



ALL SAINTS' CHURCH OF ENGLAND PRIMARY SCHOOL

PUPIL WELLBEING POLICY

"Learning to love; loving to learn"

"A new command I give you, Love one another.

As I have loved you, so you must love one another."

John 13;34

Ratified by Curriculum and Standards on 27th January 2026

Review date: January 2027

Policy Statement

At the All Saints' CE Primary School, we are committed to supporting the emotional health and wellbeing of our pupils and staff. We have a supportive and caring ethos and our approach is respectful and kind, where each individual and contribution is valued.

At our school 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.

At our school we:

- help children to understand their emotions and feelings better
- help children feel comfortable sharing any concerns or worries
- help children socially to form and maintain relationships.
- promote self-esteem and ensure children know that they count.
- encourage children to be confident and 'dare to be different'
- help children to develop emotional resilience and to manage setbacks. We promote a mentally healthy environment through:
- Promoting our school's christian 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 develop a sense of worth through taking responsibility for themselves and others
- Providing opportunities to worship, pray or reflect.
- Access to appropriate support that meets their needs

We pursue our aims through:

- Universal, whole school approaches
- Support for pupils going through recent difficulties including bereavement.
- Specialised, targeted approaches aimed at pupils with more complex or long term difficulties including attachment disorder.

Scope

This policy should be read in conjunction with our Medical policy and 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 and Anti-bullying. It should also sit alongside child protection procedures.

Lead Members of Staff

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

- Nicholas Brompton- Designated Safeguarding Lead (DSL)
- David Roberts – Deputy Designated Safeguarding Lead (DSL)
- Emma Anderson - Deputy Designated Safeguarding Lead (DSL)
- Sophie Halmshaw - Deputy Designated Safeguarding Lead (DSL)
- Sarah Burke – Chaplain and Wellbeing lead
- Claudia Butler – Family Support Worker

Teaching about Mental Health

The skills, knowledge and understanding needed by our pupils 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 and we will ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner.

Targeted support

The school will offer support through targeted approaches for individual pupils or groups of pupils which may include:

- Circle time approaches or 'circle of friends' activities.
- Managing feelings resources e.g. 'worry boxes'
- Self esteem/Mental health and wellbeing groups

The school will make use of resources to assess and track wellbeing as appropriate including:

- Self esteem questionnaire
- Pupil Voice interview
 - Staff Surveys

Signposting

We will ensure that staff, pupils and parents are aware of what support is available within our school and how to access further support.

Identifying needs and Warning Signs

As a staff we will regularly monitor the wellbeing of our pupils with a range of checks including:

- Attendance
- Punctuality

- Relationships
- Approach to learning
- Physical indicators
- Negative behaviour patterns
- Family circumstances
- Recent bereavement

School staff may also become aware of warning signs which indicate a student is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns with the designated child protection and safeguarding officer or the emotional wellbeing lead as appropriate.

Possible warning signs include:

- Changes in eating / sleeping habits
 - Becoming socially withdrawn
 - Changes in activity and mood
 - Talking or joking about self-harm or suicide
 - Expressing feelings of failure, uselessness or loss of hope
 - Repeated physical pain or nausea with no evident cause
 - An increase in lateness or absenteeism
- Working with Parents In order to support parents we will:
- Share and allow parents to access sources of further support
 - Ensure that all parents are aware of who to talk to, and how to get about this, if they have concerns about their child.
 - Make our emotional 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 and share ideas for extending and exploring this learning at home.

Useful websites:

<https://www.anxiousminds.co.uk/>

<https://www.actionforchildren.org.uk/what-we-do/children-young-people/mental-health/>

<https://www.cpft.nhs.uk/>

<http://chums.uk.com/cambs-pborough-services/>

Working with other agencies and partners

As part of our targeted provision the school will work with other agencies to support children's emotional health and wellbeing including:

- The school nurse
- Educational psychology services
- CAMHS (child and adolescent mental health service)
- Family support workers
- Early Help Team

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.