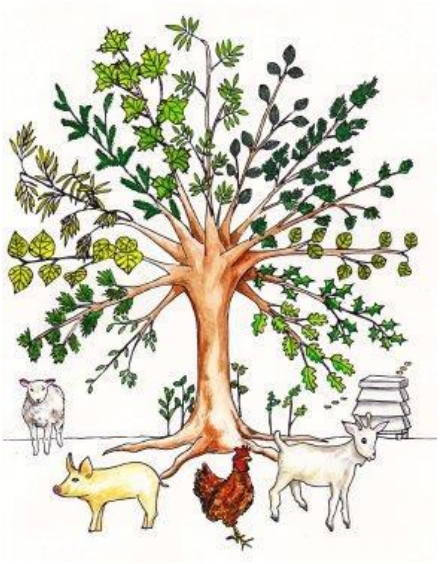
Edwalton Primary School

Mental Health and Emotional Wellbeing Policy



Written by Trish Gilbert DSL and Mental Health Lead

Latest review September 2026

Date for next review September 2027

This policy has been written in consultation with staff, pupils, parents and professionals involved in mental health and wellbeing.

Policy Statement

At Edwalton Primary School , we are committed to supporting the emotional health and wellbeing of all of our pupils and staff.

Edwalton has a caring and supportive ethos and our approach would always be kind and respectful, where each individual feels listened to and that their contribution is valued. We know that everyone experiences life challenges that can make us vulnerable at times, that anyone can 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 Edwalton we will:

- Help children to identify and understand their emotions and feelings better
- Help our pupils feel comfortable sharing any concerns or worries
- Help children socially to form and maintain positive relationships
- Promote self- esteem and ensure that all our children know that they count
- Encourage children to be confident and to 'dare to be different'
- Help children to develop emotional resilience and to manage setbacks.

We promote a mentally healthy environment through:

- Promoting our school values and encouraging all pupils to have a sense of belonging.
- Promoting pupil voice and opportunities to participate in decision making through our school council, PSHE lessons etc.
- Celebrating both non-academic and academic achievements, through our 'good work assemblies' , 'star of the week' and class dojo.
- Providing all pupils with opportunities to develop a sense of worth through taking responsibility for themselves and others through our school council, eco club, animal care rota and 'playground buddy' scheme.
- Providing all pupils with opportunities to reflect
- Access to appropriate support that meets their needs through our school Emotional Literacy Support Assistant (ELSA) or signposting to outside agencies if needed.

We pursue our aims through:

- Universal, whole school approaches
- Offering support for pupils going through recent difficulties including bereavement.
- Specialised, targeted approaches aimed at pupils with more complex or long term difficulties, including attachment disorder.

Scope

This policy should be read alongside our Medical Needs policy, our SEND policy, in cases where pupils mental health needs overlap with these. This policy should also be read in conjunction with our Behaviour and Anti bullying policy , our PSHE and RSHE policy. It should also sit alongside our school child protection procedures.

Lead members of staff

Whilst all staff in school have a responsibility to promote the mental health of students, staff with a specific remit include:

Daniel Graney – Head Teacher

Daniel Graney, Alice Jackson, Trish Gilbert and Charly Soulsby our designated child protection and safeguarding DSL's

Alice Jackson - Our school SENCo

Trish Gilbert- our Mental Health and Emotional Wellbeing Lead/ Emotional Literacy Support Assistant (ELSA)

Rachel Steer – Mental Health First Aider

Teaching about Mental Health

All the skills, knowledge and understanding needed by our students to keep themselves mentally healthy and safe form part of our PSHE/RSHE curriculum at an age appropriate level. We follow the PSHE/RSHE association guidance to ensure that we teach mental health and wellbeing issues in a safe and sensitive manner.

Targeted support

The school will offer support through targeted approaches for individual or groups of pupils which may include:

- Circle time activities
- Circle of friends activities
- Targeted use of SEAL resources
- ELSA support individual or small group interventions
- Managing emotions resources such as 'the anxiety gremlin' , ' the incredible 5 point scale'
- Therapeutic activities including lego therapy, play therapy and yoga and relaxation/mindfulness techniques.
- Managing emotions resources - Worry box and worry monsters

Signposting

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

Identifying needs and warning signs

All staff monitor the well- being of their pupils and know to pass on any concerns they have about a particular child to the relevant staff. They are aware of the following which may indicate well-being difficulties. These may include:

- Changes in attendance
- Changes with punctuality
- Changes within the pupil's relationships
- Approaches to learning
- Physical indicators
- Negative behaviour patterns
- Family circumstances
- Recent bereavement
- Health indicators

School staff may also become aware of warning signs which indicate a pupil is experiencing mental health or emotional wellbeing issues. These warning signs will always be taken seriously and staff observing any of these signs should communicate their concerns without delay, to the designated child protection team within school and our Mental Health Leads.

Possible warning signs may include:

- Changes in eating/sleeping habits
- Becoming socially withdrawn
- Changes in activity and mood
- Talking or joking about self-harm or suicide
- Expressing feelings of uselessness, failure or loss of hope
- Repeated physical pain or nausea with no evident cause
- A marked increase in lateness or absenteeism

Working with Parents

We will support parents by:

- Highlighting information and sources of support for mental health and wellbeing on our school website.
- Signpost parents to further sources of support e.g. Parent workshops and forums, 'you talk, we listen, we help' services.

- Ensure that all parents are aware of who to talk to within school if they have concerns about their child.
- Share ideas of how parents can support positive mental health in their children.
- Keep parents informed through class story about the mental health topics their children will be learning about (at an age-appropriate level) in PSHE lessons so parents can extend this learning at home if they wish.

Working with other partner agencies

At Edwalton, as part of our provision, we will work with other partner agencies to support our pupils emotional health and wellbeing. These agencies may include:

- The Healthy Families Team
- Educational Psychology Team
- Behaviour support through the Rushcliffe Behaviour Partnership
- Paediatricians
- Counselling services
- Child and Adolescent Mental Health Service (CAMHS)
- Family support workers
- Therapeutic services

Staff Training

At Edwalton Primary School, all staff, as a minimum, receive regular training about recognising and responding to mental health issues as part of their regular child protection update training, staff briefings and initial induction. In addition, some staff receive additional training on supporting mental health and wellbeing through cascaded training from the school Mental Health Lead/ELSA and SENCo team, and the Mental Health First Aider who are always available to advise and support staff and pupils with these issues.