



**SWANNINGTON CofE
PRIMARY SCHOOL**



Mental Health and Emotional Wellbeing Policy

Date Prepared: September 2026

Date Approved by Governing Body: (next governor's meeting)

Date to be reviewed: September 2027

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At Swannington Church of England Primary School, we are committed to supporting the emotional health and wellbeing of our pupils and staff. We recognise that positive mental health supports children's learning, relationships, development and ability to flourish.

We aim to provide a supportive, caring and inclusive environment in which children feel safe, valued, listened to and able to talk about their feelings. Everyone experiences challenges at different times and may need additional emotional support.

Positive mental health is everybody's business. All members of the school community have a role to play in promoting wellbeing, identifying concerns early and helping children access appropriate support.

At our school we:

- help children to understand and name their emotions and feelings
- help children feel comfortable sharing concerns and worries
- help children to form and maintain positive relationships
- promote self-esteem, confidence and a sense that every child matters
- encourage emotional resilience and the ability to manage setbacks
- provide safe opportunities to talk to trusted adults
- identify emerging concerns early and respond appropriately
- work with parents, carers and external professionals when additional support is needed

We promote a mentally healthy environment through:

- promoting our school values and a strong sense of belonging
- promoting pupil voice and opportunities to participate in decision-making
- celebrating academic and non-academic achievements
- providing opportunities to develop a sense of worth through responsibility and helping others
- providing opportunities to reflect, talk and develop emotional literacy
- providing access to appropriate support that meets individual needs
- using universal whole-school approaches, such as worry boxes and emotion check ins, alongside targeted support
- supporting children experiencing significant or recent difficulties and life changes

Lead Members of Staff

All staff have a responsibility to promote positive mental health and emotional wellbeing. Staff with specific responsibilities include:

Mental Health and Wellbeing Leads- (Mrs Rachael Maybury and Mrs Patrick)– coordinate the school's mental health and wellbeing provision, lead wellbeing sessions for children, support staff with concerns and coordinate work with external mental health professionals.

Designated Safeguarding Lead and safeguarding team (Mr Alex McLugash, Mrs Rachael Maybury and Miss Hollie Edwards) – respond to safeguarding concerns and ensure children are protected where concerns affect safety or welfare.

SENCO (Mrs Rachael Maybury) – coordinates support where mental health and emotional wellbeing needs interact with special educational needs and/or disabilities.

Class teachers and teaching assistants – build positive relationships, monitor wellbeing and provide day-to-day pastoral support.

Headteacher and senior leadership team – provide strategic leadership and oversight of this policy.

Staff will work collaboratively and use the appropriate school procedures.

Universal Mental Health and Wellbeing Provision

The school promotes wellbeing as part of everyday school life through teaching, pastoral support, opportunities for children to talk and regular monitoring of how children are feeling.

➤ Daily emotional check-ins

Each morning, children take part in an emotional check-in by allocating their peg to an emotion. This gives children a simple and accessible way to communicate how they are feeling at the start of the school day. Staff use the information to identify children who may need a quiet conversation, reassurance, additional pastoral support or further monitoring.

The emotional check-in is an early-identification tool and is not used as a diagnostic assessment.

➤ Worry boxes

Worry boxes are available for children to share worries or concerns in a way

that feels manageable for them. Staff check the worry boxes routinely and respond sensitively. Where a worry indicates a need for additional support, staff seek further advice and support.

➤ Wellbeing sessions

The Mental Health and Wellbeing Lead provides wellbeing sessions for children. These sessions support children to understand emotions, develop emotional literacy, build resilience, identify helpful strategies and know when and how to seek help.

➤ Teaching about mental health

Skills, knowledge and understanding that help children to maintain positive mental health and stay safe are included within the school's PSHE and wider curriculum. Teaching is age-appropriate, developmentally appropriate and delivered sensitively.

Targeted Support

Where a child needs additional support, the school may provide targeted pastoral or wellbeing interventions for an individual pupil or small group.

Support will be based on the child's needs and may include:

- additional check-ins with a trusted member of staff
- individual or small-group wellbeing sessions
- activities to develop emotional literacy and coping strategies
- support to identify worries and consider appropriate ways of managing them
- support following significant events or changes in a child's life
- liaison with parents and carers
- consultation with or referral to the school mental health team
- referral to other appropriate services where required

Support will be reviewed to consider whether it is helping the child and whether further or different support is required.

Working with the School Mental Health Team

Swannington Church of England Primary School works with the school mental health team to promote positive mental health and provide additional support where appropriate.

The school mental health team supports the school in a variety of ways, such

as:

- leading assemblies for pupils on mental health and emotional wellbeing
- delivering workshops on relevant wellbeing topics
- providing drop-in opportunities for children and/or families where appropriate
- being available at parents' evenings to talk with parents and carers about mental health and wellbeing
- working alongside school staff to consider appropriate support for individual children
- supporting staff through advice, consultation and signposting
- receiving referrals from the school for children who may benefit from additional help

Where a referral is appropriate, the school will work with the relevant professionals and, where appropriate, the child and their parent/carer. Information will be shared in line with safeguarding, confidentiality and information-sharing requirements.

Identifying Needs and Responding to Concerns

All staff should be alert to changes in a child's presentation, behaviour, relationships, attendance, engagement, mood or general wellbeing. Staff should take concerns seriously and communicate them to the Mental Health and Wellbeing Lead, class teacher, SENCO, Designated Safeguarding Lead or another appropriate member of the school team.

The school may use information from daily emotional check-ins, observations, conversations with children, parent/carer communication, attendance information and pastoral records to help identify emerging needs.

Where concerns are significant, persistent or indicate that a child may not be safe, safeguarding procedures will be followed immediately. Mental health concerns will be considered alongside the child's wider circumstances.

Working with Parents and Carers

We recognise parents and carers as important partners in supporting children's mental health and wellbeing.

We will:

- make clear who parents and carers can contact if they have concerns about their child
- provide opportunities for parents and carers to talk to school staff

about wellbeing concerns

- offer opportunities to speak with the school mental health team, including at parents' evenings where arranged
- share appropriate information and signposting about mental health and wellbeing support
- work collaboratively with families when additional support is being considered
- share, where appropriate, ideas and strategies that may help support positive wellbeing at home

Confidentiality and Safeguarding

Children should be encouraged to talk to trusted adults and will be listened to respectfully.

Records relating to wellbeing and referrals will be handled sensitively and stored in accordance with the school's information governance arrangements.

Staff Wellbeing

The school recognises that staff wellbeing is important to the effectiveness of the whole school community. Leaders will promote a supportive working environment and encourage staff to raise concerns about their own wellbeing. Staff should be encouraged to access appropriate support through school processes and relevant professional or occupational support available to them.

Training

Staff will receive appropriate information and training to help them recognise and respond to mental health and emotional wellbeing concerns. Mental health and wellbeing will be considered alongside safeguarding and pastoral training.

The Mental Health and Wellbeing Lead will share relevant information and resources with colleagues. Additional training or professional development will be considered where identified through school need, appraisal or changes in local provision.

Monitoring, Evaluation and Review

The Mental Health and Wellbeing Lead and senior leadership team will monitor the implementation of this policy and consider the effectiveness of the school's wellbeing provision.

Monitoring may include consideration of participation in wellbeing sessions,

themes arising from emotional check-ins and worry boxes, feedback from children and parents, staff observations, referrals and the impact of targeted support.

This policy will be reviewed annually, or sooner if there are significant changes to legislation, guidance, school provision or identified need.

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