



# The Vineyard Primary School - Mental Health and Emotional Wellbeing Policy



**Approved by:**

**Date:** April 2025

**Next review due by:**

April 2026



## School Vision:

At The Vineyard Primary School, we are committed to nurturing the well-being of our pupils and ensuring that mental health is treated with the same importance as physical health. We foster a **caring** and supportive environment where every individual feels valued and heard. We encourage a **curious** mindset, empowering our pupils, staff, and families to explore and understand mental health with openness and empathy. With a **courageous** approach, we challenge stigma, advocate for well-being, and continually strive to create a school community where mental health is prioritised, protected, and proactively supported.

---

## 1. Policy Intent Statement

1.1 Mental health, as defined by the World Health Organisation, is a state in which an individual can realise their potential, cope with the normal stresses of life, work productively, and contribute to their community. At The Vineyard Primary School, we are dedicated to promoting the mental health and emotional well-being of our whole school community, supporting individuals in managing emotional challenges and ensuring that they can thrive both academically and personally.

1.2 The school is committed to creating an environment where mental health is openly discussed, understood, and supported, allowing individuals to seek help when necessary. We aim to foster an environment where pupils can develop the skills to manage their emotions, seek support when needed, and contribute positively to the well-being of others.

1.3 We aim to provide children with the tools and strategies needed to manage stress, changes, and emotional difficulties, ensuring they are well-equipped to reach their full potential in a supportive and caring environment.

---

## 2. Policy Scope

This policy outlines the school's approach to promoting mental health and emotional well-being across the entire school community. It serves as a guide for all staff, governors, and families, and is aligned with the Department for Education's guidance on mental health and well-being in schools.



The policy should be read in conjunction with other relevant school policies, including the Supporting Children with Medical Needs policy, SEND policy, Safeguarding policy, and Behaviour policy. All school policies can be found [here](#).

---

### 3. Policy Aims

3.1 The policy aims to:

- Promote positive mental health and emotional well-being for all pupils and staff.
  - Increase awareness and understanding of common mental health issues.
  - Enable staff to identify and respond to early signs of mental ill-health.
  - Provide staff with the necessary tools and training to support pupils experiencing mental health difficulties and signpost them to appropriate services.
  - Raise resilience and provide strategies to manage emotional challenges.
  - Encourage a school-wide culture where mental health is recognised as a priority.
- 

### 4. Implementation of the Policy

4.1 Key Staff Roles:

The following staff members have specific roles in implementing this policy:

- **Mental Health Team:** Oversees the implementation of the policy and provides guidance to mental health support within the school and [third party providers](#).
- **Mental Health Lead** to work with the whole school to effectively guide staff in supporting their wellbeing and effectively communicate to all staff [The Vineyard Wellbeing Offer](#).



- **ELSA/Nurture Leads:** Support the emotional well-being of pupils through targeted interventions, including [drawing and talking](#) and sand play.
- **Designated Safeguarding Leads (DSL):** Ensures safeguarding concerns related to mental health are managed effectively.
- **SENDCo:** Works with pupils who have additional mental health needs linked to special educational needs.

#### 4.2 Staff Responsibility:

All staff have a role to play in supporting the mental health of pupils. Staff should report concerns about a pupil's emotional or mental well-being to the [appropriate designated person](#). Where there is a concern about the immediate safety of a pupil, the school's safeguarding procedures should be followed.

---

### 5. Recording Mental Health concerns

When a pupil has been identified as having cause for concern, has received a diagnosis of a mental health issue or is receiving support either through CAMHS or another organisation, this will be recorded on our internal safeguarding and wellbeing software, CPOMS. When using CPOMS, there is a *mental health* button that will alert the safeguarding team. This button can be found under *cause for concern*.

---

### 6. Teaching about Mental Health

6.1 The school takes a whole-school approach to mental health and emotional well-being. We integrate mental health education into the PSHE curriculum and use other teaching resources (PSHE curriculum, listening boxes, behaviour posters and zones of regulation, [The Wellbeing Hub](#), [Smiling Minds](#), sensory room, ELSA, play therapy, calm corners in classrooms) to promote resilience, social and emotional skills, and well-being. This includes:

- Teaching pupils to understand their emotions and mental health.
- Helping pupils to develop coping strategies and resilience.



- Offering pupils a safe space to talk about their feelings.
- Providing opportunities for pupils to learn about mental health, build self-esteem, and develop positive relationships.

6.2 We aim to create a supportive and inclusive environment where pupils can share concerns without fear of stigma. This is achieved through the teaching of mental health concepts in age-appropriate ways and providing opportunities for open discussions about emotional well-being.

---

## **7. The Role of Staff in Supporting Mental Health**

7.1 Staff are encouraged to be proactive in supporting pupils' mental health. Early identification of mental health difficulties is key to ensuring timely and appropriate support. Staff should be aware of the [signs of mental health difficulties](#), such as changes in behaviour, mood, or academic performance, and report these concerns to the designated staff members.

7.2 Training will be provided to staff to ensure they are equipped to respond to mental health issues appropriately, including identifying early warning signs and knowing how to refer pupils for additional support if needed.

---

## **8. Role of families**

8.1 Families and carers play an important role in supporting the mental health and well-being of their children. The school encourages open communication with families about their child's emotional well-being and provides access to [resources](#) to support mental health at home, including information and workshops on [smartphones and childhood](#).

8.2 The school will:

- Share information on mental health resources and strategies with families.



- Organise workshops and presentations to educate families about mental health and resilience.
  - Make the policy available to all families and ensure they are informed about the mental health topics covered in the PSHE curriculum.
- 

## **9. Evaluation and Monitoring**

9.1 The effectiveness of this policy will be monitored regularly by the Mental Health Lead, along with senior leadership. Feedback from staff, pupils, governors and families will be gathered to assess the impact of the policy and ensure that the support systems in place are meeting the needs of the school community.

9.2 The policy will be reviewed and updated as necessary to ensure it remains in line with best practice and continues to support the mental health and well-being of all pupils and staff.

---

### **Linked Policies:**

- Supporting Pupils with Medical Conditions Policy
- SEND Policy
- Safeguarding Policy
- Behaviour Policy

### **Review Date:**

This policy will be reviewed annually to ensure it remains current and effective.