Wellbeing and Mental Health

September 2026

Review date: September 2027

Wellbeing and Mental Health Policy

We want all our children to be happy and successful at our school so they can leave us with the skills and knowledge necessary for them to go on to achieve anything they can dream of. Wellbeing and mental health affect how a person thinks, feels and behaves in daily life. Children will only be successful academically if they have a positive level of wellbeing and mental health. We want to ensure that all children are supported to do well emotionally and physically, so that they can achieve academically. This means also actively supporting all staff and families to have a high level of wellbeing.

Values and Aims

At Pleasant Street 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 recognise that positive wellbeing and mental health is everybody's business and that we all have a role to play.

Characteristics of a person with positive wellbeing and mental health (Curriculum Aims)

A person who has a positive level of wellbeing and mental health will be able to:

- feel good about themselves
- learn new things
- enjoy being successful and try again after not being successful yet
- feel, express and manage a range of big and small emotions
- build and maintain healthy relationships with others
- cope with changes and the unknown

At our school we:

- help children to understand their emotions and feelings
- 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 celebrate diversity and 'dare to be different'
- help children to develop emotional resilience and to manage setbacks

We promote a mentally healthy environment through:

- our school values and encouraging a sense of belonging
- 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 reflect
- access to appropriate support that meets children's needs

Curriculum Intent

- Promote positive wellbeing and mental health in all students and staff with input for all children throughout the year.
- Develop resilience amongst the children and raise awareness of resilience building techniques.
- Enable staff to identify and respond to early warning signs of a child who is struggling.
- Have a clear pathway of support in place for those that are identified as needing extra support, with the right support being given in a timely manner.

Curriculum Implementation

- The Zones of Regulation are taught and used throughout the school to help children recognise their emotions, understand how these feelings affect them, and develop strategies to support their own self-regulation.
- PHSE curriculum includes skills, knowledge and understanding to keep themselves, and others, physically and mentally healthy and safe
- Diversity Days
- Class worship time often focusses on wellbeing and resilience.
- Internet Safety: Computing
- Physical Health and Fitness: P.E.
- Healthy Eating: DT, Science
- Drugs, Alcohol and Tobacco: Science
- Health and Prevention: Science
- Puberty: PSHE, Science
- First Aid training at various stages
- “Five Ways to Wellbeing” is a strategy employed throughout the school to promote the purposeful development of positive wellbeing amongst the children
- All staff are trained in spotting the early signs of poor wellbeing or mental health and a triage system is in place to identify individual support needed. This could be additional support in class, 1-1 or group work in school with our Family Liaison Officer or Counsellor or referral to outside agencies

Appendix 1 – Pathways of Support for Mental Health and Wellbeing

Request is made for mental health and/or wellbeing support for a child, parent or family.
This can come from a range of sources, which utilises the strength of our school and local community: staff, children, parents/families and outside agencies. An internal FLO referral form is completed either by staff member or on behalf of child, parent or outside agency.

Referrals usually fall into one of three pathways.

Child Pathway

Child needs support because they are experiencing difficulties.

Healthy, Happy and Ready to Learn Flow Chart

Child presentation throughout the school day

Emotional - Peer problems – Conduct - Hyperactivity

Low	Medium	High
Are the behaviours demonstrated ongoing? Are the behaviours out of character for the child? **e.g. not engaging with work, disruption in class, tapping, fiddling**	Does the child in regards to their behaviour stand out from their peer group? **e.g. not conforming with rules, behaviour policy not effective**	Is this a physical incident? **e.g. physical action against other children/staff. Self-harm behaviours. Rudeness to staff/other children. Language used – hate speech.**
Alert relevant staff on CPOMs KS (FLO), JL (SEND) AB (Safeguarding) EK (behaviour)		Dealt with same day by SLT. Meet with parents if appropriate.
	1 off? Class Teacher to monitor	Frequent? FLO referral and SDQ

Staff complete SDQ and FLO referral form with observed behaviour. Completed questionnaires are triaged regularly and support can start quickly if needed. SDQ gives a score which helps inform appropriate support which could be extra measures in place in class, SEND initial concerns referral, 1-1 sessions with FLO or counsellor, nurture groups etc. or outside agency support.

Next Steps…
How do we know the intervention is working?
Small group and 1-1 sessions to be reviewed on an ongoing basis and half-termly at supervisions. **Progress tracked through monitoring SDQ scores termly and child's presentation within class.**

SEND/Thrive Pathway

Child is given support as a preventative measure due to their SEND or because a gap in their social /emotional development has been identified.

Support is logged on the one-page-profile for SEND or on CPOMS for non-SEND children.

Child might be given support due to their additional needs or due to gaps in the whole class thrive assessment. They will not be experiencing daily wellbeing disruptions.

Examples would be attending Shy Lowen stables, a nurture group or a friendship group.

SDQ scores are monitored termly. If a child starts to experience wellbeing disruptions, they are referred to the FLO pathway.

Family Pathway

A parent or family is supported for mental health or practical needs such as routines at home or housing problems.

Staff member speaks to family and identifies a support opportunity. **They log it on CPOMS and tag in KS.**

KS offers advice and support to the family as appropriate. Home visits are available as well as support with housing etc. Support given is logged on CPOMs.

If a request for family support comes in from an outside agency a FLO referral will be completed and SDQ's will be completed for the children involved. Equally, the same will happen if a piece of work is found to be more complicated needing a longer period of support.

Support is reviewed regularly and any SDQs completed are monitored termly.

JL - Jessica Leong (SEND) ~ KS - Kirsty Sparrow (Family Liaison Officer) ~ LW - Lorna Wilson (School Counsellor)
AB – Aileen Buckley (Safeguarding) ~ EK – Emma Keogh (Deputy and Behaviour)

Appendix 2

Teacher/Senco/Referrer

Strengths and Difficulties Questionnaire

For each item, please mark the box for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain or the item seems daft! Please give your answers on the basis of the child's behaviour the last six months or this school year.

Child's Name……. Male/Female

Class …..…..…….

	Not True	Somewhat True	Certainly True
Considerate of other people's feelings	☐	☐	☐
Restless, overactive, cannot stay still for long	☐	☐	☐
Often complains of headaches, stomach-aches or sickness	☐	☐	☐
Shares readily with other children (treats, toys, pencils etc)	☐	☐	☐
Often has temper tantrums or hot tempers	☐	☐	☐
Rather solitary, tends to play alone	☐	☐	☐
Generally obedient, usually does what adults request	☐	☐	☐
Many worries, often seems worried	☐	☐	☐
Helpful if someone is hurt, upset or feeling ill	☐	☐	☐
Constantly fidgeting or squirming	☐	☐	☐
Has at least one good friend	☐	☐	☐
Often fights or argues with other children or bullies them	☐	☐	☐
Often unhappy, down-hearted or tearful	☐	☐	☐
Generally liked by other children	☐	☐	☐
Easily distracted, concentration wanders	☐	☐	☐
Nervous or clingy in new situations, easily loses confidence	☐	☐	☐
Kind to younger children	☐	☐	☐
Often lies or cheats	☐	☐	☐
Picked on or bullied by other children	☐	☐	☐
Often volunteers to help others (parents, teachers, other children)	☐	☐	☐
Thinks things out before acting	☐	☐	☐
Steals from home, school or elsewhere	☐	☐	☐
Gets on better with adults than with other children	☐	☐	☐
Many fears, easily scared	☐	☐	☐
Sees tasks through to the end, good attention span	☐	☐	☐

Do you have any other comments or concerns?

Signature …… Role…… Date: ……

Thank you very much for your help

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