



Positive Mental Health and Wellbeing Statement 2025 – 2027

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*Publication on website			
Alliance Schools Trust website		School website	
1	Statutory publication	A	Statutory publication
2	Good practice	B	Good practice
3	Not required	C	Not required

**Policy level			
1	Trust wide	Single policy relevant to everyone and consistently applied across all schools and departments, with no variation. e.g. Complaints procedure	Statutory policies approved by the Alliance Schools Trust Board of Trustees (or designated Trustee Committee). Non-statutory policies approved by the CEO with exception of Executive Pay.
2	Trust core values	This policy defines the Trust core values in the form of a Trust statement to be incorporated fully into all other policies on this subject, that in addition contain relevant information, procedures and or processes contextualised to that school. e.g. Safeguarding, Behaviour	Statements in statutory policies approved by the Alliance Schools Trust Board of Trustees (or designated Trustee Committee). Statements in non-statutory policies approved by the CEO. Policy approved by Local School Board.
3	School/department	These policies/procedures are defined independently by schools as appropriate e.g. Anti-bullying	Approved by Local School Board.

At Watling Primary School, we are committed to promoting positive mental health and wellbeing for all children, their families and members of our wider school community.

We take a holistic approach to wellbeing, recognising that it includes physical, social, emotional and mental health.

Our Watling Way value 'nurture' outlines our commitment to 'nurture our bodies, minds, each other and our environment'.

As school staff and children juggle a multitude of different tasks and demands, it is important that everyone is given the right emotional and practical support so that they can, in turn, support others within our environment and wider school community.

In addition to having a positive impact on our staff and children, good levels of wellbeing can reduce absence, improve staff retention, promote engagement and increase productivity and outcomes for all.

Our aims are to:

- Promote positive mental health and emotional wellbeing in all staff and children.
- Develop resilience amongst children and raise awareness of resilience building techniques.
- Increase understanding and awareness of common mental health issues.
- Enable staff to identify and respond to early warning signs of mental ill health in children.
- Enable staff to understand how and when to access support when working with young people with mental health issues.
- Provide the right support to children with mental health issues and know where to signpost them and their parents/carers for specific support.

These are some of the ways in which we support the wellbeing of all members of our school community:

- Our culture is underpinned by our Watling Way values with an emphasis on aspiration, teamwork, inclusion and nurture.
- We focus on building positive relationships and getting to know our children, staff and their families in order to create a collective culture of belonging.
- We develop positive attitudes to learning through the implementation of our CAPTAIN Learning Characteristics which focus on key dispositions that impact positively on wellbeing.
- We are committed to creating a happy and purposeful learning environment, based on a consistent approach to positive behaviour management and our 3Bs – Be safe, Be kind, Be respectful.
- Our physical learning environment is designed to impact positively on all members of our school community with abundant natural light, well-resourced teaching and learning spaces, etc.
- Our experienced staff share a wealth of expertise so that they can offer specific support to each other, our children and families.
- We aim to increase awareness and understanding of mental health and wellbeing and to provide support at an early stage to any member of our school community who is, or appears to be, suffering from mental health issues.

- All members of our school community are given opportunities for their voices to be heard through interviews, questionnaires, wellbeing surveys, School Council and Eco Committee, etc.

We expect all staff to take responsibility to promote the mental health of members of our school community but there are some key members of staff who have specific roles to play.

Vikki Pegg - Headteacher, Designated Safeguarding Lead, Senior Mental Health Lead

Beth Shepherd – SENCo, Deputy Designated Safeguarding Lead, PSHE Lead, Designated Teacher for Looked After Children (LAC)

We are in the process of accessing further training opportunities for Mental Health First Aiders.

Support at School

We support positive mental health and wellbeing in the following ways:

- Our PSHE curriculum focuses on important aspects of Social, Emotional and Mental Health (SEMH) needs and development.
- We are committed to extended Forest School sessions and opportunities to learn outdoors for all children.
- We use playtimes as an opportunity to involve our children in positive play as an extended part of our PE curriculum offer.
- We actively promote healthy lifestyles and increased physical activity.

Warning Signs

We use Zones of Regulation across our school to gauge children's emotional health and wellbeing at regular points during the school day. In this way and through knowledge of individual children based on positive relationships, staff may become aware of early warning signs which might indicate a child is experiencing mental health or emotional wellbeing issues.

Possible warning signs, which all staff should be aware of include:

- Physical signs of harm that are repeated or appear non-accidental.
- Changes in eating / sleeping habits.
- Increased isolation from friends or family or becoming socially withdrawn.
- Changes in activity and mood.
- Lowering of academic achievement.
- Talking about self-harm or suicide.
- Abusing drugs or alcohol.
- Expressing feelings of failure, uselessness or loss of hope.
- Changes in clothing – e.g. long sleeves in warm weather.
- Secretive behaviour.
- Avoiding PE or getting changed secretly.
- Lateness to, or absence from school.

Raising concerns

If a member of staff is concerned about the mental health or wellbeing of a child, in the first instance they should speak to a member of our Safeguarding Team.

If there is a concern that the child is high risk or in danger of immediate harm, the Child Protection and Safeguarding Policy should be followed. If the child presents a high-risk medical emergency, relevant procedures should be followed, including involving the emergency services if necessary.

If a child chooses to disclose concerns about themselves, or a friend, to any member of staff, the response will be calm, supportive and non-judgemental, following our normal safeguarding procedures. All disclosures will be recorded confidentially on CPOMs.

Parents will normally be informed if concerns are raised about a child's mental health. If, however, a child gives us reason to believe that they are at risk, or there are child protection issues, parents may not be informed, but normal child protection procedures will be followed.

Targeted Support

A range of support is available for children identified as being vulnerable to mental health issues.

We recognise some children and young people are at greater risk of experiencing poorer mental health. This might include those who are Looked After (LAC) or Previously Looked After (PLAC), young carers, those who have had previous access to CAMHS, those living with parents/carers with a mental illness and those living in households experiencing domestic violence or other safeguarding concerns.

We identify vulnerable pupils through a range of strategies and always make staff aware of any concerns, adding children to our whole school vulnerabilities overview.

We ensure timely and effective identification of children who would benefit from targeted support and ensure appropriate referral to support services by:

- Identifying children who are showing early signs of anxiety, emotional distress, or behavioural problems.
- Providing children with clear and consistent information about the opportunities available for them to discuss personal issues and emotional concerns.
- Providing children with opportunities to build relationships, particularly those who may find it difficult to seek support when they need it.
- Providing a range of appropriate interventions.
- Providing specific help for those children most at risk (or already showing signs) of social, emotional, and behavioural problems.
- Ensuring that staff, children and parents/carers are aware of the support and services available to them, and how they can access these services.
- Sharing relevant information about local and national support services and events both in school and with our wider school community.
- Working with Targeted Early Help, Children's Social Care, CAMHS and other external agencies to follow protocols including assessment and referral.
- Involving all relevant parties in making decisions about support offered.
- Agreeing an Individual Care Plan when appropriate.

Individual Care Plans

When a child has been identified as having a more significant cause for concern, has received a diagnosis of a mental health issue, or is receiving support either through CAMHS or another organisation, it is recommended that an Individual Care Plan should be drawn up.

In such cases, the pupil, parents or carers, and other relevant professionals will be involved in developing the plan.

This plan should include:

- Details of the child's situation/condition/diagnosis.
- Special requirements or strategies, and necessary precautions.
- Medication and any side effects.
- Who to contact in an emergency

Working with parents and carers

We recognise that families play a key role in influencing children's emotional health and wellbeing. We will work in partnership with our parents and carers to promote emotional health and wellbeing by:

- Ensuring all parents are aware of and have access to promoting social and emotional wellbeing and preventing mental health problems.
- Highlighting sources of information and support about common mental health issues through our normal communication channels.
- Offering support to help parents or carers develop their parenting skills, if appropriate.
- Ensuring children, parents and carers living in disadvantaged circumstances are given the support they need to participate fully in activities to promote social and emotional wellbeing.

We are mindful that for a parent, hearing concerns about their child can be upsetting and distressing. They may therefore respond in various ways which we should be prepared for, allowing time for the parent to reflect and process the situation.

Signposting parents to other sources of information and support can be helpful in these instances.

Supporting Peers

When a child is suffering from mental health issues, it can be a difficult time for their friends who may want to support but do not know how. To help keep peers safe, we will consider on a case-by-case basis which friends may need additional support.

Support may be provided in one to one or group settings and will be guided by considering:

- What it is helpful for friends to know and what they should not be told.
- Warning signs that their friend needs help.
- How friends can best support.
- Things friends should avoid doing / saying which may inadvertently cause upset.
- Where and how to access support for themselves.
- Healthy ways of coping with the difficult emotions they may be feeling.

Training for staff

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular safeguarding training to enable them to keep pupils safe.

Training opportunities for staff who require more in-depth knowledge will be considered as part of our performance management process. Access to additional CPD will be supported throughout the year where it becomes appropriate.

Staff mental health and support

We recognise that anyone can experience mental health issues for various reasons which may be out of their control. There may also be work related factors that could contribute to poor mental health such as work life imbalance, workload pressure, poor working conditions.

To every extent possible, we aim to recognise and address cases of workplace pressures that contribute to mental health issues. We aim to:

- Encourage open dialogue and communication about mental health and wellbeing.
- Treat staff mental illness seriously.
- Proactively support resolution of issues causing concern.
- Support staff members who face mental health problems.

In addition, we specifically support our staff in the following ways:

- We take a considered approach to staff workload.
- Staff are provided with access to the tools and resources they need to carry out their roles effectively.
- Non-teaching time (in addition to PPA entitlement) is allocated to staff to reflect and acknowledge levels of responsibility.
- We are committed to opportunities for professional development and offer regular career conversations and succession planning.
- Our Staff Supervision Statement acknowledges the importance of regular opportunities for staff to engage in professional dialogue and manage the emotional impact of their work.
- Priority has been given to developing and resourcing our staff work and relaxation areas in school.
- Staff work areas are equipped with large monitors and adjustable office chairs.
- Staff are involved in decision-making whenever possible.
- Consideration is given to the impact of newly introduced initiatives on staff workload.
- The Headteacher (Vikki Pegg) is trained in Clinical Supervision and offers regular support to other members of the Safeguarding Team. There are a number of staff across The Alliance Schools Trust who have also accessed this training who can be called on to offer additional support if necessary.
- All staff have access to an Employee Assistance Programme and The Alliance Schools Trust HR Team.