



Glenfield Primary School

Wellbeing Policy

Date of Review	September 2026
Next Review Date	September 2027
Headteacher	Sukhi Tibbles
Chair of Governors	Tessa Wildgoose

Well-being

At Glenfield Primary School, we aim to promote positive mental health and well-being for our whole school community; pupils, staff, parents and carers, and recognise how important mental health and emotional well-being is to our lives in just the same way as physical health. We know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the view that positive mental health is everybody's business and that we all have a role to play.

The Special Educational Needs and Disabilities (SEND) Code of Practice identifies Social, Emotional and Mental Health as one of the four areas of Special Educational Need.

Scope

Definition of Mental Health and Well-Being

We use 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.

This policy should be read in conjunction with our SEND policy in cases where pupils mental health needs overlap with these. This policy should also be read in conjunction with policies for Behaviour, Anti-bullying and PSHE policies. It should also sit alongside child protection procedures.

Aims

At our school we aim to:

- Promote positive mental health and wellbeing for all pupils and adults
- Create a culture where wellbeing is openly discussed and prioritised
- Support early identification of wellbeing concerns
- Provide clear systems for support and signposting
- Reduce stigma around mental health
- Ensure that wellbeing is embedded in school life, leadership, and practice

We promote a mentally healthy environment through:

- Promoting our school values and encouraging a sense of belonging.
- Promoting pupil voice and opportunities to participate in decision-making.
- Celebrating academic and non-academic achievements.
- Providing opportunities to reflect.
- Access to appropriate support that meets the need.
- Avoiding unnecessary workload for staff.
- Providing support in challenging times for staff.

We pursue our aims through:

- Creating an ethos alongside policies and behaviours that support mental health and resilience.
- Universal, whole school approaches.
- Early identification of pupils who have mental health needs.
- Regular reviews of pupil and staff well-being to inform actions.
- Training for staff to ensure they feel confident supporting young people.
- Having an open-door policy where all concerns can be shared.

Roles and Responsibilities

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 pupils with mental health needs get early intervention and the support they need.

Whilst all staff have a responsibility to promote the mental health of students, staff with a specific, relevant remit include:

- All Designated Safeguarding Leads and Deputy Designated Safeguarding Leads
- Anna Thomson – Mental Health and Wellbeing Lead
- Laura Stretton – Inclusion Lead
- Zoe Elkington – Children and Families Coordinator
- Jenny Osborne – Emotional Literacy Support Assistant – ELSA
- Beth Russell – PSHE Lead/Wellbeing Ambassador Lead

These colleagues will:

- Lead on and work with other staff to coordinate whole school activities to promote positive mental health.
- Provide advice and support to staff and organise training and updates.
- Keep staff up-to-date with information about what support is available.
- Liaise with the PSHE Leader on teaching about mental health.
- Be the first point of contact and communicate with mental health services.
- Lead on and makes referrals to services.

Teaching about Mental Health

The skills, knowledge and understanding needed by our students to keep themselves mentally healthy and safe are included as part of our developmental PSHE curriculum. The specific content of lessons will be determined by the specific needs of the cohort we're teaching but we will also use the PSHE Association Guidance to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner.

In addition, all children will be taught about the Zones of Regulation and the characteristics for learning, as part of the Route to Resilience programme which helps to build resilient learners. All classrooms have worry boxes and calm boxes to support with regulation.

Targeted support

The school will offer support through targeted approaches for individual pupils or groups of pupils, including support from external agencies, which may include:

- Social groups
- Zones of Regulation groups
- ELSA
- Therapeutic activities including art, lego and relaxation and mindfulness techniques.
- Support with transition from pre-school to school, primary to secondary for vulnerable children
- Mental Health in Schools Team
- The school nurse
- Educational psychology services
- Behaviour support through Oakfield pupil referral unit
- Family Help referral
- CAMHS (child and adolescent mental health service)
- Counselling services
- Family support workers
- Therapists (art, play, equine)

Support for Staff

We recognise that staff wellbeing is essential to the success of the school and are committed to:

- Promoting a healthy work–life balance
- Reducing unnecessary workload and duplication
- Ensuring staff feel listened to and valued through regular opportunities to feedback
- Providing clear communication and expectations
- Encouraging staff to access support when needed
- Offering appropriate support as the need arises e.g. Occupational Health, Wellbeing service
- Having an ‘open door’ ethos

Training

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection training in order to enable them to keep students safe.

Training opportunities for staff who require more in-depth knowledge will be considered as part of our performance management process and additional CPD will be supported throughout the year where it becomes appropriate due to developing situations with one or more pupils.

Working with Parents

In order to support parents we:

- Highlight sources of information and support about mental health and emotional wellbeing on our school website.
- Share and allow parents to access sources of further support through sharing of other agency details and hosting coffee mornings.
- Ensure that all parents are aware of who to talk to, and how to go about this, if they have concerns about their child.
- Make our wellbeing and mental health policy easily accessible to parents.
- Share ideas about how parents can support positive mental health in their children.
- Keep parents informed about the mental health topics their children are learning about in PSHE. Share ideas for extending and exploring this learning at home.

When a concern has been raised the school will:

- Contact parents and carers and meet with them, in most case parents and carers will be involved in their children’s interventions, although there may be circumstances when this may not happen, such as child protection issues.
- Offer information to take away and places to seek further information.
- Be available for follow up calls.
- Make a record of the meeting and agree an action plan
- Discuss how the parents and carers can support their child.
- Keep parents and carers up to date and fully informed of decisions about the support and interventions.

We make every effort to support parents and carers to access services where appropriate. Pupils are our primary concern, and in the rare event that parents and carers are not accessing services we will seek advice from the Local Authority. We also provide information for parents and carers to access support for their own mental health needs.

Signposting

We ensure that staff, pupils and parents are aware of what support is available within our school and how to access further support. This is via the school noticeboards, staffroom, classrooms, staff meetings, website, newsletter and X as a whole school approach or on a one-to-one basis as need is identified.