



Mental Health and Emotional Wellbeing Policy

Policy review dates and changes

Review date	By whom	Summary of changes made	Date ratified by governors/trustees	Date implemented
September 2025	Lyndsey Shepherd Marie Jarvis	Changes in staffing ELSA programme offer Information about Zones of Regulation Changes around Parkview's nurture/pastoral support.	23.09.25	
September 2026	Rachel Collins Lyndsey Shepherd	Addition of second SMHL Update to safeguarding sections	22.09.26	

Mental Health and Emotional Wellbeing Policy

Inclusion Statement

At Redwood Primary School and Parkview Primary School, we value the abilities and achievements of all of our pupils and are committed to providing each pupil with the best possible environment and opportunities for learning. We make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs.

Mental Health & Wellbeing

At Redwood Primary and Parkview Primary schools, we are committed to supporting the emotional health and wellbeing of our pupils and staff. We know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the view that positive mental health is everybody's business and that we all have a role to play.

At our schools we:

- help children to understand their emotions and feelings better
- help children feel comfortable sharing any concerns or worries
- help children socially to form and maintain relationships
- promote self-esteem and ensure children know that they count
- encourage children to be confident
- help children to develop emotional resilience and to manage setbacks

We offer different levels of support:

Universal Support - To meet the needs of all our pupils through our overall ethos and our wider curriculum - developing resilience and respect for all through explicit teaching of mindfulness and R Time.

Additional support - For those who may have short term needs and those who may have been made vulnerable by life experiences such as bereavement.

Targeted support - For pupils who need more differentiated support and resources or specific targeted interventions such as wellbeing groups or personal mentors.

Lead staff members:

Mrs Rachel Collins/Mr Tim Priestley: Mental Health and Emotional Wellbeing
Leads Redwood Primary School

Miss Chelsea Blount: Mental Health and Wellbeing Lead Parkview Primary School.

Mental health and safeguarding

Mental health and emotional wellbeing are closely linked to safeguarding. Mental health difficulties can, in some circumstances, become safeguarding concerns. This may include self-harm, suicidal thoughts or behaviour, eating disorders, or situations where a mental health concern may indicate that a child has experienced, or is at risk of experiencing, abuse, neglect or exploitation.

All staff have a responsibility to remain alert to signs that a pupil may be experiencing difficulties with their mental health or emotional wellbeing. Staff are not expected to diagnose mental health conditions. Their role is to notice concerns, respond appropriately, record relevant information and share concerns promptly with the Designated Safeguarding Lead (DSL), Deputy DSL or Mental Health and Emotional Wellbeing Lead, in accordance with the school's safeguarding procedures.

Where there is an immediate concern about a pupil's safety, including significant risk of self-harm or suicide, staff must follow the school's safeguarding and emergency procedures without delay. Mental health support does not replace the school's safeguarding responsibilities.

Teaching about Mental Health

The skills, knowledge and understanding needed by our students to keep themselves mentally healthy and safe are included as part of our developmental PSHE curriculum and including the use of Rtime lessons. Children are also taught about the Zones of Regulation, enabling them to recognise their emotions and develop regulation strategies.

The specific content of lessons will be determined by the specific needs of the cohort but we will also ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner.

Targeted support

At Redwood Primary we have four learning mentors who can offer targeted approaches for individual pupils or groups of pupils which may include:

- Circle time approaches or 'circle of friends' activities.
- Targeted use of JIGSAW resources
- Managing feelings resources e.g. 'worry boxes' and 'worry eaters'
- Managing emotions resources such as 'The incredible 5 point scale'
- Therapeutic activities including art, lego and relaxation and mindfulness techniques.
- Emotional Literacy Support programme (ELSA)

At Parkview Primary School we have designated members of staff who can offer support to the children: Mrs Lynne Wells and each class teacher and teaching assistant.

- Circle time approaches or 'circle of friends' activities.
- Managing feelings resources e.g. 'worry boxes' and 'worry eaters'
- Therapeutic activities including art (drawing and talking), lego and relaxation and mindfulness techniques.
- Attendance to specific clubs during lunch times e.g. chess.

The schools will make use of resources to assess and track wellbeing as appropriate including:

- 'Strengths and Difficulties' questionnaire
- The Boxall Profile (Redwood)
- Emotional literacy scales

The NEST (Nurture Group) At Redwood:

The Nest offers targeted groups for children. Children can be referred for the NEST by their class teacher and /or the SENDCO if they think they would benefit from some emotional and social support. An initial assessment is carried out and work is planned accordingly to meet the needs of the children. In these groups, children take part in activities which aim to build self-esteem and promote emotional wellbeing, alongside their peers. It is designed to be a short-term intervention to provide children with the skills they need to be fully successful in the classroom.

Nurture/pastoral care at Parkview Primary School

Children requiring additional pastoral support will take part in interventional support, usually delivered by a teaching assistant. An initial assessment is carried out and work is planned accordingly to meet the needs of the children. During the sessions the children could take part in activities which aim to build self-esteem and promote emotional wellbeing, alongside their peers. It is designed to be a short-term intervention to provide children with the skills they need to be fully successful in the classroom.

Signposting

We will ensure that staff, pupils and parents are aware of what support is available within our school and how to access further support.

Identifying needs and Warning Signs

School staff are well placed to observe pupils on a day-to-day basis and may notice changes which suggest that a pupil is experiencing difficulties with their mental health or emotional wellbeing. Staff should not attempt to diagnose a mental health condition but should take concerns seriously and share them through the appropriate school procedures.

Possible warning signs may include:

- significant or persistent changes in behaviour or mood

- changes in attendance or punctuality
- ongoing difficulty sleeping or appearing persistently tired
- changes in eating habits
- becoming withdrawn or socially isolated
- loss of interest in activities the pupil usually enjoys
- repeated physical symptoms such as headaches, stomach aches, pain or nausea where no clear physical cause has been identified
- expressions of hopelessness, worthlessness, failure or feeling that they do not matter
- talking or joking about self-harm or suicide
- physical signs of self-harm or neglect of personal care
- significant changes in relationships, presentation, engagement or functioning.

These signs should be considered in the context of the individual child. Any concern should be taken seriously and discussed promptly with the Designated Safeguarding Lead (DSL), Deputy DSL or Mental Health and Emotional Wellbeing Lead, as appropriate.

Information sharing and confidentiality

Information relating to a pupil's mental health and emotional wellbeing will be handled sensitively and respectfully. However, confidentiality cannot be guaranteed where information needs to be shared to safeguard or promote the welfare of a child.

Staff should share relevant information with the DSL, Deputy DSL and/or other appropriate professionals when this is necessary to assess need, provide support, manage risk or safeguard a child.

The school will follow current Department for Education statutory guidance on information sharing and its safeguarding procedures. From 30 September 2026, the school will also comply with the statutory information-sharing duty introduced under the Children Act 2004, as amended by the Children's Wellbeing and Schools Act 2026.

Information will be shared lawfully, proportionately and appropriately, with the child's welfare remaining central to decision-making. Staff should seek advice from the DSL where they are unsure whether information should be shared.

Pupil voice and individual support

We recognise that pupils should be listened to and supported to express their views about their emotional health and wellbeing. Where appropriate to their age and understanding, pupils will be involved in identifying what support may help them and in reviewing that support.

Support will be responsive to the individual needs, circumstances and wishes of the child, while recognising that safeguarding considerations may require information to be shared with parents, carers or other professionals.

Working with Parents

In order to support parents, we will:

- Highlight sources of information and support about mental health and emotional wellbeing on our school website
- Share and allow parents to access sources of further support e.g. through parent forums
- Ensure that all parents are aware of who to talk to, and how to get about this, if they have concerns about their child
- Make our emotional wellbeing and mental health policy easily accessible to parents
- Share ideas about how parents can support positive mental health in their children
- 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

The school will maintain up-to-date information about local and national mental health, emotional wellbeing, safeguarding and family-support services and will use the appropriate referral pathway for the pupil's needs.

Training

All staff will receive appropriate training and updates to enable them to recognise possible signs of mental health difficulties and emotional distress, respond appropriately and understand when concerns should be referred to the DSL or Mental Health and Emotional Wellbeing Lead. Staff will not be expected to diagnose mental health conditions. Training will include awareness of safeguarding risks associated with mental health difficulties, including self-harm, suicidal ideation and eating disorders.

The MindEd learning portal provides free online training suitable for staff wishing to know more about a specific issue.

Parkview uses the National College as a training portal: formal training on mental health is provided as well as regular updates on newsletters, briefings and in staff meetings.

Training opportunities for staff who require more in-depth knowledge will be considered as part of our performance management process and additional CPD will be supported throughout the year where it becomes appropriate due to developing situations with one or more pupils.

Related legislation, statutory guidance and policies

This policy should be read in conjunction with the following legislation, statutory guidance and school policies, as applicable:

Legislation and statutory guidance

- *Children Act 1989*
- *Children Act 2004*, including relevant provisions relating to safeguarding, information sharing and promoting children's welfare
- *Equality Act 2010*
- *Health and Social Care Act 2012*, where applicable to arrangements for health and wellbeing support
- *Special Educational Needs and Disability Code of Practice: 0 to 25 years*
- *Keeping Children Safe in Education 2026* (Department for Education)
- *Working Together to Safeguard Children 2026* (Department for Education)
- *Information Sharing to Safeguard Children and Young People* – statutory information-sharing guidance (Department for Education)
- *Promoting and supporting mental health and wellbeing in schools and colleges* (Department for Education)
- Relevant Department for Education guidance relating to Relationships, Health and Sex Education and the statutory health education curriculum.

School policies and procedures

This policy should also be read alongside the school's current:

- Safeguarding and Child Protection Policy
- SEND Policy and Information Report
- Positive Behaviour and Relationships Policy
- Attendance Policy
- Relationships, Health and Sex Education / PSHE Policy
- Anti-Bullying Policy
- Equality Information and Objectives
- Online Safety / Acceptable Use Policy
- First Aid and Supporting Pupils with Medical Conditions Policy
- Complaints Policy
- Staff Code of Conduct
- Data Protection and Privacy Policy
- Staff Wellbeing arrangements and procedures.

The school will review this policy in line with changes to legislation, statutory guidance and local safeguarding arrangements. Where there is a conflict between this policy and current statutory guidance, the school will follow the applicable statutory requirements and update this policy as necessary.

Staff should refer to the school's current Safeguarding and Child Protection Policy and speak to the Designated Safeguarding Lead (DSL) where a mental health or emotional wellbeing concern may also present a safeguarding concern.