



COLESHILL *C of E*
PRIMARY SCHOOL
AND **NURSERY**

Coleshill C of E Primary School

Mental Health and Well-being

With God's love, we grow and flourish together

Policy developed by: Mrs J Rutherford

Committee: Local Academy Board

Date of adoption: February 2019

Chair of committee signature: Mr David Lloyd

Frequency of reviews: **Every three years**

Date of review	Chair of Governors
February 2020	Carl Hindle
February 2023	Mr David Lloyd 
February 2026	Mr David Lloyd 03.02.2026 
February 2029	

Our Vision

Our vision is for a vibrant, connected, inclusive school where curiosity runs wild, nature inspires learning, and kindness shapes choices, interactions and relationships. Rooted in our Christian faith, we will nurture joy and resilience in everyone, so that they flourish as unique individuals, knowing what it is to belong and to be loved. Confidence, creativity and hope will shape thoughtful, responsible citizens who can make a difference in our world.

Our vision reflects the vision of the Church of England for Education; Deeply Christian, Serving the Common Good, and those of the Church of England Birmingham Diocesan Board of Education and BDMAT.

Our Values

Our policies are based on Christian values. Pupils will be taught and encouraged to lead by example guided by the values of honesty, respect, kindness, perseverance, self-control and forgiveness.



Honesty

With God's love, we are truthful so we can be trusted and grow in wisdom.

"Speaking the truth in love" (Ephesians 4: 15)



Kindness

With God's love, our words and actions are thoughtful and friendly, so everyone in our community feels welcome.

"Clothe yourselves with kindness, humility, gentleness and patience" (Colossians 3: 12)



Respect

With God's love, we care for others, ourselves and our school, so we listen and use good manners.

"In humility, value others above yourselves" (Philippians 2: 3)



Perseverance

With God's love, we have the highest expectations of ourselves, so we keep trying even when we find things hard.

"Perseverance (produces) character and character, hope" (Romans 5: 4)



Self-Control

With God's love, we stop and think about our feelings and actions, so we keep ourselves and others learning and safe.

"The Holy Spirit produces this kind of fruit in our lives: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control" (Galatians 5: 22)



Forgiveness

With God's love, we choose to forgive and let things go, accepting when someone is sorry so we can build bridges and form trusting relationships

"Forgive us our sins as we forgive those who sin against us" (Luke 11:4)

Intent:

Our intent is to ensure that every child and adult in our community flourishes emotionally, spiritually, socially and academically grounded in our theologically rooted Christian vision. We envision a vibrant, connected, inclusive school where curiosity runs wild, nature inspires learning, and kindness shapes choices, interactions and relationships. Rooted in our Christian faith, we nurture joy and resilience so that everyone flourishes as unique individuals, knowing belonging and love. We aim to develop confident, creative, hopeful citizens who make a positive difference in God's world.

Our policy flows from three theological themes—Creation (the God-given dignity and potential of every person), Reconciliation (restoring relationships with compassion, honesty and forgiveness), and Love (living out God's love through courageous, inclusive action).

As part of BDMAT, we share the Trust's commitment to "helping ALL to flourish" and positive wellbeing, working collaboratively while retaining our distinctive Christian character.

1. Rationale & Legal Position:

- The Department for Education's mental health guidance for schools is non-statutory; schools are expected to take a whole-school approach suited to their context.
- Schools are not legally required to publish a standalone Mental Health & Wellbeing Policy, but having one demonstrates clear intent, supports safeguarding responsibilities and aligns related policies (behaviour, attendance, SEND, safeguarding – Find these on our [Policy page](#)).

This policy complements our safeguarding culture and our partnership approach with parents, carers and the wider community.

2. Aims:

- Promote positive mental health and emotional wellbeing across school life, rooted in our Christian values (Love, Hope, Belonging) and character traits (kindness, forgiveness, perseverance, self-control, respect, honesty).
- Identify needs early and respond through a clear Graduated Approach (Universal → Targeted → Specialist).
- Strengthen relationships between school, home, parish and community to support wellbeing.
- Embed wellbeing education in curriculum and wider experiences (e.g., RE, PSHE/RSE, Collective Worship, Forest School).

- Provide consistency and accountability for staff: training, safeguarding, pastoral practice and intervention pathways.

3. Principles (Whole-School Approach):

- Trauma-informed & restorative: behaviour is communication; we teach regulation and repair relationships.
- Relational culture: every child is known, valued and treated with dignity and respect.
- Curriculum-led wellbeing: My Happy Mind, PSHE/RSE, RE and worship, physical activity and outdoor learning (Forest School) all contribute to resilience and joy.
- Community partnership: parents/carers and local partners actively support wellbeing.
- Trust collaboration: we learn with and from BDMAT schools to strengthen practice.

Implementation:

4. Our Graduated Approach:



Step 1: Universal Provision

Safeguarding

- Staff are trained in supporting mental health and wellbeing (ACEs, attachment, bereavement), and are alert to safeguarding needs and vulnerabilities.

Behaviour Policy

- **Values driven:** Children experience 'a community living out Christian values and making choices which lead to hope, aspiration and fulfilment'.
- **Relationship focussed:** Meet and Greet Welcome, relationship building, 'every child matters to God and has the right to be treated with dignity, learn about their innate worth and understand their unique value'.
- **Trauma Informed:** Behaviour is the child communicating emotion or distress where they may be unable to express verbally; our responsibility is to identify and provide for the need, teaching in the moment towards self-regulation and emotional health.
- **Restorative Practice:** Behaviour is nurtured and taught, not 'done to'. Personal development and character formation are at the heart of how we treat and nurture children.

- **Zones of Regulation:** Each class complete this programme and are able to reflect, evaluate and find support to regulate their emotions daily

Curriculum

- **Mental & Emotional Health:** PSED/PSHE and RSE are delivered through a regular diet of My Happy Mind, Jigsaw and Protective Behaviours.
- **Spiritual Health:** RE lessons and Collective Worship support children to reflect on themselves and their place in God's world. Singing is recognised as decreasing symptoms of anxiety, stress and depression and we believe worship brings spiritual strength (*Psalm 63, Isaiah 61: 1-3*).
- **Physical Health:** Being physically active supports mental health through release of endorphins; PE sessions promote being physically active as well as additional opportunities at lunchtimes and after school with Sports Coaches, and teachers, running sessions.
- **Forest School:** Forest School supports children's SEMH and wellbeing by reducing stress and improving emotional regulation through regular time in natural settings. It builds confidence, independence and resilience through child-led exploration, risk-taking and hands-on activities. Children also develop stronger communication and social skills, leading to better peer relationships and emotional intelligence. Overall, Forest School fosters improved mood, self-esteem and a sense of purpose, making it particularly beneficial for children with SEMH needs

Pastoral Care

- Building Relationships is at the heart of our ethos and community.
- Coleshill Young Leaders promote a sense of community and shared values
- Resource for Staff: Strategies to support Social and Emotional Learning by the Early Intervention through Health Assured.
- Dedicated Pastoral Support worker (Mrs Hodges) works to support both children and families within the community, leading Early Support, running our Soft Start sessions, completing Emotional Literacy (ELSA) and well-being check-ins with children within a dedicated safe space.

Step 2: Targeted Support

Targeted Support will be planned and part of the process of the Class Provision Map, subject to SMART targets and regularly reviewed for impact. Teachers will have a firm understanding of the support/ intervention in place and should ensure that there is opportunity for transference of and application of skills/concepts being taught being put into practise in the classroom context.

Children we have concerns about will be screened using the Strengths and Difficulties Questionnaire.

Area of Need	Support/ Intervention	Why	How
Emotional Health	Zones of Regulation	Children who need more targeted support complete 1:1 sessions to manage their distressed behaviour through exploring emotion and strategies to self-regulate.	1-1 intervention. Nurture Room
	Emotional Literacy	A tailored approach led by specific needs identified on the Strength and Difficulty Questionnaire (SDQ) completed by the ELSA lead, Parents/Carers and teachers for the ELSA baseline.	Group of up to 4 or 1:1 Nurture Room
	Boomerang	A one off, structured 6 week programme designed to build confidence and self-esteem	Group of up to 6 Nurture Room
	Lego Therapy	A programme designed to support friendship building addressing turn taking, listening and co-operation.	Child in need with chosen friend Nurture Room
	Individualised Behaviour Plans and Reward Systems	Support children to regulate their behaviour where the whole school approach is not sufficient.	Class-based plans followed daily
Mental Health and Wellbeing	Forest School (outdoor learning).	Supports all children who class teachers have identified as vulnerable (regarding their mental health and using the SDQ). They may be finding it difficult to concentrate for extended periods during the day and would also benefit from a movement/concentration break. This will also support relationship building and may be used as an attendance motivator.	1-1 or groups of up to 6. Outdoors

	Pet Therapy (Goat / Guinea Pigs)	Supports children who may be finding it difficult to concentrate for extended periods during the day and would benefit from a movement/concentration break. This gives the child a sense of responsibility and worth. It is used as a talking therapy and may be used as an attendance motivator.	1-1/ small group
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According to need, support will also be put in place to support children with:
Bereavement /Loss, Family illness, Separation Anxiety or being a Young Carer.

Step 3: Specialist Support

Safeguarding:

- **Early Support:** A Process which celebrates the protective factors for the child and examines how we can add professional support to areas where risk factors are identified.
- **Family Information Service:** A family service who we can refer parents to that provides information, advice and one-to-one support for families with children and young people aged 0 to 25 across Warwickshire.
- **RISE (CAMHS):** Pupils can be referred to RISE when there are severe concerns about their mental health and/or development. This could be a single-point of entry referral or a referral to the neurodevelopmental team. Parents can also complete the online dimension tool to access support.
- **MASH:** In response to concerns identified on green forms, the DSL would access the education helpline, or MASH for a referral.

External Agency Support:

- **Educational Psychologist/Specialist Teaching Service:** School have a link psychologist and specialist teacher who are able to support school, and pupils, with a whole range of issues, including supporting mental health and well-being.
- **Guy's Gift/ Edwards Trust:** Charities that guide and support bereaved young people.

- **RISE referrals:** NHS-led services provide emotional wellbeing and mental health support for children and young people up to age 17. This includes specialist clinical services, therapeutic group work, primary mental health interventions, and neurodevelopmental pathways. Support may involve 1:1 or group sessions, school-based mental health teams, resilience-building programmes, community partnerships and parent/carer support. In addition, a 24/7 advice and crisis helpline offers immediate crisis and home-treatment support.

5. Roles and Responsibilities

The Governing Body will:

- Approves policy
- Monitors impact
- Ensures resourcing for effective implementation.

The Headteacher will:

- Lead whole-school strategy
- Ensure staff training
- Maintain safeguarding oversight
- Monitor Graduated Approach outcomes
- Adjust provision based on the above

Designated Safeguarding Lead (DSL)

- Be visible
- Engage with pupils,
- Build relationships and modelling high expectations of behaviour.
- Support staff with understanding behavioural culture and expectations and strategies for implementing the behaviour policy.
- Support Staff with CPD
- Support a child in crisis where appropriate
- Engage with professionals and deepen their own professional expertise on influential factors on behaviour, such as SEND, Mental Health needs, safeguarding needs, disabilities, attachment and adverse childhood experiences to be able to support a child appropriately in crisis.

- Monitor behaviour patterns

Pastoral Support Worker:

- Coordinates universal and targeted wellbeing support
- Run ELSA
- Support with check-ins,
- Co-ordinate Soft Start
- Liaises with families and external agencies.

Staff will:

- Embed universal strategies
- Identify early signs
- Deliver targeted interventions
- Track impact
- Communicate with parents/carers.

Children will:

- Use learned strategies
- Share worries with trusted adults
- Contribute to pupil voice if able.

Parents/Carers will:

- Work in partnership with school
- Share concerns early
- Support agreed strategies at home.

6. Identification, Assessment & Data

- Observation & Daily Check-ins (e.g., Zones of Regulation or informal conversations) inform early identification.
- SDQ screening for concerns; baselines for ELSA/targeted work; track progress termly.
- Provision Maps & SMART targets reviewed termly by class teacher/SLT; adjust interventions for impact

7. Curriculum, Worship & Environment

- PSHE/RSE (My Happy Mind, Jigsaw, Protective Behaviours) develop emotional literacy, resilience and relationships.
- RE & Collective Worship nurture spiritual reflection, belonging, hope and courage
- Physical Education & Active Breaks support regulation and wellbeing.
- Forest School/Nature-connected learning builds confidence, independence, and emotional regulation; fosters creation care.

8. Staff Wellbeing

Coleshill promotes positive wellbeing for staff, recognising that flourishing adults enable flourishing pupils. This includes access to leadership support, workload adjustments where appropriate, and signposting to wellbeing resources—consistent with BDMAT’s commitment to wellbeing for all.

9. Safeguarding & Confidentiality

- Mental health concerns indicating risk are managed under safeguarding procedures (DSL oversight).
- Information is shared on a need-to-know basis in line with statutory guidance and local protocols; referrals follow Early Help/MASH/RISE pathways where thresholds are met.

10. Training & Professional Development

- Induction includes trauma-informed practice, restorative approaches and safeguarding.
- Ongoing CPD covers ACEs, attachment, bereavement, ELSA, Zones of Regulation, targeted interventions and referral pathways.

11. Equality, Inclusion & Accessibility

We uphold the Equality Act 2010 duties; mental health conditions can meet the definition of disability, requiring reasonable adjustments and inclusive practice.

12. Partnership & Communication

We work in partnership with parents/carers and the wider community, sharing information via the school website, newsletters and meetings; we welcome contact through the school office for wellbeing concerns and support.

13. Monitoring, Evaluation & Review

- **Termly:** review Provision Maps to identify impact; report to SLT.
- **Annually:** policy effectiveness review (SLT/Governors); update based on pupil outcomes, staff/parent feedback, and any new guidance.
- **Evaluation and review:** Adjust practice to remain faithful to our theologically rooted vision and responsive to emerging needs.

14. Linked/Related Policies

- Safeguarding & Child Protection
- Behaviour & Relationships
- SEND
- Attendance
- PSHE/RSE
- Anti-Bullying

Click here to be taken to our [Policy Page](#)

Appendix 1 : Intervention Descriptors (Targeted Tier)

- **ELSA:** structured emotional literacy programme with baseline/outcome measures.
- **Boomerang** (6 x1 hours sessions): confidence and self-esteem building; group of 6.
- **LEGO Therapy:** social communication, collaboration, turn-taking; group of 3.
- **Zones of Regulation (1:1):** personalised regulation strategies; Nurture Room. [Theologica...ian Vision |
- **Forest School / Pet Therapy :** as identified by teacher/SDQ; explicit links to classroom transfer and attendance motivation where appropriate

