



Name of Policy:

Wellbeing and Mental Health Policy

Reviewed Edition	March 2026
Next Review	March 2027
Person responsible for updating policy	Wellbeing and Mental Health Lead

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Purpose of the policy

This policy sets out:

1. How we promote positive mental health
2. How we prevent mental health issues
3. How we identify and support children with mental health needs
4. How we train and support all staff to understand mental health issues and spot early warning signs to help prevent or address mental health problems
5. Key information about some common mental health problems
6. Where parents, staff and children can get further advice and support

Definition of mental health and wellbeing

We use the World Health Organisation's definition of mental health and wellbeing:

"A state of well-being in which every individual realises their 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".

Mental health and wellbeing is not just the absence of mental health issues. We want all children/young people to:

- feel confident in themselves
- be able to express a range of emotions appropriately
- be able to make and maintain positive relationships with others
- cope with the stresses of everyday life
- manage times of stress and be able to deal with change
- learn and achieve

Rationale

At Wallace Fields Junior School, we are taking a whole school approach to mental health and Wellbeing education based on the following:

'Health is the extent to which an individual or group is able, on one hand, to realise aspirations and satisfy needs and, on the other hand, to change or cope with the environment. Health is, therefore seen as a resource for everyday life, not an object of living; it is a positive concept emphasising social and personal resources, as well as physical capabilities.' World Health Organisation (WHO), 2000.

At Wallace Fields Junior School, we aim to promote positive mental health and wellbeing for our whole school community (children, staff, parents and carers) and recognise how important mental health and emotional wellbeing is to our lives in just the same way as physical health. We recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. All children go through difficulties during their school career and some face significant life events.

The Department for Education (DfE) recognises that: "in order to help their children succeed; schools have a role to play in supporting them to be resilient and mentally healthy".

Schools can be a place for children and young people to experience a nurturing and supportive environment that has the potential to develop self-esteem and give positive experiences for overcoming adversity and building resilience. For some, school will be a place of respite from

difficult home lives and offer positive role models and relationships, which are critical in promoting children's wellbeing and can help engender a sense of belonging and community.

Aims

Our school aims to enable our children, staff and everyone working in partnership with the school to develop the knowledge and understanding, skills, capabilities and attributes necessary for mental, emotional, social and physical wellbeing now and in the future.

We aim to:

- Plan and deliver coherent and curriculum-based health and wellbeing activities throughout the year
- Provide a supportive and encouraging atmosphere for children, staff and parents/carers
- Continue to develop our relationships with pupils, parents/carers and the wider community
- Work closely with outside agencies to encourage a wide range of health related activities
- Further develop school policies and procedures to promote health and wellbeing
- Ensure all members of staff are aware of their professional roles in health related issues and are involved in developments to promote healthy living

Our role in school is to ensure that children are able to manage times of change and stress, and that they are supported to reach their potential or access help when they need it. We also have a role to ensure that children learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues, and where they can go if they need help and support.

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 promoted and valued
- Bullying is not tolerated

In addition to children's wellbeing, we recognise the importance of promoting positive mental health and wellbeing for all stakeholders, including staff and parents.

Learning and Teaching

'Learning through health and wellbeing promotes confidence, independent thinking and positive attitudes and dispositions.' (Building the Curriculum 1)

Our school will:

1. Develop our relationships with pupils, parents/carers and the wider community.
2. Actively promote self-esteem of the whole school community, including staff.
3. Engage and work with parents and carers to provide all children with positive experiences that promote and protect their health.
4. Promote the health of all the school community.
5. Provide a range of stimulating experiences for all pupils.
6. Work closely with outside agencies to encourage a range of health related activities.

Roles and Responsibilities

Whilst the Wellbeing Team and Senior Leaders are responsible for monitoring and overseeing the promotion of health in the school, all staff will actively support, contribute and be involved in the promotion of good health and participate in staff development when the opportunities arise.

We believe that all staff have a responsibility to promote positive mental health, and to understand about protective and risk factors for mental health. Some children will require additional help and all staff should have the skills to look out for any early warning signs of mental health problems and ensure that children with mental health needs get early intervention and the support they need.

All staff are trained and understand about possible risk factors that might make some children more likely to experience problems, such as: physical long-term illness, having a parent who has a mental health problem, death and loss (including loss of friendships), family breakdown and bullying. They should also understand the factors that protect children from adversity, such as self-esteem, communication and problem-solving skills, a sense of worth and belonging and emotional literacy.

Wellbeing Lead:

Leads and works with other staff to coordinate whole school activities to promote positive mental health and wellbeing.

PSHE Lead:

Leads on PSHE (Life Lessons) teaching about mental health.

Provides advice and support to staff and organises training and updates with regards to curriculum.

SENDCo and ELSA:

Is the first point of contact with mental health services and makes individual referrals to them.

We recognise that many behaviours and emotional problems can be supported within the school environment, or with advice from external professionals. Some children will need more intensive support at times, and there are a range of mental health professionals and organisations that provide support to children with mental health needs and their families.

Sources of relevant support include:

Our own Senior Leadership Team

Our own Wellbeing team incorporated within the School Development Plan

Our Designated Safeguarding Leads/Child Protection Lead

Our ELSAs- school support staff employed to manage mental health needs of particular children

Our SENDCO, who helps staff understand their responsibilities to children with special educational needs and disabilities (SEND), including children whose mental health problems mean they need special educational provision.

Supporting children's positive mental health

We believe the school has a key role in promoting children's positive mental health and helping to prevent mental health problems. Our school has developed a range of strategies and approaches including:

Pupil-led activities:

- Campaigns and assemblies to raise awareness of mental health.
- Peer mentoring – children working together to solve problems and planned sessions where identified adults mentor a designated child

- Positive Play and Sports Crew – a lunchtime group supporting younger children at lunchtime.

Transition to secondary:

- Transition to secondary school intervention groups and days run for selected Year 6 pupils

Class activities:

- Class mood boxes - a daily first alert system, where children can share worries or concerns in class
- Tailored circle times
- Through PSHE, we teach the knowledge and social and emotional skills that will help children to be more resilient, understand about mental health and be less affected by the stigma of mental health problems.

Whole school:

- Wellbeing themed days throughout the year– whole school focus on doing things which make us feel good and exploring the link between physical and mental health
- Displays and information around the school about positive mental health and where to go for help and support

Small group or 1-1 support:

- ELSA support for children identified by staff or parents
- Zones of regulation- a programme led by our Wellbeing Champion to gain skills in self-management, self-control and impulse control
- Daily informal wellbeing support for pupils, delivered by class-based staff, as issues from daily mood box arise
- Wellbeing guinea pigs
- Rufus the dog (therapeutic reading)

Identifying, referring and supporting children with mental health needs

Our approach:

- Provide a safe environment to enable children to express themselves and be listened to.
- Ensure the welfare and safety of children are paramount.
- Identify appropriate support for children based on their needs.
- Involve parents and carers when their child needs support.
- Involve children in the care and support they have.
- Monitor, review and evaluate the support with children and keep parents and carers updated.

Early Identification

Our identification system involves a range of processes. We aim to identify children with mental health needs as early as possible to prevent things getting worse. We do this in different ways including:

- Staff can report concerns about individual children to the relevant lead persons using the wellbeing referral system.
- Analysing behaviour, exclusions, visits to the medical room/school nurse, attendance and sanctions.
- Class mood boxes in each class for children to raise concerns which are checked by the Class Teachers and support staff. Records of persistent concerns are kept.
- Regular weekly Wellbeing meetings with the SENDCo and ELSAs to raise concerns.
- A parental information and health questionnaire on entry to the school.
- Gathering information from a previous school at transfer.

- Enabling children to raise concerns to any member of staff.
- Enabling parents and carers to raise concerns to any member of staff.

Disclosures by children and confidentiality

We recognise how important it is that staff are calm, supportive and non-judgemental to children who disclose a concern about themselves or a friend. The emotional and physical safety of our children is paramount and staff listen rather than advise. Staff make it clear to children that the concern will be shared with the relevant member of the Wellbeing team or the Designated Safeguarding Lead and recorded, in order to provide appropriate support to the pupil. All disclosures are recorded and held centrally using CPOMs, including date, name of pupil and member of staff to whom they disclosed, summary of the disclosure and next steps.

Working in partnership with parents

At Wallace fields Junior School, we understand and value the need to work closely with parents and carers to ensure that the school's health initiatives meet the needs of our pupils.

We value the important contribution made by parents and appreciate the need to engage parents and families in improving the health of their children. We seek to establish and maintain strong positive links with both the parents and the community.

Our school website has all the necessary contact points for parents with regards to ensuring a positive mental health and wellbeing for all children. It also contains helpful resources, which are readily available to download. Our Wellbeing Policy is also available to parents on our school website.

Positive parenting workshops are offered and attended by parents.

Weekly parent bulletin wellbeing updates are posted each week with helpful links, wellbeing videos and relevant signposting.