



‘Healthy trees bearing good fruit’ – Matthew 7 v 17

Mental Health and Well-Being Policy

**Agreed by Full Governors: July 2026
Review: July 2028**

1. Vision and Values

'Healthy trees bearing good fruit' – From Matthew's Gospel chapter 7 vs. 17

– A phrase taken from Matthew's Gospel chapter 7 verses 17 and 18. Here Jesus teaches that: "...every good tree bears good fruit, but the bad tree bears bad fruit. A good tree cannot bear bad fruit, nor can a bad tree bear good fruit" At its simplest, we want the children to be good trees bearing good fruit. This is about deep, life-long, sustained, thriving life.

Our school is committed promoting positive mental health and emotional wellbeing for all pupils, staff and stakeholders. We aim to create a nurturing environment where everyone feels safe, valued and supported.

2. Aims of the policy

- Promote positive mental health and emotional wellbeing for our community.
- Remove the stigma of mental health issues.
- Increase understanding and awareness of common mental health issues.
- Enable staff to identify and respond to early warning signs of mental ill health in pupils and each other.
- Enable staff to understand how and when to access support; both for themselves and pupils; who may have mental health issues.

- Provide effective support to pupils with mental health issues.
 - Develop resilience amongst pupils and raise awareness of resilience building techniques, creating a safe and nurturing environment for all.
 - Raise awareness amongst our community of mental health issues and encourage staff to disclose any mental health issues in a supportive environment.
 - Instill a culture of positive wellbeing and encourage a mental health friendly environment where everyone is aware of the signs and symptoms of mental ill health and can effectively sign post pupils and families.
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3. Key Principles

- **Whole-school approach:** Mental health is everyone's responsibility.
- **Prevention and early intervention:** Identify and support needs early.
- **Pupil voice:** Children are encouraged to express their feelings and be involved in decisions.
- **Staff wellbeing:** Staff mental health is supported through a positive work environment and access to resources.

Key adults

This policy aims to ensure all adults take responsibility to promote the mental health of pupils, however key members of staff have specific roles to play:

Designated Safeguarding Lead: Mrs Angela Sullivan

Deputy Designated Safeguarding Leads: Mrs Hannah van Cole, Mrs Charlotte Monk

Senior Mental Health Lead: Mrs Charlotte Monk

SENCO: Mrs Charlotte Monk

PSHE Lead: Mrs Angela Sullivan

All staff: Promote positive mental health and identify concerns

Parents/Carers: Work in partnership with school to support their child's wellbeing

4. Support for Pupils

Our school adopts a **graduated response approach** to ensure that pupils receive the most appropriate and effective support for their mental health and wellbeing. This structured method allows us to identify needs early and tailor interventions accordingly.

At **Stage 1**, we provide a **universal offer** that supports the wellbeing of all pupils through whole-school initiatives, inclusive teaching practices, and a nurturing environment. For pupils with **mild to moderate needs**,

we move to **Stage 2**, where more focused support is introduced. This may include small group interventions, mentoring, or targeted wellbeing activities.

When a pupil requires more intensive help, we progress to **Stage 3**, which involves **targeted support**. At this stage, we may engage with **external agencies** such as educational psychologists, mental health services, or specialist support teams to ensure the pupil receives comprehensive care tailored to their individual needs.

5. Support for Staff

We recognise that anyone can experience mental health issues for various reasons which may be out of their control. There may also be work related factors that could contribute to poor mental health such as work life imbalance, work load pressure, poor working conditions. We feel strongly that in order to deliver an effective education to pupils, a happy and healthy workforce are required. To every extent possible, we aim to recognize and address cases of workplace pressures that contribute to mental health issues.

We aim to achieve:

- **Regular check-ins:** Line managers to hold wellbeing conversations with staff; SLT have an open door policy for all staff; a staff wellbeing buddy approach is in place; secret buddy system
- **Training:** Mental health awareness and self-care strategies.
- **Workload management:** Promote a healthy work-life balance and review policies that impact staff stress.
- **Communication:** SLT proactively support staff who are experiencing mental health difficulties; wellbeing focus for every staff meeting
- **Proactivity:** Take staff mental wellbeing into consideration when deploying staff to various roles around school; Reasonable adjustments for staff with recognised mental health issues.
- **Employee Assistance Programme (EAP):** Provide access to confidential counselling and support services; Carefirst

6. Monitoring and Evaluation

- Annual staff and pupil wellbeing surveys.
- Regular review of mental health incidents and support provided.
- Feedback from staff, pupils, and parents to inform improvements.

7. Training and Development

- All staff receive basic mental health training.
- Designated Mental Health Lead receives advanced training.
- Ongoing CPD opportunities in emotional wellbeing and trauma-informed practice.

8. Signposting

We will ensure that staff, children and parents/carers are aware of the support and services available to them, and how they can access these services. Within the school e.g. termly SENDCO/PFSA cafes and through our communication channels e.g weekly updates, website and emails, we will share and display relevant information about local and national support services and events.

We have an open-door policy to encourage all pupils, staff and parents to discuss concerns.

9. Policy Review

This policy will be reviewed bi-annually by the Senior Leadership Team and Mental Health Lead, with input from staff, pupils, and parents.

Appendix A Curry Rivel Graduated Response to SEMH needs (Guidance taken from the Somerset Graduated Response tool)

Stage 1 – Universal (Quality First teaching) Mild	• Forgetting materials or instructions, not paying attention, disliking change in routine, impulsive behaviours, difficulty remaining on task, difficulty with task transition, rushing work. • Reduction in attendance/ and or being late and patterns of non-attendance, parent carers report challenges getting their CYP into school, missing lessons, difficulties with transition. Frequent illnesses i.e. tummy ache, headache. See EBSA guidance for more information • Falling out with peers, not forming positive relationships, needs to feel in control of peer relationships, difficulties maintaining appropriate boundaries and relationships, physical aggression with others, isolated from peers, sensitive to disagreements, lacks resilience to repair the relationship, rejecting others. • Disruptive behaviour e.g. throwing chairs, destroying work, verbal and/ or physical aggression. Emotional outbursts, tears, screaming and shouting, self-injurious behaviours. • A change in behaviour at home, for example emotional at the end of the day which may present as challenging behaviours, withdrawal, difficulties with sleep, eating, self-care and independence. • Avoiding work e.g. asking to leave the classroom, looking for resources, disruption and distraction, refusal to comply with adult requests, withdrawal, shouting out, getting up and wondering around, running away. • Change in appearance, attitude to learning, motivation to engage with peers, quieter or louder in class. Changes may have occurred quickly or over time. • Unpredictability of behaviour with lack of obvious triggers • Fear of failure, risk avoidance, negative self-talk/appraisal of self, difficulty accepting praise, fixed mindset, unable to experience joy in success. • Reduced progress in core subjects (such as maths, English, science) and/or progress in other subjects areas.
Stage 2 Mild-moderate	Difficulties identified at Stage 1 continue/worsen and there has been no significant measured change in the child's presentation or behaviour despite quality first teaching and Stage 1 interventions being in place. A pupil passport may be put into place. • SEMH continues to interfere with pupil's social/learning development across a range of settings and pupil does not follow routines in school consistently • Pupil is beginning to be at risk of exclusion and may have continued difficulties in social interactions/relationships with both adults and peers, including difficulties managing a range of emotions • Pupil may have become socially and emotionally vulnerable, withdrawn, isolated, and unpredictable patterns of behaviour that impact on learning may be beginning to emerge • Pupil may have a preference for own agenda and be reluctant to follow instructions • Pupil's attendance may have continued to decrease
Stage 3 Moderate - Significant SEN support	Where limited or no progress is made using Universal strategies, further assessment of barriers should take place. This assessment will inform which strategies at both Universal and SEN Support should be put into place. Progress will be monitored through ADPR cycles. Support may be sought from external agencies.

Appendix B Strategies to support

Stage 1 – Universal (Quality First teaching) Mild	• Central pupil concern box • School council – pupils are encouraged to share concerns with a member from the school council if they feel they cannot speak to an adult. • Wellbeing buddies – children are encouraged to seek out a wellbeing ambassador if they need support at play times • Gather pupil views – all children are actively encouraged to share their views of the school and their own concerns, should they want support with this. • Emotional Based School Avoidance (EBSA) school stress survey – we have a range of EBSA resources available which can be explored with pupils and families • Regular check-ins with the class team • Emotion coaching • Opportunities for mindfulness e.g colouring, story time, drawing • An attitude of PACE – Playfulness, Acceptance, Curiosity, Empathy to support adults to engage with children with trauma • A restorative approach. This allows us to work with pupils and support them to take responsibility over their own learning and behaviour and create a healthier learning environment for all • Discussion with parents / carers to identify strengths and needs • Wise Up workshops: free, online and in-person workshops for parents, covering a range of topics • Identifying designated safe space / calm zone within the classroom, which can be access by the pupil • A growth mindset approach • A responsibility or special role in the classroom to increase the pupil's self-esteem, and provide opportunity for movement • Targeted opportunities to build positive relationships with the pupil—e.g. a specific time in the day/week to share an activity that is of interest to you both • Visual supports to provide structure e.g now and next board
Stage 2 Mild-moderate	Difficulties identified at Stage 1 continue/worsen and there has been no significant measured change in the child's presentation or behaviour despite quality first teaching and Stage 1 interventions being in place. A pupil passport may be put into place. • A personalised 'help' me card to allow for the pupil to discreetly ask for adult support • An exit card for the pupil to be able to request time away from the classroom or a task when required • Use of a personalised timetable of the whole school day / week • Use a keeping in mind strategy such as the invisible string • Give warnings and/or preparation and allow discussion for any changes to the school day or for any school trips. Visual support might be helpful here such as pictures of any change or new place • Personalise the environment for the pupil e.g own workspace • Access to forest school to support with emotional regulation and social skills • Referral to the school's Emotional Literacy Support Assistant • Interventions to support social difficulties e.g Talkabout • Zones of Regulation support • Pastoral support from SENDCo • Thrive Action Plan – under the guidance of South Somerset Partnership School

	• Solution circle – a child might be discussed amongst teachers or wider professionals as part of a solution circle to help identify a range of strategies • Regular meeting with parents / carers • Pastoral Support Plan to identify strengths, needs and agreed outcomes with the family
Stage 3 Moderate - Significant SEN support	Personalised approach to the child's learning which may include: • Adapted, personalised timetable • Temporary part-time timetable • Discussions around suitability for Alternative provision • Robust APDR cycles, which may eventually lead to consideration of Educational and Healthcare Plan assessment • Team Around Child meetings, which includes the child, family and any professionals involved Support may be sought from external agencies, these could include: • Child and Adolescent Mental Health Service (CAMHS) • Young Somerset • School nurse • Parent, Family Support Advisor (PFSA) • South Somerset Partnership School Outreach service • School Outreach Service • Young Minds • Parent Carer toolkit https://www.cypsomersethealth.org/parent_and_carer_toolkit • Somerset Parent Carer Forum • Family Intervention Service (FIS) • Family Counselling Trust