



Swiss Gardens Primary School

Swiss Gardens
Shoreham-by-Sea
West Sussex BN43 5WH

POLICY · MENTAL HEALTH & WELLBEING

Mental Health and Wellbeing Policy

Reviewed 2025–2026

ABOUT THIS POLICY

Our whole-school approach to mental health and wellbeing — for children and staff. How we spot when someone is struggling and how we support them.

The full policy follows from the next page.

We want every child to be curious, have big dreams and be prepared for an exciting future.

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Headteacher: Mrs Naomi Doble · Swiss Gardens Primary School, a maintained school in West Sussex



Swiss Gardens Primary School

Emotional Health and Wellbeing Policy

‘a state of mind in which an individual is able to realise his or her own abilities, can cope with the normal stresses of life, can work productively, and is able to make a contribution to his or her community.’

(The World Health Organisation 2010)

Background

There are government expectations that schools should support pupils to be resilient and mentally healthy. They should provide a safe environment that fosters trust and belonging and create a culture that supports mental health.

It is estimated that 1 in 4 children and young people will be affected by a mental health problem each year with 1 in 10 children in UK aged between 5 years and 16 years have a diagnosable mental health condition. Children with learning disabilities are over 6 times more likely to have a diagnosable psychiatric disorder than their peers who do not have learning disabilities (BOND 2014).

Public Health England in March 2015 comment on the influence that a child’s emotional health & wellbeing has on their cognitive development & learning, as well as their physical and social health and their mental wellbeing in adulthood. A whole school emotional wellbeing approach that moves beyond learning & teaching to cover all aspects of school life has been found to be effective in bringing about sustained health benefits.

Ethos

At Swiss Gardens Primary School, we aim to support and teach skills to pupils and staff to increase their awareness of emotional health and wellbeing.

Two key elements to support good mental health are:

Feeling Good – experiencing positive emotions like happiness, contentment and enjoyment. It also includes feelings like curiosity, engagement & safety.

Functioning Well – how a person is able to function in the world. This includes positive relationships and social connections, as well as feeling in control of your life and having a sense of purpose.

To promote first aid for mental health and wellbeing by creating plasters for the mind.

Aims

To develop a whole school approach for both staff & pupils.

To create an approach is based on the 6 main principles taken from the ‘Mental Health Standards’ (2014) and 8 key outcomes identified in ‘Promoting Children & Young People Emotional Health & Wellbeing’ (2015).

To work together with families.

To provide a holistic & multi-agency approach

To provide a safe space to discuss well-being and support for mental health in our school community

Swiss Gardens Primary Emotional Health & Wellbeing Principles



The seven identified Emotional Health and Wellbeing principles will underpin the approaches used to support the development and integration of wellbeing strategies within the school. School policy and curriculum delivery will be tailored to promote the key aspects of improving wellbeing. It will focus on creating a physically, emotionally and socially rich environment where key relationships can thrive, and pupils can feel secure in their learning.

School based programmes which are linked to the curriculum will promote pupil voice through developing independence and choice making.

Staff will have access to training sessions and signposting to approaches and resources that will support their own emotional health and wellbeing with an aim to foster teamwork and create solidarity.

Clear identification, impact and outcomes measures will feed into the school-based programmes and the targeted interventions that will be offered to pupils.

Pupil Identification

Wellbeing measures include a Vulnerable Plus identification tool which has been created to enable the school to address the on-going challenge of providing meaningful support to the most vulnerable pupils. It takes a variety of factors, which could be considered as barriers to learning or risks to a student. They are then placed on the pyramid system to indicate the most vulnerable (Red, Amber, Yellow and white). There is also a pupil profile to complete for children who are in the red and amber sections.

Staff Observations focusing on any changes in behaviour, attention and presentation will feed into the identification process as well as any communications from the pupils regarding their emotions & feelings.

Pupil Wellbeing Interventions

Approach	Intervention	
Whole School approach	<i>Curriculum</i>	Mindfulness and PSHE sessions - on strategies for dealing with worries and anxiety. Worry box in each classroom Daily mindfulness activities Gratitude journal
	<i>Teaching and Learning approach</i>	Place to be – mindfulness room for staff and children Pupil voice – communication skills Emotional literacy Engagement profiles Self-regulation strategies
	<i>Holistic/ multi-agency approach</i>	School Play Therapist, School Nurse Team
	<i>Staff training</i>	Place to be Foundation Mental Health Champions
	<i>Lunchtime club</i> <i>Playtime activities</i>	Weekly physical exercise and group games based on sensory processing approaches. Range of sensory activities, quiet area and 'Craze of the week'
Targeted support	<i>Daily mindfulness activities</i> <i>Wellbeing Interventions</i>	Nurture groups, friendship groups and pastoral support.

Targeted Pupil Wellbeing Interventions

Identified pupils will receive bespoke intervention packages delivered by a trained Higher Level Teaching Assistant (HLTA).

The development of resilience through providing a secure basis, enhancing self-esteem and self-efficiency will underpin all interventions.

An additional identification assessment will highlight any gaps that may affect a pupil's optimum emotional health. Targets and strategies will be set to address these needs and teach new skills.



Individual targets will aim to address these gaps and will focus on developing a skill set to support three key areas; growing and developing; future planning plus strategies to meet pupil needs.

Each set of interventions will be bespoke and provide a meaningful approach for each individual. The interventions will be based on yoga, meditation, mindfulness principles; sensory processing activities; positive thinking techniques and physical exercise.

Staff Identification

Training and signposting to assessment materials will form the basis for the staff identification. Onus will be placed on staff to self-assess and information for next steps will be available on request.

Staff wellbeing questionnaires will be sent out annually and the analysis of this will help to improve and inform whole school wellbeing approaches.

Staff Wellbeing Interventions

Whole School approach	Action for Happiness	Information sharing Posters/ leaflets Signposting Wellbeing survey
	Work life Support / social events	
	Library of resources	
Whole School offer	Wellbeing twilights	Sessions supported by trained professionals. Wellbeing champions to organise events Information sharing
	Fitness sessions	
	Social activities, year group and wider	
	Mindfulness sessions - quiet area/room	
	Wellbeing groups – mix and match staff time	

	Termly debriefing/support sessions for staff working in classes for pupils with complex medical needs or challenging behaviour from trained professional.
Targeted support	Significant incidents – debriefing/counselling with a trained professional for all staff involved in a significant incident.

Monitoring and Assessment

Vulnerable Plus indicator outcomes will be monitored mid-year and end of the year. Any recommendation for wellbeing interventions will take place at the same time.

Staff questionnaires and surveys provide an opportunity throughout the year to enable whole school wellbeing assessments to take place to improve practice and monitor outcomes.

Overview

We have an overview of mental health and wellbeing provision for each year which helps all stakeholders identify staff and resources available and gives an at a glance view of our approach (please see appendix below).

Links with Other Swiss Gardens Primary Policies/ Documentation

Vulnerable Plus Rationale

Child Protection / Safeguarding Policy

Intervention Policy – under review

Wellbeing overview

References

BOND (2014) 'Children and Young People with Disabilities – Understanding their Mental Health'

Department of Health & Public Health England 'Promoting emotional wellbeing and positive mental health of children and young people' – March 2014

DFE 'Mental health and behaviour in schools' – March 2016

NHS Health Scotland (2012) 'Establishing a core set of national, sustainable mental health indicators for children and young people in Scotland'

Public Health England (2014) 'The link between pupil health and wellbeing and attainment'

Public Health England (2015) 'Promoting children and young people's emotional health and wellbeing'

Scottish Government (2012) 'A guide to Getting it Right for Every Child'

Unicef (2002) 'For Every Child'

Using Mental Health Standards (2014)

World Health Organisation (2010) 'Mental Health: strengthening our responses'

APPENDIX

OVERVIEW OF MENTAL HEALTH AND WELLBEING PROVISION AT SWISS GARDENS PRIMARY SCHOOL 2021- 2022

Staff Wellbeing	HT sets time limits for being in school. Workload reduction and expectation for marking assessment has been reduced. Staff room has been revamped to be a social and calming space WSCC employer assistance Social events Signposting to support services – mental well-being and mental health training and resources
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	Wellbeing room
Legal requirements	Occupational health support / signposting to “time to talk”
Supervision	Year group support, SLT and ELSA – outside agency Jackie Horne
Informal group supervision / support	Staff have the opportunity to speak to any member of SLT, phase leaders and Jackie Horne (play therapist)
Training / prevent and identify	10 + staff attended “Place to be” mental health foundation programme across teachers TA and HLTA
Surveys	Once a year
Coaching	

Pupil Wellbeing	Play therapist 1 x weekly ELSA in school Mental health first aider Nurture groups Targeted support for families
Curriculum	PSHCE curriculum / SRE curriculum wellbeing currently a strong feature of school week. Mindfulness activities and skills and strategies to overcome anxiety etc. Mindfulness activities daily Time to talk and share worries Area in library dedicated to well-being resources / wellbeing room
Play Therapist	1x full day a week ELSA HLTA- focus on nurture and emotional support AC /SB
Provision groups	Play therapist JH SB Nurture groups – social and emotional relationships, anxiety and stress focus JT- ELSA – identified children AC/ SB/RP - emotional support targeted intervention
Identify and prevent	Teacher/ parents identify initial needs, refer to specific interventions oversight
Breaking the stigma – language	PSHCE curriculum / worry work worry box in each class colour pot to show emotions
Teaching children how to look after their own wellbeing	5mins fitness daily (daily mile mental wellbeing related to physical movement) Year 6 EIKON resources “smart moves” Each classroom to have a safe space for self-regulation (book corner) Mindfulness & brain breaks in class to refresh
Surveys	In class analysis is termly shared in year groups and for targeting intervention 1 X whole school survey
Clear pathways – know where and how to talk	Helping hands 5 key people (4 adults in school, 1 adult at home and in palm a good friend) Action group- key pastoral adult (AC)

Whole school	School policy on MHWB Mental health action group- staff have attended “place to be” Mental health action group
Mental Health action group to inform	Pupils / gov / lead / parents Start with school staff then broaden out to include children / parents
Parental Surveys	1x yearly November
Vision, Values and attitudes	School policy Links to resources on school website Clear signposting on website that we are a school that has MHWB at core of our values
Clear pathways for communication	Parents email directly to teachers On gate Open door school Parents evening SEND Coffee Mornings

	Wellness room
Risk and protective factors	Everyone knows who to go to Year group teams
Clear systems and process	Key adult MHWB pastoral AC , JH, SB
Routes for escalation	Time out space in each classroom, nurture groups, play therapist, outside agencies

Reviewed September 25

Next review September 26

Claire Older