



Heatherlands
Primary School

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Mental Health and Emotional Well-Being
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Mental Health and Well-Being Policy

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Policy Statement

At Heatherlands primary school, we are committed to supporting the emotional health and well-being of our pupils and staff. Our culture is supportive, caring, and respectful where each individual and their contribution is valued.

At our school, we know that everyone experiences different life challenges, and that each of us may need help to cope with them sometimes. We understand that anyone and everyone may need additional emotional support. At our school, positive mental health is everybody's responsibility. We all have a role to play.

Through the Heatherlands way, we will always:

- Help children to understand their emotions and experiences better.
- Ensure our children feel comfortable sharing any concerns and worries.
- Help children to socially form and maintain relationships.
- Encourage children to be confident and help to promote their self-esteem.
- Help children to develop resilience and ways of coping with setbacks.

We will always promote a healthy environment by:

- Promoting our school values and encouraging a sense of belonging.
- Promoting positive mental health and emotional wellbeing in all children and staff.
- Celebrating both academic and non-academic achievements.
- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others.
- Providing opportunities for reflection.
- Promoting our children's voices and giving them the opportunity to participate in decision-making.
- Celebrating each student for who they are and making every student feel valued and respected.
- Adopting a whole school approach to mental health and providing support to any children that needs it.
- Raising awareness amongst staff and Children about mental health issues and their signs and symptoms.
- Enabling staff to respond to early warning signs of mental-ill health in children.
- Supporting staff who are struggling with their mental health.

We pursue our aims through:

- Promoting our whole school values
- Universal, whole school approaches
- Support for children through our pastoral and nurture support systems
- Providing specialised, targeted approaches aimed at pupils with more complex or long term difficulties including bereavement and attachment issues

- Supporting staff through the Senior Mental Health lead and the Schools Advisory Service provider.

POLICY SCOPE

This policy is a guide to all staff, including teachers, governors, and non-teaching staff. It outlines our approach to promoting staff and children's mental health and wellbeing. It should be read and understood alongside our other relevant school policies including, Behaviour, Anti-Bullying, PSHE and SMSC and Child protection procedures.

KEY STAFF MEMBERS

All staff members have a responsibility to promote the mental health of students and each other. However, certain staff members have a specific role.

These are:

- Our Designated Safeguarding Officers: Mel Brown (Lead), Donna Stanley (Deputy Lead), Julian Churchill, Kate Lloyd-Christie, Bea Collis, Rob Arrowsmith, Rev David Price
- Pastoral Staff: Heather Sheldon (ELSA) and Laura Drudge (ELSA)
- SENCO: Mel Brown (Lead), Donna Stanley and Laura Drudge. David Price DSL/SENCO Governor
- Senior Mental Health Lead – Kate Lloyd-Christie. Sophie Nott Mental Health Governor

TEACHING ABOUT MENTAL HEALTH

The skills, knowledge and understanding needed by our children to keep themselves mentally healthy and safe are included as part of our developmental PSHE including RSHE curriculum.

As a school, we use Jigsaw, the mindful approach to PSHE, which brings together personal, social health education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Through 'calm me' sessions children are made aware of their thoughts and feelings as they arise, and are taught strategies and techniques to be able to self-regulate.

Running alongside this we use 'Trick Box' as a resource, which is a simple, fun and effective whole school, whole family, emotional management and personal development programme. The Trick Box programme develops personal skills in four key areas; Communication, Confidence, Calm and Creativity. Throughout their school journey, children develop self-coaching skills and use tricks from their Trick Box to help them navigate through life. Teachers use the tricks in class and parents are able to practise these with their children at home

By the end of primary school (Relationships Education, Relationships and Sex Education (RSE) and Health Education DFE Statutory guidance pages 32-33)

Mental Wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none">• that mental wellbeing is a normal part of daily life, in the same way as physical health.• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.⁴• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
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TARGETTED SUPPORT

At Heatherlands we will offer support through a range of targeted approaches for individual children or groups of children which may include;

- ELSA support groups
- Trick Box tricks
- Mindfulness sessions
- The Arc provision
- Young Carers support groups
- Play Therapy sessions
- Child Counselling sessions
- Lego Therapy
- Pastoral and Nurture sessions
- Emotional Well-Being Practitioner
- Assigned Early Help navigator

We also make use of resources to assess and track well-being as appropriate including:

- The Boxall profile
- Children's Questionnaires

- Talk About assessment
- SDQs

SIGNPOSTING

We will ensure that all staff, children, and parents are aware of the support that's available in our school for mental health. This includes how to access further support, both inside and outside of school hours. Information is given to staff through our weekly communications and for parental on the monthly school Newsletters.

IDENTIFYING NEEDS AND WARNING SIGNS

All of our staff will be trained in how to recognise warning signs of common mental health problems. This means that they will be able to offer help and support to pupils who need it, when they need it. These warning signs will always be taken seriously and staff who notice any of these signs will communicate their concerns with the Designated Safeguarding Officer as appropriate and logging these concerns on 'My concern'. Staff will be able to identify a range of behaviour and physical changes, including:

- Physical signs of harm.
- Changes in eating and sleeping habits.
- Increased isolation from friends and family and becoming socially withdrawn.
- Changes in mood.
- Talking and/or joking about self-harm and/or suicide.
- Feelings of failure, uselessness, and loss of hope.
- Secretive behaviour.
- Unsuitable clothing
- Negative behaviour patterns, e.g. disruption.
- Staff will also be able to identify a range of issues, including:
- Attendance and absenteeism.
- Punctuality and lateness.
- Changes in educational attainment and attitude towards learning.
- Family and relationship problems.

Finally, staff will be well placed to identify any additional needs arising from difficulties that may impact a child's mental health and wellbeing, such as bereavement and health difficulties.

WHOLE SCHOOL APPROACH

AT Heatherlands we take a whole school approach towards the mental health of our children. This means working with parents and carers and with other agencies and partners, where necessary.

WORKING WITH PARENTS AND CARERS

We aim to support parents as much as possible. This means keeping them informed about their child and offering our support at all times. To support parents we will:

- Highlight sources of information and support about mental health and emotional wellbeing on our school website and through our school Newsletters.
- Share and allow parents to access further support e.g. Trick Box training
- Ensure that parents are aware of who to talk to if they have any concerns about their child.

- Give parents guidance about how they can support their child's/children's positive and their own mental health.
- Ensure this policy is easily accessible to parents.
- Keep parents informed about the mental health topics their children are learning about in PSHE and share ideas for extending and exploring this learning at home.

WORKING WITH OTHER AGENCIES AND PARTNERS

As part of our targeted whole school approach, we will also work with other agencies to support our children's emotional health and wellbeing including;

- The school nurse
- Educational psychologists
- Paediatricians
- CAMS
- Counselling services
- Family support workers
- Family Outreach
- Play therapists

TRAINING

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection and safeguarding training in order to enable them to keep children safe. Alongside this regular online training is also available to staff to enhance skills and knowledge of mental health and the well-being of children and staff. Training opportunities for staff who require more in-depth knowledge will be considered as part of our appraisal process and additional CPD will be supported throughout the year where appropriate.