



**Mental Health and Wellbeing
at St Nicholas CE Primary School**



Introduction

At St Nicholas C of E Primary School, we are committed to promoting positive mental health and wellbeing for our entire community—children, staff, parents, and carers. We understand that mental health is as vital as physical health, influencing children's overall wellbeing, learning, and achievement.

Our school provides a nurturing environment where children can build resilience, develop self-esteem, and experience a strong sense of belonging. We aim to help children manage challenges, understand how to maintain positive mental health, and access support when needed. This document explains how we support and care for the emotional wellbeing of our pupils and staff as well as provide useful steps for supporting your children and families at home.

Definition of Mental Health and Wellbeing

The World Health Organisation's definition of mental health and wellbeing:

"A state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community".

Aim

Our aim is to help develop the protective factors which build resilience to mental health problems and to be a school where:

All children are valued:

- Children have a sense of belonging and feel safe.
- Children feel able to talk openly with trusted adults about their problems without feeling any stigma.
- Positive mental health is discussed, promoted and valued.
- Bullying is not tolerated.

In addition to children's wellbeing, we recognise the importance of promoting staff mental health and wellbeing.

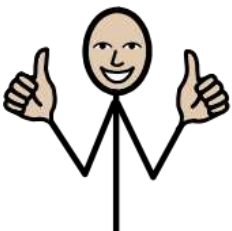
What we do at St Nicholas to promote mental health and wellbeing:

Through PSHE, Taking Care - Protective Behaviours and Thrive, we teach the knowledge and social and emotional skills that will help children to be more resilient, understand mental health and be less affected by the stigma of mental health problems.

Jigsaw 	The Jigsaw curriculum is a comprehensive, structured, and progressive approach to teaching Personal, Social, Health and Economic (PSHE) education, including Relationships and Health Education (RHE) in primary schools. It combines key aspects of emotional literacy, mindfulness, social skills, and spiritual development to support children's overall wellbeing.
Protective Behaviours 	The Protective Behaviours program is an empowering and practical approach designed to help young children develop personal safety skills and emotional resilience. The program focuses on two key themes: "We all have the right to feel safe at all times" and "We can talk with someone about anything, no matter what it is." Through age-appropriate activities, it teaches children how to identify their feelings, recognise unsafe situations, and build a network of trusted adults they can turn to for help. This program supports young children by fostering confidence, self-awareness, and the ability to communicate openly, equipping them with lifelong tools to navigate challenges and maintain their wellbeing.

Christian Values 	Our Christian values underpin a caring ethos within a safe, nurturing environment, where every child's uniqueness is celebrated. Our inclusive, holistic approach ensures that our learners flourish: growing in knowledge, character, and spirituality, empowering them to dream big and shine brightly in all they do.
Thrive Approach 	The Thrive Approach is a dynamic, developmental, and trauma-sensitive methodology designed to support the emotional and social well-being of children and young people. It provides educators and practitioners with training, resources, and an online tool to better understand and meet the needs of their pupils, fostering a safe and supportive learning environment. Drawing from the latest research in neuroscience, attachment theory, and child development, the Thrive Approach emphasizes the importance of positive relationships and experiences in brain development. It posits that behaviour often stems from unmet emotional needs and that addressing these needs is crucial for effective learning and personal growth.
Zones of Regulation 	<i>The Zones of Regulation</i> is a range of activities to help your child develop skills in the area of self-regulation. It is defined as the best state of alertness of both the body and emotions for the specific situation. The Zones of Regulation curriculum is based around the use of four colours to help children self-identify how they're feeling and categorise it based on colour. It also helps children better understand their emotions, sensory needs and thinking patterns. The children learn different strategies to cope and manage their emotions based on which colour zone they're in. Additionally, the Zones of Regulation helps children to recognise their own triggers, learn to read facial expressions, develop problem-solving skills, and become more attuned to how their actions affect other people. https://www.alcesterstnicholas.co.uk/zones-of-regulation/
OPAL 	OPAL (Outdoor Play and Learning) is a school improvement program designed to enhance the quality of play opportunities for children during break and lunch times. It focuses on creating rich, inclusive, and engaging play environments that promote physical activity, creativity, social skills, and overall wellbeing. https://www.alcesterstnicholas.co.uk/opal-play/
Responsibilities and Leadership 	Clear roles and responsibilities in schools are vital for supporting children's mental health and wellbeing by ensuring a structured, consistent, and coordinated approach. They enable early intervention, foster positive relationships, promote resilience, and empower children to manage their own wellbeing while ensuring staff, parents, and carers work together effectively. • School Council • House Captains • Science Committee • Reading Buddies
Wellbeing Warriors	Wellbeing Warriors are a group of children who all believe that the wellbeing of every person is fundamental to their happiness and a positive mental health. The role of the Wellbeing Warrior is to promote strategies for developing positive wellbeing within the school community. They work closely with the Mental Health and

	Wellbeing Lead by attending regular meetings to support initiatives. Wellbeing Warriors organise and lead mindfulness activities during lunchtimes, deliver wellbeing assemblies, and share practical advice and tips to help others maintain and improve their mental health and wellbeing. https://www.alcesterstnicholas.co.uk/wellbeing-warriors/
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Pupil Motivation 	We celebrate successes and achievements in the classroom with initiatives such as House Points, learning behaviour stamps, Golden Tickets, and Dream Big, Shine Bright certificates awarded during fortnightly Celebration Worship. Our school offers an exciting variety of extra-curricular events and trips, alongside a balanced curriculum that fosters intellectual, physical, and expressive development. We recognise diverse learning styles, encourage independence in learning, and use teaching approaches tailored to pupils' age, ability, and maturity.
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Other opportunities: 	• Parental Workshops • Inclusion Coffee Mornings • Having an 'open door policy' • Regular communication
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How we teach the children about mental health

At St. Nicholas we are following the 'myHappymind' program in our school. It offers a structured approach to fostering mental health and well-being among children. This NHS-backed curriculum is designed to build resilience, confidence, and self-esteem in children from Early Years to Year 6.

Benefits of 'myHappymind':

- **Proactive Mental Health Education:** The program emphasises preventive habits that support mental health, aiming to equip children with lifelong skills to manage their well-being.
- **Science-Based Curriculum:** Grounded in neuroscience and positive psychology, 'myHappymind' provides evidence-based strategies to help children understand and manage their emotions.
- **Whole-School Approach:** The curriculum is designed for all year groups, ensuring a consistent and comprehensive approach to mental well-being across the school.
- **Support for Staff and Parents:** In addition to student lessons, the program offers a staff well-being component and a Parent App, promoting a community-wide focus on mental health.

'myHappymind' is structured into five key modules, each tailored to the developmental stage of the students:

1. **Meet Your Brain:** Students learn about brain function and how to manage emotions, introducing concepts like growth mindset.
2. **Celebrate:** Focuses on identifying and celebrating individual character strengths to build self-esteem.
3. **Appreciate:** Teaches the importance of gratitude and how to develop it as a daily habit.
4. **Relate:** Emphasizes building positive relationships and the fundamentals of good friendships.
5. **Engage:** Guides students in setting meaningful goals and developing resilience in the face of challenges.

Each module is age-appropriate, using simple activities and stories for younger students and deeper discussions and reflective exercises for older ones. By integrating 'myHappymind' into the curriculum, alongside PSHE, Taking Care – Protective Behaviours, and Thrive, we proactively support students' mental well-being, helping them develop social, emotional, and mental health skills, build resilience, and reduce the stigma associated with mental health issues.

EYFS & Key Stage 1 children learn:

- Recognising, naming, and describing a range of feelings, including positive and difficult ones.
- Learning simple strategies to manage emotions and calm down.
- Understanding how their behaviour affects others and developing empathy.
- Cooperating, problem-solving, motivating themselves, and persevering.
- Understanding change and loss, and the feelings these can bring.
- Knowing whom to approach if worried and that all forms of teasing and bullying are wrong and unacceptable, with guidance on reporting or seeking help.

Key Stage 2 children learn:

- Understanding factors that impact mental and emotional health, both positively and negatively, including media influences.
- Learning healthy coping strategies and ways to manage emotions.
- Recognising, expressing, and describing a range of feelings in themselves and others.
- Understanding conflicting emotions and knowing when to listen to or manage them appropriately
- About resilience.
- How to motivate themselves and bounce back if they fail at something.
- How to empathise and be supportive of others.
- About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement.

Parents and carers - Promoting mental health

We recognise the vital role parents and carers play in supporting their children's mental health and wellbeing, especially for those with identified needs. We ask parents to inform the school of any mental health concerns or factors that may impact their child, so we can provide timely support. We approach these discussions sensitively, reassuring families that mental health needs are common, that the school has experience in supporting them, and that guidance and help are available. Support may include discussion with the class teacher, Thrive interventions, and signposting to external services. We have access to a range of specialist services and during the support will have regular contact with the service to review the support and consider next steps.

School referrals to a specialist service will be made by the Mental Health Lead or the SENDCO following the assessment process and in consultation with the pupil and his/her parents and carers. Referrals will only go ahead with the consent of the pupil and parent/carer and when it is the most appropriate support for the pupil's specific needs

External Support

Working with specialist services to ensure pupils receive timely access to appropriate support and treatment. In some cases, a pupil's mental health needs may require specialist intervention to provide more intensive care. This can include support for anxiety, low mood, depression, self-harm, and eating disorders.

 Dimensions Health and Wellbeing Tool	Rise is Coventry and Warwickshire's CAHMS service. It is a family of NHS-led services providing emotional wellbeing and mental health services for children and young people in Coventry and Warwickshire. Rise aims to build resilience and empower children and young people (as well as the adults in their lives) to know where to go for help and advice. It's made up of a number of different services, each led by mental health specialists. No matter why or how you access Rise we want you to receive the right support at the right time.
	The Dimensions of Health and Wellbeing is a free online tool providing self-care information to support adults, children and young people in Coventry and Warwickshire. You can rate yourself or another person against a number of dimensions related to health and wellbeing.

	The Dimensions tool is available 24/7 and creates a Dimensions report which provides information about self-care, local services and support. https://dimensions.covwarkpt.nhs.uk
Mental Health in Schools Team	MHST support young people who are experiencing low mood and a range of anxiety difficulties. https://cwrise.com/mhst
Primary Mental Health Service	The Primary Mental Health service gives general advice, guidance, consultation and group training for those who work with children, such as school-linked professionals or social care roles. They help children and young people who may be displaying signs of emotional distress and emerging mental health difficulties, by working with those around the child, such as teachers, in order to put in place plans to manage issues and stop them becoming more serious. https://cwrise.com/primary-mental-health

Other Services

	Connect for Health is a school nurse-led service that supports children, young people and their families in Warwickshire. They deliver key elements of the Healthy Child programme, working to identify and meet the health and wellbeing needs of the school-age population and give individuals the best possible start in life. https://www.compass-uk.org/services/c4h/
	The Children and Family Support Service (CAFSS) is available to children and young people (aged 5-18) who have had a sudden or expected bereavement or are facing the loss of someone close to them who has a life-limiting illness. The team offer a flexible and personalised service to support each child and young person, recognising their own individual needs. CAFSS offers The opportunity to engage with our specialist team of experienced and qualified support practitioners and counsellors, alongside trained volunteers.
	 Dedicated caregiver helpline Dedicated 24/7, 365 support and guidance for caregivers who may be worried about the emotional wellbeing of a child or young person. Coregivers can include: - Parents - Legal guardians - Teachers - Academic support staff The helpline provides immediate support for the wellbeing of the caregiver themselves too, as supporting a young person can bring about many different challenges. Trained counsellors will be able to provide advice on many areas for caregivers who are supporting a child or young person through: - Generalised anxiety - Excessive worry about everyday matters - Social phobias - Severe feelings of self-consciousness and insecurity in social settings - Depression - Persistent feelings of sadness, anxiety, and/or emptiness - Eating disorders - Risk-taking behaviours, including substance use - Suicidal ideation - Self harm - Attention Deficit Hyperactivity Disorder 0800 012 1571 Call anytime of day