
EAST MORTON CE
PRIMARY SCHOOL
Everyone, Every Chance, Every Day

The EMP Approach to Mental Health

Our approach is guided by our values:

Mental health and wellbeing are central to our school's Christian vision and ethos. Guided by our values of **Love, Wisdom, Justice, Community, Generosity, Peace and Hope**, we are committed to ensuring that ***everyone is valued and that every chance is provided for all to flourish in the security of God's love.*** Our approach recognises that positive mental health is fundamental to pupils achieving their full potential academically, socially and spiritually.

Our approach is tailored to meet the needs of our context:

Our Personal Development and Safeguarding curriculums are designed in direct response to the needs of our school community.

Our approach to mental health and wellbeing is part of our personal development curriculum and it is intentionally structured to address our specific contextual factors. We prioritise emotional wellbeing and protective behaviours, ensuring pupils seek help when needed. Alongside this, we develop pupils' character, resilience and physical health so they grow the confidence, knowledge and skills required to develop strong mental health.

EMP Wellbeing Priorities:

1. **Resilience, self-regulation, and coping skills**
2. **Healthy friendships & social skills**
3. **Physical activity and outdoor wellbeing**



1. Building Resilience & Growth Mindset

Our children may feel pressure to excel and reduced tolerance for failure.

Our Focus areas:

- Managing setbacks
- Developing resilience

2. Relationships & Healthy Friendships

In a one-form-entry school friendship dynamics can be particularly challenging due to the small peer group. Pupils have fewer classmates, which can lead to:



- **Limited choice of friends**, increasing pressure to maintain relationships even when conflicts arise.
- **Intensified peer conflict**, as disagreements cannot easily be avoided.
- **Less opportunity to practice diverse social interactions**, as pupils may spend much of their time with the same peers.
- **Carry-over of conflicts outside school**, since children often live in the same village and see each other in the community, playgrounds, or extracurricular activities.

Our Focus areas:

- Building empathy
- Understanding inclusion and respecting difference.
- Conflict resolution and restorative conversations
- Disagree respectfully
- Team building opportunities
- Transition to secondary school
- Identifying and addressing specific pastoral needs.

3. Physical and Outdoor Wellbeing

Given rising childhood inactivity nationally, this remains essential even in affluent areas.

Our Focus areas:

- Outdoor learning and nature connection
- Healthy lifestyle habits

We recognise a changing picture of mental health concerns:

There has been a **broad increase in mental health concerns** among children and young people. Contributing factors include:

- Increased social media use and online pressures
- Academic and societal expectations
- Family stressors such as family ill health
- Greater awareness and reduced stigma, leading to earlier disclosure

We use a preventative and graduated approach:

Our approach is underpinned by national guidance from the Department for Education, Public Health England, the Church of England and the Anna Freud National Centre for Children and Families. This approach combines:

- Universal provision to promote positive mental health for all pupils
- Early identification of emerging need
- Targeted, evidence-informed interventions
- Timely access to specialist external support where required

Mental health is closely aligned with safeguarding, SEND, behaviour and attendance systems to ensure a coherent and holistic response to pupil needs.

We monitor the effectiveness of our approach:

The effectiveness of the school's mental health and wellbeing strategy is monitored through a range of qualitative and quantitative measures, including:

- Attendance, punctuality and emotionally based school absence (EBSA) data
- Behaviour trends
- Pastoral and safeguarding records (CPOMS)
- Outcomes of targeted interventions

- Pupil voice and wellbeing check-ins
- Parental feedback

- Measuring the impact of interventions (Where progress is limited, support is adjusted or escalated in line with the graduated response.

Senior leaders and pastoral staff use this information to evaluate impact, identify patterns and inform future planning.

We recognise early intervention is essential

All staff have a responsibility to be vigilant to signs that a pupil may be experiencing mental health or emotional wellbeing difficulties. Identification is supported through:

- Strong, consistent relationships with pupils
- Observation of changes in behaviour, mood, social interaction or presentation
- Attendance monitoring
- Academic progress concerns (Pupil progress meetings)
- Information shared by parents or carers
- Pupil disclosures
- Safeguarding discussions

Staff are trained to recognise warning signs and to respond appropriately by consulting the Senior Mental Health Lead or Designated Safeguarding Lead.

We have a range of ways to support our children's mental health:

Support available within school includes:

- A strong pastoral system and trusted adults
- Emotional check-ins and safe spaces
- One-to-one and small group emotional support

Support is reviewed regularly and adapted according to pupil need.

We support children experiencing a range of mental health difficulties:

While we do not diagnose mental health conditions, we most commonly support pupils experiencing:

- Anxiety, including school-related and separation anxiety
- Low mood and emotional distress
- Difficulties with emotional regulation
- Friendship and peer relationship difficulties
- Trauma and attachment-related needs
- Low self-esteem and confidence
- Emotionally based school avoidance

We recognise the close link between mental health and safeguarding:

Poor mental health becomes a safeguarding concern when:

- There is risk of harm to the pupil or others
- A pupil discloses self-harm
- Mental health needs significantly impact safety, supervision or care
- Mental health concerns coexist with wider safeguarding risks

In such cases, safeguarding procedures are followed immediately under the guidance of the Designated Safeguarding Lead.

Mental health is always considered alongside other safeguarding concerns, recognising the cumulative impact of adversity on emotional wellbeing.

We teach about Mental Health and Wellbeing through our curriculum

Our curriculum equips pupils with **protective factors** that support lifelong wellbeing. Mental health and wellbeing are embedded through:

- The **SCARF curriculum** as part of PSHE and RHE

- Explicit teaching of emotional literacy, resilience and healthy relationships
- Daily worship and values-based discussions
- **'Real Time'** pupil-led discussions exploring lived experiences and ethical scenarios
- Assemblies and themed wellbeing activities



We promote an open and stigma-free culture

We promote a culture of openness by:

- Normalising conversations about emotions and mental health
- Modelling emotionally literate behaviour by staff
- Encouraging help-seeking behaviours
- Embedding kindness, acceptance and respect in daily practice
- Reinforcing these messages through worship and school values



We make adaptations and reasonable adjustments

Reasonable adjustments may include:

- Flexible timetables or reduced demands
- Safe spaces or time-out arrangements
- Adjusted workloads or deadlines
- Mental health-informed behaviour strategies
- Sensory or environmental adaptations
- Increased adult support or check-ins

Adjustments are personalised and reviewed regularly.

Supporting Emotionally Based School Absence (EBSA)

Support for pupils experiencing EBSA includes:

- Early identification and collaborative planning with families

- Graduated return-to-school plans
- Emotional and pastoral support
- Flexible attendance expectations during return
- Multi-agency advice or involvement where appropriate



We ensure staff are appropriately trained:

All staff receive regular training on recognising and responding to mental health concerns through safeguarding training. We have a senior mental health lead and mental health first aiders in school.



We engage effectively with parents:

Parents are seen as key partners. The school engages parents through:

- Open and sensitive communication
- Website signposting to internal and external support
- Guidance resources and signposting
- Clear follow-up and agreed next steps

Information for parents is shared via the school website, newsletters and curriculum communications.

East Morton Strengths and Developments:

Strengths:

- Alignment with Christian values and whole-school culture
- Strong relationships and a caring school ethos
- TRIBE (Outdoor curriculum)
- POP (Positive Outdoor Play)
- REAL time (PSHE Enhancement: scenarios in 'real life')
- Clear pastoral and safeguarding systems
- Early identification and responsive support
- Enhanced pupil voice and peer-led wellbeing initiatives (Wellbeing ambassadors)
- **Healthy Minds Chartermark GOLD** recognising our commitment to supporting mental health. "***East Morton should be very proud of the work they have put in to sustain the progress they have made in supporting the well-being of their community. This report is just a small snap-shot of the incredible work that is happening in East Morton School and highlights just a part of the provision and progress they have made in what they are providing their community. We are delighted to confirm that East Morton School has met the criteria to be awarded the Gold Award as part of the Healthy Minds Chartermark.***"

Development opportunities:

- Strengthening early intervention and prevention
- Further staff training and confidence-building
- Deepening partnerships with external mental health services