Wheelock Primary School

Policy for Mental Health and Wellbeing

Written: November 2026

Review Date November 2028

The national criteria states:

'A healthy school ensures that when pupils are unhappy, anxious, disturbed or depressed there are open channels for them to seek or be offered support, without stigma and with appropriate confidentiality. A healthy school actively seeks to promote emotional health and well being and helps pupils to understand their feelings.'

Article 24 of the United Nations Convention on the Rights of the child:

You have a right to the best health possible and to medical care and to information that will help you to stay well

At Wheelock, we work hard towards positive Mental Health and Wellbeing in the whole of our school community for adults as well as children.

Scope of the policy

This document describes our whole-school and targeted approaches to promoting positive mental health and wellbeing. This policy is intended as guidance for all staff including non-teaching staff and governors.

Aims

- To promote positive social, emotional and mental health in all staff and students.
- To articulate a whole-school approach to promoting positive social, emotional and mental health and wellbeing.
- To set out the school's procedure for offering targeted support for social, emotional and mental health difficulties including:
  How we identify children requiring targeted support
  What targeted support is available
  How we communicate internally and with parents
  How to escalate a concern requiring more specialist intervention

Lead Members of Staff

- Designated Safeguarding Lead — Mrs Sally Whitehead
- Deputy Designated Safeguarding Lead — Miss Emma Sheridan, Mrs Siobhan Watts, Mr Stuart Owen, Mrs Holly Haughton, Mrs Michaela Taylor, Mrs Sam Davies, Mrs Kerry Rider

- DSLMH — Miss Emma Sheridan
- Staff and Student Wellbeing Champions — Miss Emma Sheridan
- Mental Health student champions — Miss Emma Sheridan
- Treetops Lead — Miss Emma Sheridan
- ELSA Lead — Mrs Rachael Bell

Whole-School Approach

Curriculum

Through our curriculum children are actively taught:

- to become responsible and valuable members of society
- to develop their social, communication and interaction skills
- to build positive relationships
- to recognise relationships that are potentially damaging
- to use expressive arts to promote their own wellbeing
- to think creatively to solve problems
- to be resilient, resourceful and determined
- to develop independence
- to understand their own emotions and emotional triggers
- how their actions affect others emotionally
- strategies for enhancing their own wellbeing
- to keep themselves safe both physically and emotionally
- to recognise dangers and risks and to make informed decisions to keep themselves safe
- about the link between physical and emotional health
- to be active
- to eat a healthy, balanced diet
- to recognise their own value and believe in themselves

All these areas of learning work together to help the children develop into individuals who realise their own potential, can cope with the normal stresses of life, can work productively and fruitfully, and are able to make a contribution to their community.

Wellbeing Moments

Weekly wellbeing moments are planned by all teachers. The aims of these 'moments' are to make everyone smile; to build positive relationships within the class; to build children's feelings of positivity about school; to raise the profile of wellbeing and to encourage the children to be active in their approach to their own emotional health and wellbeing.

My Happy Mind

My Happy Mind is a whole-school wellbeing programme that helps children build confidence, resilience, and positive mental health. In our school, every class takes part in a weekly My Happy Mind lesson, giving pupils regular opportunities to learn about self-awareness, emotional regulation, and healthy habits for their minds. We reinforce these themes through frequent assemblies that celebrate wellbeing and encourage a shared language around positive mental health. To strengthen the home–school partnership, we

also invite parents to use the My Happy Mind app, enabling families to explore the strategies together and support children's wellbeing beyond the classroom.

Rewards Systems

Wheelock has a whole school reward system of house points. There are four different house teams- Dragons (red), Griffin (green), Pegasus (blue) and Phoenix (yellow). House points are physically given using plastic tokens and are collected and displayed visually at the front of the school. Each term, the winning house is announced at a special praise assembly. The winning house will display their ribbons on the house trophy.

We have a weekly Praise assembly on Friday afternoons, where class teachers choose a child to go in the Praise Book. Certificates are given, linked to the Wheelock Values and Behaviours.

At Wheelock, we believe positive relationships and mutual respect are critical to behaviour management. Staff work thoughtfully and consistently with rewards to encourage intrinsic motivation and teamwork, not simply individualistic and extrinsic- that is pupils doing the right thing because that is the expectation in their class and around school and they want to work hard and do well, rather than doing it to 'earn' or 'get' something. However, within this ethos, the following rewards may be used:

- Verbal praise.
- Share desired behaviour with teacher/ headteacher.
- Positive comments to parents- postcard home.
- Praise assembly- certificates and name in praise book.
- House points are awarded- can be given by any member of staff for a pupil who is 'caught' doing well inside or outside of the classroom.

Voice of the Child

Our article 12 squad act as the voice of their class; having been voted into the role by their peers, they are able to bring and suggestions / concerns to their meetings for discussion.

All children also complete our annual Pupil Survey through which we can identify and common threads of concern amongst the children and address any issues. Targeted support is also offered for any children with more individual concerns / difficulties.

Mental Health Champions

The Mental Health Champions were appointed to help support with planning events or initiatives to promote wellbeing across the school, to plan and deliver wellbeing clubs for children across the school and to be visible on the playground for any children who need support. The champions then share information with Miss Sheridan the mental health champion.

Targeted Approach

The process of which to highlight any concerns is as follows:

First	Teacher will highlight a concern via CPOMS. The DSL and DSMH will be tagged into this concern.
Secondly	The concerns will be reviewed by the Mental Health Lead and plans for intervention or support will be put into place.
Third	If the intervention is not successful then the concern will then be reported to parents and a Boxhall Profile Assessment/ Thrive Assessment will be completed.
Fourth	After reviewing the outcome of the assessment a plan will be put into place and the DSMH and SENCO will refer to outside support if necessary.

- Class teachers and Teaching assistants can request Treetops support for any child by speaking to Emma Sheridan. These requests will then be considered alongside others at the next review.
- Parents are encouraged to share concerns with their child's class teacher, either within an informal chat or a more formal meeting can be arranged if desired. Any concerns raised via email will be attached to the child's CPOMS.
- Children often approach the Treetops leads to request a place in Treetops for themselves.
- A Boxhall Profile Assessment or Thrive is completed by the teacher and parent is a more serious concern is raised.

How we communicate internally and with parents

During weekly staff meetings, safeguarding, behaviour and wellbeing are the first item on every agenda. Staff are requested to share any appropriate information relating to the safeguarding, behaviour or welfare of students with the teaching team to ensure we can provide a consistent approach and to highlight areas of concern, such as friendship group issues, changes to personal circumstances etc. which may affect the child's emotional health and wellbeing.

Parents are not routinely informed by the school of their child joining a Treetops group as this is seen as part of the school's intervention programme; comparable with a child joining a reading or spelling booster group. However, the aims and outcomes of the support will be discussed as part of routine parent consultations and if there are significant emotional or mental health concerns about the child, these are discussed with the parents by the class teacher as soon as possible. If any parent has questions or concerns about Treetops provision, they are encouraged to speak to the class teacher in the first instance.

How to escalate a concern requiring more specialist intervention

Where a teacher feels that the intervention offered through Treetops is not sufficiently meeting the needs of the child, they will discuss this with the SENCO (Rachael Lewis), the Monitoring Lead (Siobhan Watts) and the Mental Health Lead (Emma Watts). The SENCO will be able to provide more specialist knowledge/ advice related to a range of emotional and mental health concerns and will facilitate referral to an external agency where appropriate: for example, CAMHS, Visyon, CEDAH, Catch 22, Family Services.

A Boxhall Profile Assessment/ Thrive will be completed with be completed by the DSLMH. This will then inform a decision to escalate a referral.