

St. Peter's Mental Health Strategy

2026–2029

Evidence-informed • Graduated • Evaluated

Strategic Vision

At St. Peter's, positive mental health is recognised as a prerequisite for successful learning, attendance, behaviour, inclusion and personal development. We adopt a **preventative**, whole-school approach in which every adult contributes to creating an emotionally safe environment, barriers are identified early, and support is matched to need. The effectiveness of this strategy is judged by improved outcomes for pupils rather than the volume of provision delivered. At St. Peter's we understand the impact of poor parental mental health and ensure a robust system of identification and support for parents ensuring timely intervention for the whole family.

School Context

St. Peter's CE Primary Academy is a growing two-form entry primary school serving a diverse and ever-expanding community. Since opening in 2018, the school has grown rapidly to almost full capacity, with over a quarter of pupils joining through in-year admissions. Leaders recognise that children arrive with a broad range of experiences, strengths and needs, including increasing levels of SEND, social, emotional and mental health needs, and varying levels of family support. We understand that these factors can present barriers to attendance, engagement and learning. Our whole-school approach prioritizes belonging, positive relationships and early intervention, ensuring that every child is known, valued and supported to flourish academically, socially and emotionally.

Leaders review attendance, behaviour, safeguarding, SEND, pupil premium, in-year admissions, pupil voice and family engagement to understand emerging needs. This strategy is reviewed annually in response to school data and local context rather than remaining a static policy.

Strategic Principles

- Prevention before intervention.
- Early identification.
- Graduated response.
- Inclusive classrooms first- high quality universal provision lies at the heart of all we do.
- Evidence-informed decision making.
- Partnership with families.
- Continuous evaluation and improvement.

Implementation Framework

Universal provision: high-quality teaching, predictable routines, emotional literacy, belonging and positive relationships.

Targeted provision: time-limited interventions based on assessed need with clear entry/exit criteria and success measures.

Specialist provision: coordinated work with external professionals, reviewed through Assess–Plan–Do–Review.

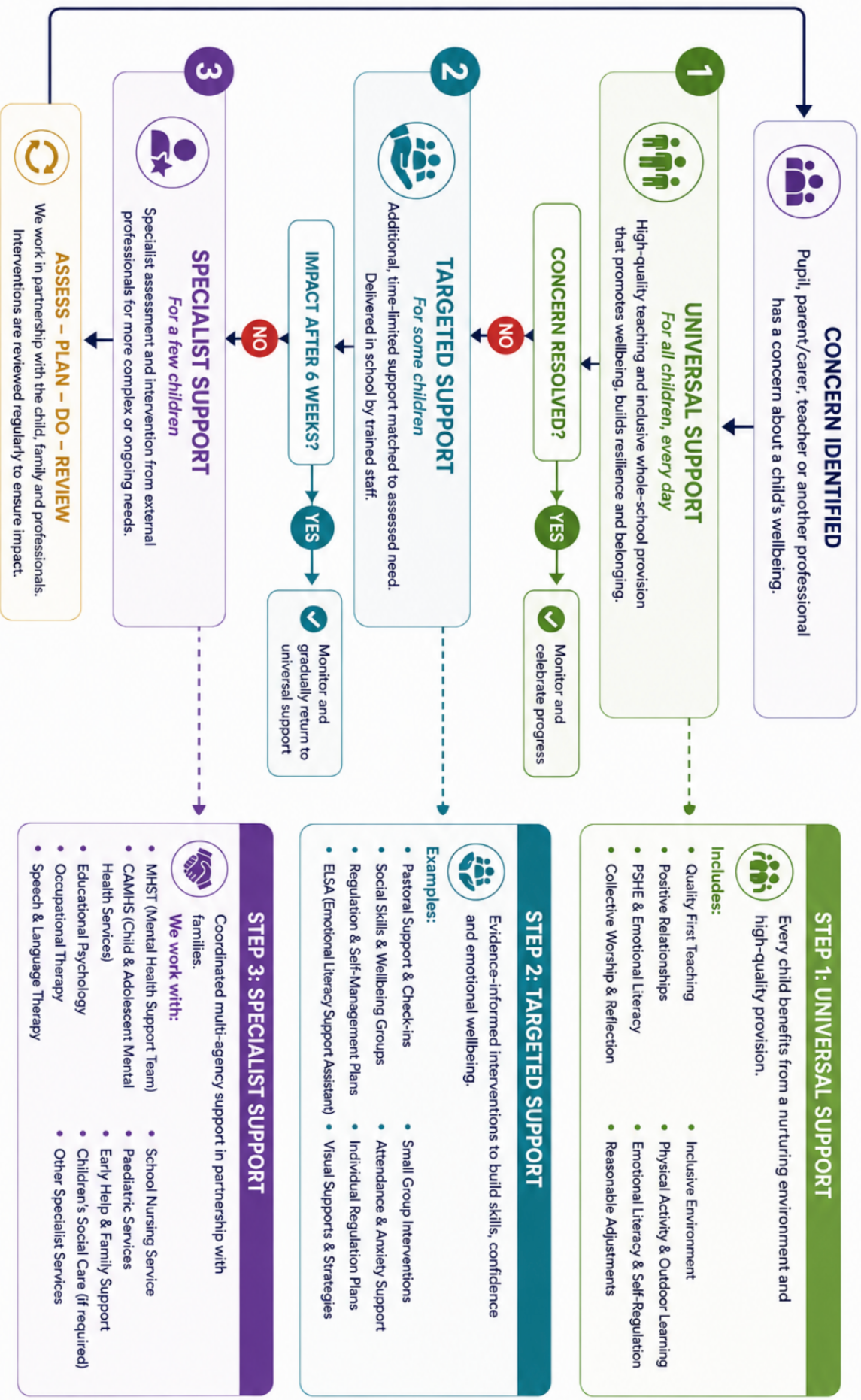
Strategic Priorities

Priority	Evidence-informed actions	Lead	QA	Success criteria	Review
Culture	Whole-school curriculum with a clear focus on: Community- Core value, Klassen Kage Behaviour- St. Peter's Way, prefects Pupil leadership	HoS as SMHL Exec Head AHT	Learning walks, pupil voice	Pupils feel safe and included.	Termly
Identification	Attendance, behaviour, safeguarding, SEND and pastoral triangulated.	DSL/SENDCo/FLO	Attendance meetings SEND Meetings with SMHL and FLO	Earlier identification and fewer crises.	Half-termly
Support	Graduated interventions with baseline and exit measures.	SENDCo	Case reviews SEMH assessment tool utilized. ELSA start and finish assessments	Improved engagement and return to learning.	6-weekly
Staff	Annual CPD and coaching.	SMHL	Staff survey	High confidence and consistency.	Annual
Families	Co-produced support plans	Pastal	Parent voice	Improved engagement.	Termly

	and signposting.				
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ST. PETER'S MENTAL HEALTH SUPPORT PATHWAY

The right support, at the right time, in the right place.



Universal offer

Every child at St. Peter's benefits from:

- High-quality relationships with trusted adults.
- A broad PSHE curriculum.
- Collective worship and opportunities for reflection.
- Physical activity and outdoor learning.
- Positive behaviour support.
- Highly inclusive classroom practice
- Emotional literacy and self-regulation strategies.
- Reasonable adjustments where appropriate.

Targeted School Based Support

Where additional support is required, pupils may access:

Provision	Purpose
Pastoral support	Daily emotional check-ins and trusted adult support
Individual regulation plans and visuals	Personalised strategies to improve emotional regulation
Social skills groups- Lego intervention	Developing confidence, friendships and communication
ELSA small group or individual emotional wellbeing interventions	Building resilience, self-esteem and coping strategies
Sensory or regulation provision (where appropriate)	A space in which to regulate, re centre and be ready once more for learning.
Attendance support	Addressing anxiety and barriers affecting attendance
Play therapist- one hour weekly per child	Trauma informed therapist for children who have experienced ACEs . This play therapist also works with parents alongside their children.

Specialist Services

Where a child or their family's needs require specialist input, St. Peter's works collaboratively with external professionals, including:

- NHS Mental Health Support Team (MHST), where available.
- Child and Adolescent Mental Health Services (CAMHS).
- Educational Psychologist.

- Occupational Therapy.
- Speech and Language Therapy.
- School Nursing Service.
- Paediatric services.
- Early Help.
- Children's Social Care (where appropriate).
- Family Support Services.
- Voluntary and charitable organisations commissioned locally.
- Riverside Mental Health Drop in- Churchfields rd Salisbury

Quality Assurance

- Learning walks focused on relational practice.
- Book and curriculum reviews where relevant.
- Attendance, behaviour and safeguarding trend analysis.
- Intervention impact reports.
- Governor monitoring visits.

Key Performance Indicators

- Reduced persistent absence and emotionally based school avoidance.
- Improved pupil wellbeing and sense of belonging.
- Reduction in repeat dysregulation incidents.
- Improved engagement and attainment for targeted pupils.
- Positive parent and staff confidence measures.
- Timely referrals and successful multi-agency working.

Governance

- Termly report to governors.
- Annual strategic review.
- Resources redirected where impact is limited.
- Mental health considered alongside safeguarding, SEND and attendance.

Governor Assurance Framework

Question	Evidence	Frequency
How do leaders know pupils are receiving the right support?	Provision map, reviews, case studies	Termly

What impact is provision having?	Attendance, behaviour, intervention data	Termly
How is staff expertise maintained?	CPD records, surveys	Annually
How are parents involved?	Feedback, review meetings	Termly

Ofsted Evidence Map

- **Leadership:** strategic oversight, evaluation and governance.
- **Behaviour & Attitudes:** improved attendance, behaviour and readiness to learn.
- **Personal Development:** explicit wellbeing curriculum, PD offer and pupil voice.
- **SEND:** early identification, reasonable adjustments and graduated response.

St. Peter's Commitment

We will judge success not by the number of interventions delivered but by the difference they make. Every decision will be informed by evidence, monitored for fidelity of implementation and evaluated through measurable improvements in pupils' wellbeing, participation and achievement.

Wiltshire Parent Support Directory

At St. Peter's, the wellbeing of our children and families is incredibly important to us. Sometimes children and young people may struggle with their emotions, confidence, identity or mental health. The organisations below provide trusted advice and support for families experiencing difficulties such as self-harm, low self-esteem, suicidal thoughts or questions around gender identity. If you ever feel your child needs additional support, these services can offer guidance, and the school is always here to help and signpost where needed.

Self-Harm Support

YoungMinds – www.youngminds.org.uk

Parent helpline: 0808 802 5544

Advice for parents and young people about self-harm and emotional wellbeing.

Self-Injury Support – www.selfinjurysupport.org.uk

Confidential support and resources for individuals experiencing self-harm.

CAMHS – www.awp.nhs.uk

Phone: 0300 247 0090

Specialist NHS service supporting young people with significant mental health concerns.

Low Self-Esteem & Body Image

Dove Self-Esteem Project – www.dove.com/selfesteem

Resources supporting positive body image and confidence.

Beat Eating Disorders –

www.beateatingdisorders.org.uk

Youthline: 0808 801 0711

Support for young people experiencing body image concerns.

YoungMinds – www.youngminds.org.uk

Advice and resources supporting confidence and emotional wellbeing.

Suicidal Thoughts & Crisis Support

Samaritans – www.samaritans.org

Phone: 116 123 (24 hours)

Confidential emotional support.

Papyrus – www.papyrus-uk.org

HOPELINEUK: 0800 068 4141

Support for young people experiencing suicidal thoughts.

Shout Crisis Text Service – Text SHOUT to 85258

Free confidential support by text.

Avon & Wiltshire Mental Health Response Line – 0800 953 1919

24-hour NHS crisis support line.

Gender Identity Support

Mermaids – www.mermaidsuk.org.uk

Phone: 0808 801 0400

Support for transgender and gender-diverse young people and their families.

Gendered Intelligence –

www.genderedintelligence.co.uk

Resources and education around gender identity.

NHS Gender Identity Services – www.nhs.uk

Information and guidance for families exploring gender identity.

Local Wiltshire Services

On Your Mind – www.onyourmind.org.uk

Mental health support hub for children and young people in Wiltshire.

Wiltshire Mind – www.wiltshiremind.co.uk

Counselling and wellbeing support across Wiltshire.

Wiltshire Wellbeing Hub – 0300 003 4576

Advice and signposting to local support services.