

# 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<br>            |
| February 2026                                           | Mr David Lloyd 03.02.2026<br> |
| July 2026 – updated to reflect spirituality throughout. | 07/07/2026<br><i>Revd Banie Scott</i>                                                                            |

## Our Theologically Rooted Christian Vision

*With God's love, we grow and flourish together.*

We are a vibrant, connected and inclusive school. Rooted in God's love, creativity and nature inspire learning. We nurture joy and perseverance so that everyone flourishes as unique individuals.

Love shapes the way we live and learn together. We know we are loved. We know we belong. With compassion, confidence and hope, we grow thoughtful, responsible citizens who are ready to make a difference in our world.

*'Above all, clothe yourselves with love, which binds us all together in perfect harmony.'*  
Colossians 3:14

## Our Core Christian Values



A selfless and unconditional commitment to action resulting in service and compassion towards others.



Confidence in the future informed by the power of love and the purposes of God, helping to build trust, community, safety, and connection.



A sense of being accepted, loved, and included by God and others; knowing you are part of God's family that cares for one another.

**BELONGING**

## Our Behaviour Values

God's love is expressed through us and outworked through the following values which shape our behaviour choices and actions.

|                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <p><b>Honesty</b></p> <p><i>"Speaking the truth in love"</i><br/>(Ephesians 4: 15)</p> <p><b>With God's love, we are truthful so we can be trusted and grow in wisdom.</b></p>                                                                   |  <p><b>Kindness</b></p> <p><i>Clothe yourselves with kindness, humility, gentleness and patience</i><br/>(Colossians 3: 12)</p> <p><b>With God's love, our words and actions are thoughtful and friendly, so everyone in our community feels welcome.</b></p>                                                                                             |  <p><b>Respect</b></p> <p><i>In humility, value others above yourselves</i><br/>(Philippians 2: 3)</p> <p><b>With God's love, we care for others, ourselves and our school, so we listen and use good manners.</b></p>                                                                                                                                        |
| <p>Bible Story: Zacchaeus (Luke 19: 1-10)<br/>Zacchaeus was a man who had stolen from his community for his whole life; but then he met Jesus. It was a turning point for him to think about how he lived. He found out it was never too late to change and once he knew he was forgiven he became an honest and generous man.</p> | <p>Bible Story: The Good Samaritan (Luke 10: 25-37)<br/>The Good Samaritan looked after a man who most would have expected him to ignore. He did the unexpected and showed kindness to someone who people considered an enemy.</p>                                                                                                                                                                                                         | <p>Bible Story: King David (1 Samuel 24:1-22)<br/>King David as a young man had a chance to steal the throne and those around him encouraged to do so. However, because he respected his King, David refused to harm King Saul. He left him safe to sleep, cutting a piece off his robe to prove he could have killed him but showed respect instead.</p>                                                                                       |
|  <p><b>Perseverance</b></p> <p><i>"Perseverance (produces) character and character, hope"</i> (Romans 5: 4)</p> <p><b>With God's love, we have the highest expectations of ourselves, so we keep trying even when we find things hard.</b></p>    |  <p><b>Self-Control</b></p> <p><i>"The Holy Spirit produces this kind of fruit in our lives: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control"</i><br/>(Galatians 5: 22)</p> <p><b>With God's love, we stop and think about our feelings and actions, so we keep ourselves and others learning and safe.</b></p> |  <p><b>Forgiveness</b></p> <p><i>"Forgive us our sins as we forgive those who sin against us"</i> (Luke 11:4)</p> <p><b>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.</b></p>                                                                            |
| <p>Bible Story: Noah's Ark (Genesis 6-9)<br/>Noah spent many, many years building the ark out in a desert land where no-one had ever seen a flood. Noah was surrounded by people encouraging him to give up and stop – but he didn't – he carried on and completed the task that God had set for him.</p>                          | <p>Bible Story: Jesus tempted in the desert (Matthew 4: 1-11)<br/>Having not eaten for 40 days and 40 nights, feeling weak, tired and alone, Jesus still resisted the temptations set before him to be selfish and foolish. He knew he could do the things he was being tempted to do but decided on a better way.</p>                                                                                                                     | <p>Bible Story: Salvation (John 19: 16-37)<br/>Love and forgiveness are central to Jesus' life and teachings. His surrender shows God's grace, calling believers to forgive as they've been forgiven. Forgiveness breaks resentment, heals, and fosters reconciliation, essential for peace and healthy relationships. Ultimately, it embodies the Christian message, revealing love's transformative power and the hope of new beginnings.</p> |

## 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 recognise that spiritual wellbeing is a key protective factor in sustaining positive mental health. Through planned opportunities for stillness, reflection and exploration of life's experiences, we support pupils and adults to develop self-awareness, resilience and a sense of meaning and purpose.

We use the shared language of 'WOWs, OWs and NOWs' to help individuals reflect on moments of joy, challenge and stillness. These reflective practices support emotional processing, build resilience and enable all to make sense of their experiences, contributing to positive mental health and wellbeing. 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.
- Spirituality as wellbeing: we recognise that opportunities for stillness, reflection and meaning-making (WOWs, OWs and NOWs) are essential in supporting emotional regulation, resilience and positive mental health.



## 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, Collective Worship and wider curriculum experiences provide regular opportunities for stillness, reflection and meaning-making. Through the use of 'WOWs, OWs and NOWs', children are supported to reflect on moments of joy, challenge and pause. These experiences develop emotional awareness, resilience and self-understanding, which are key contributors to positive mental health and wellbeing. Singing, prayer, reflection and exploration of big questions also support calm, connection and a sense of belonging.
- **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 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.
- Spiritual development is intentionally woven through the curriculum, worship and daily school life. Planned and spontaneous opportunities for reflection enable pupils to pause, process and make meaning from their experiences.
- Moments of stillness (NOWs), experiences of awe and joy (WOWs), and times of challenge or difficulty (OWs) are recognised as important opportunities for growth. By supporting pupils to reflect on these moments, we promote self-awareness, emotional literacy and resilience.
- These practices act as protective factors for mental health, helping children to regulate emotions, develop perspective, build coping strategies and sustain positive wellbeing.
- Moments of Pause and Reflection: Throughout the school day, children are given opportunities to pause, reflect and regulate through short moments of stillness. These may take place during lessons, collective worship, Forest School or at transition points in the day. These moments

support children in developing calmness, self-awareness and emotional regulation. They form a key part of our approach to sustaining positive mental health and wellbeing.

## 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 practice 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.<br><br>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<br><br>Nurture Room          |
|                  | Boomerang                                         | A one off, structured 6 week programme designed to build confidence and self-esteem                                                                                                    | Group of up to 6<br><br>Nurture Room                 |
|                  | Lego Therapy                                      | A programme designed to support friendship building addressing turn taking, listening and co-operation.                                                                                | Child in need with chosen friend<br><br>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           | Forest School (outdoor learning).                 | Supports all children who class teachers have identified as                                                                                                                            | 1-1 or groups of up to 6.                            |

|                                   |                                                                                                                                                       |                                                                                                                                                                                                                                                                                                        |                                                                                |
|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
|                                   |                                                                                                                                                       | 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. | 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                                                               |
| Spiritual and Emotional Wellbeing | Planned opportunities for reflection (WOWs, OWs, NOWs), mentoring conversations, quiet spaces, prayer/reflection activities, and adult-led check-ins. | Supports children in processing emotions, understanding experiences and developing resilience. Provides safe opportunities to reflect on both positive and challenging moments.                                                                                                                        | 1:1 or small group support<br>Nurture Room / Reflection Spaces / Outdoor areas |

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.
- Spirituality and Reflection: Planned and spontaneous opportunities for stillness and reflection are embedded throughout the day. Using the shared language of WOWs, OWs and NOWs, pupils are supported to reflect on moments of joy, challenge and pause. These experiences develop self-awareness, emotional literacy and resilience, acting as protective factors that support positive mental health and wellbeing.

## 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. Opportunities for moments of stillness and reflection are also encouraged for staff, recognising that spiritual wellbeing supports

emotional resilience, self-awareness and a sense of purpose. This enables staff to model reflective practice and positively contribute to a calm, supportive culture for pupils

## 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. Responding to Self-harm and suicidal ideation

**Purpose:** To ensure consistent, safe and timely responses to concerns about self-harm, suicidal ideation or behaviours that may indicate a child is at risk of significant harm. This section aligns with statutory guidance including Keeping Children Safe in Education (KCSIE), Working Together to Safeguard Children, and relevant NHS guidance.

### Recognition

- Physical indicators: unexplained injuries, covering arms/legs even in warm weather.
- Behavioural/emotional indicators: withdrawal, hopelessness, sudden decline in mood or attendance.
- Verbal indicators: statements indicating hopelessness or desire to disappear.

### Immediate Response

- Stay with the child if there is immediate risk.
- Respond calmly and without judgement.
- Do not promise confidentiality.
- Inform the DSL immediately. Call 999 if severe injury or overdose is suspected.

### Recording and Reporting

- Record all concerns on CPOMS the same day.
- Include verbatim child statements, observed behaviours, and actions taken.
- DSL will add analysis, decide next steps, and record parent communication.

### Risk Assessment and Safety Planning

- DSL completes a self-harm/suicide risk assessment.
- Create a Safety Plan including check-ins, safe adults, timetable adjustments, and environmental changes.
- Review Safety Plans regularly.

### Parents/Carers

- Parents are normally informed the same day unless this increases risk.
- Discuss support options and referrals collaboratively.

### Multi-Agency Working

- DSL may refer to RISE/CAMHS, Early Help, MASH or relevant health services.

- School will follow professional advice and contribute to multi-agency plans.

#### Support for the Child

- Pastoral check-ins, ELSA, Zones of Regulation, Forest School, adapted timetable, safe spaces, and identified mentors.

#### Support for Peers

- Provide safe opportunities to talk without giving harmful detail.
- Communicate with parents appropriately.

#### Support for Staff

- Debriefing, wellbeing support, CPD and access to BDMAT staff wellbeing resources.

## 11. 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.

## 12. 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.

## 13. 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.

## 14. 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.

## 15. 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