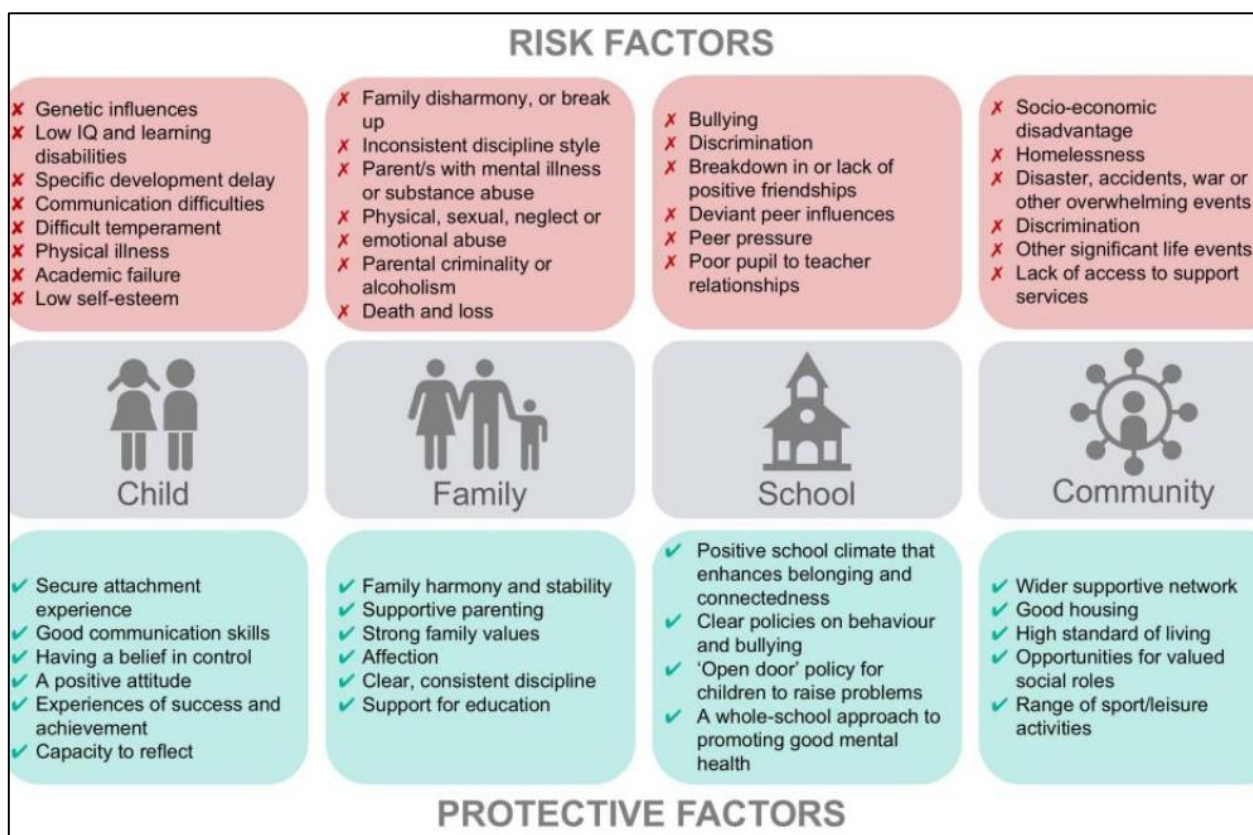
- Strengths and Difficulties questionnaire
- The Boxall Profile
- Emotional literacy scales
- Sensory audits
- Attendance tracking
- SLT reviews

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. The Senior Senior Mental Health Lead will support staff to access support from external services and will alert staff to current initiatives and new avenues of support.

Identifying Risk and Protective Factors

These factors can relate to the child but also to their family, school and community as referenced in the table below.



Staff should also be alert to concerns relating to:

- self-harm
- suicidal thoughts or suicidal ideation
- eating difficulties or eating disorders
- emotional neglect
- sudden changes in behaviour or presentation
- social withdrawal
- persistent low mood or anxiety
- persistent absence from school

The school recognises that persistent absence, emotionally based school avoidance and patterns of non-attendance may indicate emerging mental health needs. Attendance information will be considered as part of the school's monitoring and support processes.

Particular consideration will be given to:

- looked after and previously looked after children
- children with SEND
- young carers
- children experiencing bereavement
- children affected by domestic abuse
- pupils experiencing discrimination or prejudice-based harm
- children who are persistently absent
- pupils with social, emotional and mental health (SEMH) needs
- safeguarding concerns

School staff are also aware of warning signs which indicate a student is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns with the designated safeguarding lead or senior Senior Mental Health Lead.

Working with Parents

In order to support parents, we will:

- Highlight sources of information and support about mental health and emotional wellbeing on our school website.
- Ensure that all parents are aware of who to talk to if they have concerns about their child.
- Make our emotional wellbeing and mental health policy easily accessible to parents.
- Share ideas about how parents can support positive mental health in their children.
- Work together with parents and external agencies for specific children in need to further targeted support.

We expect parents to:

- inform us of circumstances that may affect the mental health of either the child or themselves.
- to engage fully with any support offered to them or their child.

Where a mental health concern is identified, the DSL and/or Senior Senior Mental Health Lead will consider whether parents/carers should be informed and involved in support planning, unless doing so would place the child at increased risk of harm

Working with external agencies

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

- Educational Psychologists
- ELSA support
- CAMHS
- Primary Mental Health team
- Rushcliffe Primary SEMH Partnership
- Healthy Families Team
- SEND Inclusion Service
- Social Care
- Community, targeted and statutory support through the Family Help system where appropriate

Further details (including how to contact these agencies) can be found on our website.

Training

All staff will receive regular training about recognising and responding to mental health issues as part of their regular safeguarding in order to enable them to keep pupils safe.

This will be through both online and face to face training, from both school and external staff.

Training opportunities for staff who require more in-depth knowledge will be given when needed around specific groups or individual pupils.

Monitoring

The Governing Board will receive periodic updates regarding the effectiveness of the school's approach to mental health and wellbeing, including emerging needs, staff training, intervention impact and links to safeguarding.

Scope & linked policies

- SEND Policy
- Child Protection Policy
- Medical Conditions Policy
- Relationships & Behaviour Policy
- Attendance & Punctuality Policy
- PHSE Policy

Mental Health Links

Further links are available on our website

- <https://www.place2be.org.uk/>
- <https://nottalone.org.uk/?a=pc>
- <https://www.nhs.uk/oneyou/every-mind-matters/>
- <https://www.annafreud.org/>
- <https://www.elsa-support.co.uk/>
- <https://www.minded.org.uk/>
- <https://www.time-to-change.org.uk/>
- <https://www.turning-point.co.uk/>