



# All Saints CE (VC) First School

## Policy for Mental Health and Wellbeing

Date: September 2025

Approved by Governors: 4<sup>th</sup> November 2025

To be reviewed: November 2027

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## 1. Purpose

This policy outlines our commitment to promoting the mental health and emotional wellbeing of children, staff, and families at All Saints C.E. (VC) First School. Grounded in our school values of caring, succeeding, and flourishing, we strive to provide a nurturing environment where everyone feels safe, supported, and able to thrive.

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## 2. Why It Matters

Positive mental health underpins everything we do. It impacts:

- Academic success and cognitive development
  - Relationships with peers and adults
  - Behaviour, emotional regulation, and resilience
  - Staff satisfaction, retention, and team culture
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## 3. Supporting Pupils

### A. Emotional Literacy & Daily Check-In

- Every class uses **The Colour Monster** framework to support emotional awareness.
- At the start of each day, pupils place a **lollipop stick** in a cup that matches their feelings.
- This simple visual system enables staff to spot pupils needing **1:1 conversations** and early pastoral intervention.

### B. Curriculum Integration

- **EYFS Early Learning Goals (ELGs):**
  - *Personal, Social and Emotional Development (PSED):*
    - “Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly”
    - “Set and work towards simple goals”
    - “Give focused attention to what the teacher says”
- **PSHE and Statutory Health Education (KS1 & KS2):**
  - “Recognise and talk about their emotions”

- “Understand the benefits of physical and mental wellbeing”
- “Identify strategies for managing change and loss”
- “Know how to ask for help”

These objectives are taught explicitly through weekly PSHE sessions, collective worship, storytelling, RE lessons, and daily social interactions.

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#### 4. Behaviour & Wellbeing: A Restorative Approach

Our wellbeing strategy is fully aligned with the school’s **Behaviour Policy**, which is grounded in **Restorative Relational Practice (RRP)**.

##### Restorative Conversations & Coaching Circles:

- When behavioural issues arise, we use **restorative coaching circles** to give each child a voice and ensure that all perspectives are heard.
- These sessions allow children to reflect on their emotions, consider the impact of their actions, and repair relationships.
- Staff are trained to facilitate these safely and supportively, placing empathy and connection at the heart of behaviour management.

This approach strengthens emotional regulation, promotes respectful dialogue, and reinforces community values.

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#### 5. Supporting Staff

##### A. Open-Door Culture & Mental Health Leadership

- Headteacher **David Elliott-Hancock** has completed training in **Senior Mental Health Leadership** and is the school’s **Designated Mental Health First Aider**.
- He operates an **open-door policy**, offering staff a safe and confidential space to raise concerns, reflect, or ask for help.

##### B. 1:1 Appraisals & Staff Voice

- Staff have **termly 1:1 appraisal meetings**, where wellbeing and workload can be discussed openly.
- An **annual wellbeing questionnaire** collects feedback that directly informs leadership decisions and future planning.
- Additional informal check-ins and support are available as needed.

## C. Wellbeing Resources

- Our **Staffroom Wellbeing Board** includes:
  - Positive affirmations and gratitude prompts
  - Stress-relief ideas and mindfulness tips
  - Signposting to support services (e.g. Education Support, NHS Mental Health Hub, local services)

## D. Provision Map

- Our **Whole-School Provision Map** includes a section for staff wellbeing, helping colleagues and leaders:
  - Recognise symptoms of burnout, stress or anxiety
  - Know how to access support or adjustments
  - Understand next steps and support pathways

## E. Staff Wellbeing Days

- Staff are entitled to 2 wellbeing days (pro-rated) where they can take paid leave for support their own wellbeing.
  - This is subject to approval by Headteacher to ensure learning is not interrupted and cover can be arranged.

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## 6. Supporting Parents & Carers

- The **school website** hosts a **mental health hub** with:
  - Parent-friendly resources
  - Support service directories
  - Links to school strategies (e.g. Colour Monster, PSHE curriculum)
- Parents are kept informed of their child's emotional development through check-in outcomes, parent meetings, and home-school communication.

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## 7. Logging & Documentation

### A. Pastoral and Emotional Incidents

- All significant pastoral incidents (e.g. changes in mood, emotional distress, or frequent check-ins with worry/sadness colours) are logged by staff using

**MyConcern**, a secure and GDPR-compliant system, ensuring safeguarding protocols are followed.

- These logs serve as **working documents**, allowing:
  - Early identification of patterns in a pupil's emotional state
  - Evidence to support discussions with parents/carers
  - Data for **SEN referrals**, **Early Help**, or **external agency involvement** if needed
  - Input into wider provision mapping and child-centred planning

## B. Confidentiality

- Only relevant staff have access to pastoral records, which are stored securely and reviewed regularly by the **Designated Mental Health Lead** and the **DSLs**.
- Parents are informed of significant trends or concerns where appropriate, and consent is sought where external referrals are required.

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## 8. Roles & Responsibilities

Role	Responsibility
Governors	Strategic oversight and policy review
Headteacher	Mental Health First Aider; staff and pupil wellbeing leadership
Designated Mental Health Lead	Coordinating provision, training, curriculum, and referral pathways
Class Teachers & TAs	Daily check-ins, pastoral documentation, restorative conversations
Parents/Carers	Partnership in supporting emotional development and home care
Pupils	Expressing feelings, supporting one another, participating in restorative practices

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## 9. Training, Provision Map & Monitoring

### A. Training

- All staff receive CPD in:
  - Emotional literacy and regulation
  - Restorative practices and trauma-aware teaching
  - Mental Health First Response

## **B. Whole-School Provision Map**

- The **Mental Health Provision Map** outlines:
  - Signs and symptoms of emotional distress
  - Next steps, interventions, and appropriate pathways
  - Strategies for both pupils and staff

## **C. Monitoring & Review**

- **Weekly** analysis of classroom emotional check-ins
- **Termly** review of staff wellbeing and pupil needs
- **Annual** review of this policy in collaboration with governors, staff and the school council

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## **10. Confidentiality & Safeguarding**

- Emotional check-ins, pastoral notes, and referrals are all managed in accordance with our **Safeguarding Policy** and **GDPR regulations**.
- All staff are trained in **information-sharing best practice** and know how to balance confidentiality with necessary escalation to safeguarding leads.

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## **In Summary**

Mental health and wellbeing are central to life at All Saints. Through consistent emotional check-ins, restorative conversations, staff support systems, and community partnerships, we foster a compassionate and emotionally literate school culture. Our approach ensures that every voice is heard, every feeling is valued, and every member of our community is supported to flourish.