Bledington Primary School

Emotional, Mental Health & Well-being policy

Date of Policy 08.08.26	*Date of ratification by Governing Body* *07.10.26*	Signed: COHEADTEACHERS  COCHAIRS OF GOVERNORS *K Dainty A Hammerstein*

Safeguarding Statement

At Bledington Primary School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Bledington Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

The school also recognises that mental health concerns may be an indicator of safeguarding issues and that children experiencing emotional distress may be vulnerable to abuse or harm. Staff will follow the school's Child Protection and Safeguarding Policy whenever concerns arise and will seek support from the Designated Safeguarding Leads (DSLs) as appropriate.

Key Personnel

Co-Headteachers: Mme A Ziebeck & Ms J Kewley

Designated Safeguarding Leads: Mme A Ziebeck & Ms J Kewley

Deputy Designated Safeguarding Leads: Mrs S Bell, Mrs M Logue. Miss R Thomas

Senior Mental Health Lead (SMHL): Miss R Thomas/Mrs S Rollins
Named Governor for Wellbeing: Mrs Kieri Dainty

The Senior Mental Health Lead coordinates the school's whole-school approach to mental health and wellbeing, supports staff training, works with families, liaises with external agencies and oversees targeted support for pupils.

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1. Policy Statement

At Bledington Primary School, we recognise that positive mental health and wellbeing are fundamental to children's learning, achievement, attendance, behaviour, personal development and future life chances.

We are committed to developing a whole-school approach that promotes positive mental health and wellbeing for pupils, staff, governors, families and the wider school community.

We aim to create a culture where:

- Everyone feels safe, respected and valued.
- Mental health is discussed openly and without stigma.
- Early identification and support are prioritised.
- Relationships are positive and nurturing.
- The wellbeing of both pupils and staff is actively promoted.
- Support is accessible and inclusive for all.

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2. Aims

The aims of this policy are to:

- Promote positive mental health and emotional wellbeing across the whole school community.
- Foster resilience, confidence and self-esteem.
- Develop a culture of openness and support.
- Enable early identification of emerging needs.
- Provide appropriate support and intervention.
- Reduce stigma surrounding mental health.
- Strengthen partnerships with parents and carers.
- Support staff wellbeing and professional development.
- Ensure pupils can access their education successfully and achieve their potential.

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3. Whole School Approach to Mental Health and Wellbeing

Bledington Primary School is committed to a whole-school approach to mental health and wellbeing.

This approach includes:

Leadership and Management

- Strong commitment from governors and senior leaders.
- Clear policies and procedures.
- Strategic oversight of wellbeing provision.

Staff Wellbeing

- Promoting a healthy working environment.
- Supporting workload management where possible.
- Providing opportunities for professional development.
- Signposting staff support services.

Pupil Voice

- Meaningful opportunities for children to share views and influence decision making.
- Active participation through pupil leadership roles and school councils.

Curriculum

- High-quality PSHE and RSHE provision.
- Learning about emotions, relationships, resilience and coping strategies.
- Opportunities to discuss current issues and wellbeing.

Early Identification

- Monitoring emotional wellbeing through daily interactions, observations, assessment and pastoral support.
- Working closely with families and external agencies.

Targeted Support

- Pastoral interventions.
- Nurture provision.
- SEND support.
- Early Help processes.
- Referrals to specialist services where required.

4. The Five Ways to Wellbeing

The school promotes the nationally recognised Five Ways to Wellbeing.

Connect

Encourage positive relationships with family, friends, staff and the wider community.

Be Active

Promote physical activity, outdoor learning, sport and active lifestyles.

Take Notice

Develop mindfulness, reflection, curiosity and appreciation of the world around us.

Keep Learning

Provide opportunities to learn new skills, embrace challenge and foster lifelong learning.

Give

Promote kindness, volunteering, empathy and contribution to school and community life.

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5. Promoting Positive Mental Health and Wellbeing

The school promotes wellbeing through:

Pastoral Support

- Dedicated nurture provision.
- Trained pastoral staff.
- Experienced SENCO and DSL team.
- Access to support from external agencies.
- Effective transition arrangements.
- Individual support plans where appropriate.

Inclusion

- A commitment to equality, diversity and inclusion.
- Support for vulnerable groups.
- Adaptations for pupils with SEND.
- Removal of barriers to learning and participation.

Positive Relationships

- Strong home-school communication.
- Respectful and restorative approaches.
- High expectations coupled with appropriate support.

Enrichment Opportunities

- Educational visits.
- Sports participation.
- Arts and cultural events.
- Residential opportunities.
- Leadership roles and responsibilities.

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6. Identification of Need

The school recognises that mental health needs may present in different ways.

Indicators may include:

- Changes in behaviour.
- Deterioration in attendance.
- Withdrawal from friendships.
- Persistent anxiety or worry.
- Emotional dysregulation.
- Low mood.
- Reduced concentration.
- Changes in eating or sleeping patterns.
- Loss of confidence or self-esteem.
- Reluctance to attend school.

Identification may occur through:

- Staff observations.
- Parent concerns.
- Pupil self-referral.
- Safeguarding processes.
- Attendance monitoring.
- Assessment information.
- External agency involvement.

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7. Graduated Response and Support

Support will be provided according to individual need.

Universal Support

Available to all pupils:

- Positive relationships.
- High-quality teaching.
- PSHE and RSHE curriculum.
- Wellbeing activities.
- Positive behaviour support.

Targeted Support

For pupils requiring additional help:

- Nurture interventions.
- Small group programmes.
- Individual pastoral support.
- Family support.
- Attendance support.

Specialist Support

Where required:

- Early Help Assessment.
- Educational Psychology.
- School Nursing.
- Mental Health Support Teams (where available).
- Children and Young People's Mental Health Services (CYPMHS/CAMHS).
- Social Care.
- SEND support services.

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8. Attendance and Wellbeing

The school recognises the strong relationship between attendance, mental health and educational outcomes.

Where attendance concerns arise, staff will seek to understand underlying causes and work collaboratively with pupils, parents and external professionals to provide appropriate support.

Anxiety, emotional distress or mental health difficulties may be contributing factors to poor attendance and will be considered sensitively and appropriately.

9. Anti-Bullying and Inclusion

The school maintains a strong anti-bullying culture based on respect, kindness and inclusion.

We recognise that bullying can have a significant impact on mental health and wellbeing.

This includes:

- Physical bullying.
- Verbal bullying.
- Online bullying.
- Prejudice-based bullying.
- Discriminatory behaviour.

Concerns will be addressed promptly in accordance with the school's Behaviour Policy, Anti-Bullying procedures and Safeguarding procedures.

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10. Pupil Voice

The school actively promotes pupil voice through:

- School Council.
- Eco Council.
- Rights Respecting Schools activities.
- House Captains.
- Play Leaders.
- Sports Leaders.
- Pupil questionnaires.
- Pupil conferencing.
- Consultation related to school improvement.

Pupils are encouraged to contribute to decision making and to help shape school life.

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11. Partnership with Parents and Carers

The school values strong partnerships with families.

We will:

- Maintain open communication.

- Share concerns promptly and sensitively.
- Provide information and signposting.
- Involve parents in support planning.
- Work collaboratively to secure the best outcomes for children.

Parents and carers are encouraged to contact the school whenever concerns arise regarding their child's wellbeing.

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12. Staff Wellbeing

Bledington Primary School recognises that staff wellbeing is essential to maintaining a positive and effective learning environment.

The Governing Body and Senior Leadership Team are committed to promoting staff wellbeing through:

- Appropriate professional development.
- Access to wellbeing support.
- Occupational Health referrals where required.
- Consultation regarding workload and change.
- Flexible arrangements where possible.
- Opportunities for reflection, collaboration and professional dialogue.
- Wellbeing initiatives and staff recognition.

All staff are encouraged to seek support whenever required.

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13. Equality, Diversity and Inclusion

The school recognises that some children may be more vulnerable to mental health difficulties, including:

- Pupils with SEND.
- Looked After Children.
- Previously Looked After Children.
- Young carers.
- Children experiencing disadvantage.
- Pupils experiencing discrimination.
- Pupils with protected characteristics.

The school is committed to ensuring equitable access to support and opportunities for all pupils.

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14. Roles and Responsibilities

Governing Body

The Governing Body will:

- Monitor implementation of this policy.
- Ensure wellbeing remains a strategic priority.
- Promote a culture that values mental health and wellbeing.

Headteachers

The Headteachers will:

- Lead implementation of the policy.
- Promote a positive culture.
- Ensure staff receive appropriate support and training.
- Monitor outcomes and provision.

Senior Mental Health Lead

The SMHL will:

- Coordinate the whole-school approach.
- Support staff development.
- Liaise with families and external agencies.
- Monitor interventions and impact.

Staff

All staff will:

- Promote positive mental health.
- Notice and respond to concerns appropriately.
- Follow safeguarding procedures.
- Contribute to a supportive school culture.

Pupils

Pupils are encouraged to:

- Respect themselves and others.
- Seek support when needed.
- Contribute positively to school life.

Parents and Carers

Parents and carers are encouraged to:

- Work in partnership with the school.
- Share concerns promptly.
- Support agreed interventions and strategies.

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15. Linked Policies

This policy should be read alongside:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- Attendance Policy
- SEND Policy
- RSHE Policy
- PSHE Policy
- Online Safety Policy
- Equality Information and Objectives
- Supporting Pupils with Medical Conditions Policy
- Staff Code of Conduct
- Complaints Policy
- Whistleblowing Policy

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16. Monitoring and Review

The implementation and effectiveness of this policy will be monitored by:

- The Headteachers
- The Senior Mental Health Lead
- The Governing Body

Monitoring may include:

- Attendance data
- Behaviour data
- Safeguarding records
- Pupil voice
- Parent feedback
- Staff wellbeing surveys
- SEND and pastoral information

This policy will be reviewed annually or sooner if legislation, statutory guidance or school circumstances change.

References

This policy has been informed by:

- Keeping Children Safe in Education (KCSIE)
- Mental Health and Behaviour in Schools (DfE)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance
- SEND Code of Practice (2015)
- Equality Act 2010
- Working Together to Safeguard Children
- Promoting Children and Young People's Mental Health and Wellbeing Guidance