



Thrive in the gift of life John 10:10

‘I came that they may have life, and have it abundantly.’

Mental health and wellbeing Strategy

May 2026

Signed:

Headteacher: James Eccleston

Signed:

On behalf of the Governing Body

Proposed Review Date: September 2027

The World Health Organization defines mental health as:

“A state of wellbeing in which individuals realise their abilities, cope with the normal stresses of life, learn and work productively, and contribute to their community.”

Our Christian Ethos is:

‘Thrive in the gift of life’ – John 10:10:

“I came that they may have life, and have it abundantly.”

We realise our vision through inspiring and nurturing our whole school family to grow and reach their full potential.

At Farington Moss St. Paul’s, the wellbeing of our whole community — including pupils, staff, families, governors, parishioners and clergy — is at the heart of all we do. We recognise that mental health is as important as physical health. Positive wellbeing underpins happiness, learning, teaching and leadership and that a supportive culture enables everyone to thrive. We are committed to creating a safe, inclusive, nurturing environment where all members of our school community feel valued, supported, and able to flourish.

This strategy aims to:

- Promote positive mental health and emotional wellbeing for all
- Create a culture where individuals feel safe to express feelings
- Reduce stigma surrounding mental health
- Identify concerns early and provide timely support
- Support resilience, confidence, and coping skills
- Prevent work-related stress where reasonably practicable
- Encourage open communication and early intervention
- Fulfil the school’s duty of care and legal responsibilities
- Work in partnership with families, staff, and external agencies

This strategy applies to:

- All pupils
- All staff (teaching, support, office, welfare, leadership)
- Supply, temporary and peripatetic staff
- Volunteers
- Governors
- Parents and carers (in partnership)
- Wider school community (including parish links)

At Farington Moss St. Paul's we:

Treat mental health with the same importance as physical health

Recognise wellbeing as a shared responsibility

Understand behaviour as communication of need

Take a child-centred and trauma-informed approach

Promote kindness, respect and positive relationships

Believe that early support leads to positive outcomes

Value openness, inclusion and belonging

Roles and Responsibilities

Governing Body

Ensure wellbeing is prioritised and appropriately resourced

Monitor wellbeing through discussions, reports, feedback and policy review

Challenge and support leadership

Headteacher and Senior Leadership Team

Promote a positive, inclusive culture

Model healthy work–life balance

Ensure wellbeing is embedded across curriculum and school life

Monitor workload and staff wellbeing

Respond promptly and sensitively to concerns

Ensure appropriate systems and training are in place

Designated Safeguarding Lead (DSL)

Manage safeguarding concerns linked to mental health

Liaise with external agencies

Ensure appropriate reporting and support

Mental Health / Wellbeing Leads

Coordinate whole-school wellbeing initiatives

Act as a point of contact for mental health support

Provide guidance and signposting

Family Support Worker

Support pupils and families

Supporting pupils 1:1 with social, emotional, mental health needs related to trauma

Provide Early Help Assessments at level 2 (Lancashire Continuum of Need)

Signpost to external support agencies

All Staff

Promote positive relationships with children and adults and contribute to a positive working environment

Take reasonable care of their own mental health and wellbeing

Recognise signs of distress in others

Adopt a trauma informed approach

Follow safeguarding and referral procedures

Engage with wellbeing initiatives and support offered

Promoting Positive Mental Health and Wellbeing

For Pupils, we promote wellbeing through:

A broad and balanced curriculum including PSHRE and RE

A strong Personal Development Programme (see Appendix A)

Teaching emotional literacy and self-regulation

Safe spaces and trusted adults

Outdoor learning, play and physical activity

Consistent routines and clear expectations

Celebrating achievements and effort

For Staff, we promote wellbeing by:

Encouraging a healthy work–life balance

Reviewing workload and reducing unnecessary burdens

Providing protected breaks where possible

Supporting flexible working arrangements where practicable

Encouraging peer support and teamwork

Recognising and celebrating achievements

Identifying and Responding to Need

Indicators (Pupils and Staff), Concerns may include:

Changes in behaviour, mood, or engagement

Emotional distress or withdrawal

Changes in attendance

Increased stress or workload concerns

Communication from families or colleagues

Concerns will always be handled sensitively and recorded appropriately.

Staff understand that behaviour is a form of communication and may indicate unmet needs. Children may show emotional distress in different ways. Staff understand that behaviour is a form of communication and that changes may indicate unmet emotional needs. Indicators may include – See appendix B

Support Systems

Support for pupils may include:

1:1 emotional support or check-ins

Nurture groups or ELSA interventions

Pastoral or SEN support

Reasonable classroom adjustments

Referral to external agencies when appropriate

Learning plans will be:

Child-centred

Proportionate to need

Regularly reviewed

Support for Staff may include:

Open and supportive conversations treating all matters sensitively and confidentially

Reasonable workplace adjustments where appropriate

Signpost to internal or external support services (e.g. GP, Occupational Health, Employee Assistance Programme)

Support or return-to-work plans following absence

Managing Work-Related Stress (Staff)

The school recognises that excessive stress can negatively impact mental and physical health. To reduce stress, we will:

Monitor key stressors such as workload, time pressures, and role clarity

Carry out stress and wellbeing risk assessments where required

Provide opportunities for staff to raise concerns confidentially

Review policies and practices that impact staff workload and wellbeing

Reasonable Adjustments

In line with the Equality Act 2010, reasonable adjustments may include:

Temporary reduction or modification of duties

Flexible or phased working patterns

Adjustments to deadlines or expectations

Increased support or supervision

Safeguarding and Wellbeing

Mental health concerns may become safeguarding concerns where there is:

Risk of harm

Disclosure of abuse or neglect

Significant emotional distress

All concerns will be managed in line with the Safeguarding and Child Protection Policy, with immediate involvement of the DSL where required.

Working with Parents and Carers

We recognise the importance of partnership with families and will:

Communicate openly and sensitively

Share concerns early and work collaboratively

Signpost families to additional support where needed

Confidentiality will be respected, except where safeguarding concerns require information to be shared.

Inclusion and Equality

We are committed to:

Supporting all individuals, including those with SEND or vulnerabilities

Ensuring equal access to support

Making reasonable adjustments where needed

Training and Awareness

The school will:

Support leaders in managing wellbeing

Ensure all staff are trauma informed

Ensure staff receive appropriate mental health and wellbeing training

Promote awareness of emotional wellbeing across the school community

Review practice in line with guidance and best practice

Confidentiality

All discussions relating to mental health will be handled confidentially and in line with data protection legislation. Information will only be shared where necessary to ensure appropriate support or where there is a safeguarding concern.

Monitoring and Review

This strategy will be reviewed:

Annually, or in response to changes in legislation or guidance, or following staff feedback. Staff, pupils and families will be considered as part of the review process.

Appendices

Appendix A: Personal Development Programme

Appendix B: Signs and Indicators of Mental Health Needs

Appendix C: Local Support Services (Lancashire / South Ribble)

Appendix A –

Personal Development Programme

At Farington Moss St. Paul's C of E Primary School, children's mental health and wellbeing are nurtured through a Personal Development Programme that is embedded across the curriculum and wider school life. This programme supports children in developing the knowledge, skills, attitudes and behaviours they need to thrive both now and in the future. Its aim is to support children holistically, valuing personal growth alongside academic achievement. Our approach prepares pupils for life in modern Britain, helping them to become resilient, confident, respectful and emotionally literate individuals.

Curriculum Intent

The Personal Development Programme/curriculum aims to:

Support positive mental health and emotional wellbeing

Support the spiritual, moral, social and cultural development of all pupils

Develop pupils' understanding of feelings, relationships, and self-care

Build resilience, confidence, and independence

Promote respect, kindness, and inclusion

Teach pupils how to stay safe, healthy, and make positive choices

Curriculum Implementation

Personal Development is delivered through a spiral curriculum model that ensures learning is age-appropriate, progressive, and inclusive. It includes:

1. PSHRE - Taught regularly using a planned programme that covers:

Emotional literacy and regulation

Mental wellbeing and self-care

Healthy relationships and friendships

Respect, kindness, and empathy

Anti-bullying and online safety

2. Mental Health and Wellbeing Education - Children are taught:

That mental health is part of everyday health

How to recognise and name feelings

Strategies to manage worries, anxiety, and change

How and when to seek help from trusted adults

3. Behaviour, Attitudes, and Character Education -The curriculum and school culture reinforce:

Positive behaviour as a reflection of emotional needs

Self-regulation and reflection

Responsibility, perseverance, and respect

Understanding that mistakes are part of learning

4. Equality, Diversity, and Inclusion - Through the curriculum and school ethos, pupils learn:

To value difference and challenge stereotypes

About protected characteristics in an age-appropriate way

To respect themselves and others

5. RE, Christian values and collective worship

Understand beliefs, values, and traditions

Explore right and wrong, fairness, and justice

Develop empathy, respect, and curiosity

Reflect on questions of meaning, identity, and belonging

Appreciate diversity within their community and the wider world

6. Extra-Curricular and Enrichment Opportunities -Personal Development is enhanced through:

Play and outdoor learning including Forest school

Sport and physical activity

Educational/enrichment visits and visitors

Assemblies focused on wellbeing, values, and community

Curriculum Impact

The impact of the Personal Development programme is seen when pupils:

Feel safe, valued, and confident in school

Can talk about their feelings and know how to get help

Demonstrate resilience and positive coping strategies

Show respect for others and themselves

Are emotionally prepared for transitions and challenges

Impact is monitored through:

Pupil voice and feedback

Behaviour and attendance data

Staff observations

Parental feedback

Safeguarding and wellbeing records

Links to Safeguarding and Wellbeing

The Personal Development curriculum supports safeguarding by:

Teaching children how to keep themselves safe

Helping pupils recognise unsafe situations

Encouraging openness and trust with adults

Supporting early identification of wellbeing or safeguarding concerns

Appendix B

Signs and Indicators of Emotional Distress in Primary-Aged Children

Children may show emotional distress in different ways. Staff understand that behaviour is a form of communication and that changes may indicate unmet emotional needs.

1. Emotional Indicators

Excessive worry or anxiety

Frequent sadness, tearfulness, or irritability

Low self-esteem or negative self-talk

Sudden mood changes

Difficulty expressing emotions

2. Behavioural Indicators

Withdrawal from peers or activities

Increased clinginess or separation anxiety

Aggression, defiance, or emotional outbursts

Difficulty managing frustration
Regression to younger behaviours

3. Physical Indicators

Complaints of headaches or stomach aches with no medical cause
Changes in sleep patterns
Tiredness or low energy
Changes in appetite

4. Learning and Engagement Indicators

Reduced concentration
Drop in academic progress
Avoidance of tasks or schoolwork
Increase in emotional responses to learning challenges

5. Social Indicators

Difficulties with friendships
Isolation at playtimes
Increased conflict with peers

6. Attendance-Related Indicators

Increased lateness
Frequent or prolonged absences
School refusal behaviours

Important Note:

One indicator alone may not be cause for concern, but patterns or combinations of these signs should be discussed with the wellbeing lead, SENCo, or DSL.

Appendix C: Mental Health and Wellbeing Support Services -Pupils, Staff & Community

School-Based Support

Mental Health / Wellbeing Lead – First point of contact for wellbeing support

Designated Safeguarding Lead (DSL) – For safeguarding and mental health concerns

Family Support Worker – Supports pupils and families, including Early Help referrals

Mental Health Support Teams (MHSTs) – Early intervention support in school

School Nursing Service (Lancashire) – Health and wellbeing advice

Staff Wellbeing and Professional Support

Employee Assistance Programme (Wellbeing Solutions) Confidential support for staff wellbeing

Website: <https://www.employeeassistance.org.uk/>

Education Support (National Charity)- Available to all education staff. Provides counselling, emotional support, and financial/practical advice

Helpline: 08000 562 561 (free, confidential)

Laura Sherlock Wellbeing - Positive Psychologist, Wellbeing Coach, Mediator

Phone: 07403 464603

Twitter/X: @LSherWellbeing

Lancashire Emotional Health in Schools and Colleges Service (LEHSS)

Staff wellbeing advice, mental health training, and clinical consultation

Lancashire Professional Development Service – Staff Wellbeing, training opportunities, wellbeing charter support, staff surveys

Early Help and Local Authority Support

Early Help / Children and Family Wellbeing Service (Lancashire County Council)

Early intervention for families and children

Lancashire County Council – Health and Wellbeing. Resources for stress management and wellbeing

Social Services (Lancashire County Council)

Tel: 0300 123 6720

NHS and Specialist Mental Health Services

Children and Young People

Healthy Young Minds (CAMHS) – Lancashire

NHS mental health support service -Supports anxiety, low mood, emotional regulation

Tel: 01772 644644

Email: lcccamhs@lancashire.gov.uk

Adults / Staff

Community Mental Health Teams (Lancashire & South Cumbria NHS Foundation Trust) Support for ongoing or complex adult mental health needs

Central Lancashire Haven. Open to ages 16+ (Preston, Chorley, South Ribble)
Provides crisis and emotional support and includes one-to-one and peer support

Online and National Support (Children, Families & Staff)

Kooth -Online emotional wellbeing support for young people

Young Minds -Advice, guidance, and resources for children and parents

NSPCC / Childline (for older primary pupils where appropriate) -Confidential support for children. Parent helpline also available

My Happy Mind -Whole-school programme supporting emotional wellbeing

NHS Every Mind Matters -Mental health advice and self-help tools

The Lily-Jo Project -Mental health and family wellbeing resources

Crisis and Urgent Support (24/7 where applicable)

NHS 111 – Mental Health Option. 24-hour urgent support and advice

Mental Health Crisis Line (Lancashire & South Cumbria NHS) For anyone experiencing a mental health crisis

Tel: 0800 953 0110

Lancashire Mental Health Helpline

Tel: 0800 915 4640

Website: <https://www.lancashirecarenhhs.uk/Mental-Health-Helpline>

Samaritans (24/7 emotional support) - Tel: 116 123

Shout - Text SHOUT to 85258 (24/7 crisis text support)

Community and Voluntary Support

Lancashire Mind Tel: 0800 915 4640

Website: <https://www.lancashiremind.org.uk/>

Compassionate Schools Hub (Lancashire-wide) -Whole-school wellbeing support, training, and guidance

Advocacy in Lancashire - Support with health and social care issues

Tel: 0330 002 2200