Wavell Community Primary School

Wellbeing and Mental Health Policy

Policy Review Date: October 2026
Next Review Date: October 2027
Responsible Lead: Gillian Crouch - Executive Headteacher
Governor Responsible: Elaine Richardson - Safeguarding and Wellbeing Link Governor

Wavell Commitment

"At Wavell, we strive to ensure that every child feels safe, valued, respected and supported. Through our Wavell Values, strong relationships and nurturing environment, we empower children to develop resilience, flourish emotionally and achieve their full potential."

Policy Statement

At Wavell Community Primary School, we believe that positive mental health and emotional wellbeing are fundamental to children's learning, achievement and personal development. We are committed to creating a safe, caring and inclusive environment where every child, member of staff and family feels valued, supported and able to thrive.

As a school serving a significant Armed Forces community, we recognise the unique experiences and challenges that military life can bring, including parental deployment, mobility, bereavement, separation and transition. We work closely with pupils, families and external agencies to ensure timely and appropriate support is available.

This policy should be read alongside our Safeguarding and Child Protection Policy, SEND Policy, Behaviour Policy, Attendance Policy and PSHE Curriculum.

Our Wavell Values

Our approach to wellbeing and mental health is underpinned by the Wavell Values:

- **Respect** and **Responsibility** - valuing ourselves and others.
- **Compassion** and **Kindness** - showing empathy, compassion and understanding.
- **Resilience** and **Courage -** developing strategies to overcome challenges and speaking up when we are worried and seeking help when needed.
- **Excellence** and **Achievement –** reaching our full potential **'Be the Best You'**
- **Inclusivity** and **Equality –** we celebrate diversity and make sure everyone's voice is heard.

These values are embedded throughout school life and promote positive relationships, emotional wellbeing and a strong sense of belonging.

Aims

We aim to:

- Promote positive mental health and emotional wellbeing for all children and staff.
- Reduce stigma associated with mental health difficulties.
- Identify concerns early and provide effective support.
- Support children in developing resilience, confidence and self-esteem.
- Foster positive relationships and a strong sense of community.
- Provide clear pathways for support when difficulties arise.
- Work collaboratively with parents, carers and external professionals.
- Ensure staff understand their role in promoting wellbeing and responding to concerns.

Promoting Positive Wellbeing

Wellbeing is everyone's responsibility and is embedded throughout our school culture.

Curriculum

Pupils learn about:

- Emotional literacy
- Relationships and friendships
- Personal safety
- Resilience and coping strategies
- Mental health awareness
- Healthy lifestyles
- Online safety

through PSHE, RSHE, assemblies and wider curriculum opportunities.

OPAL (Outdoor Play and Learning)

Our OPAL programme promotes:

- Physical activity
- Social development
- Cooperation and teamwork
- Creativity and problem-solving
- Risk awareness and independence

High-quality play opportunities contribute significantly to emotional wellbeing and help children build resilience and positive relationships.

School Council

The School Council provides children with a meaningful voice in school decision-making. Through consultation, leadership opportunities and child-led initiatives, children develop confidence, self-worth and a sense of belonging.

House Captains

House Captains act as positive role models and ambassadors for our Wavell Values. They encourage teamwork, inclusion and participation across the school and contribute to a positive school culture.

WOW Ambassadors

WOW Ambassadors promote active lifestyles, healthy habits and positive attitudes towards physical wellbeing. They encourage walking, cycling and active travel, supporting both physical and mental health.

Rock Steady Music School

Participation in Rock Steady provides children with opportunities to:

- Develop confidence
- Experience success
- Express emotions creatively
- Work collaboratively
- Build self-esteem through performance

Music plays an important role in supporting emotional wellbeing and social connection.

Little Troopers

As a school with a strong Service community, we promote our Little Troopers Club to provide support for service children. The programme helps children:

- Understand deployment and separation
- Build resilience
- Connect with peers who share similar experiences
- Access targeted emotional support during periods of transition and change

Identifying Mental Health Needs

Staff may identify concerns through:

- Daily interactions with pupils
- Safeguarding concerns
- Attendance patterns

- Behaviour changes
- Academic progress
- Pupil voice activities
- Parent/carer concerns
- Peer concerns
- Staff observations

Possible indicators may include:

- Withdrawal from friends or activities
- Persistent anxiety or worry
- Low mood
- Increased emotional outbursts
- Changes in eating or sleeping habits
- Persistent absence
- Difficulties concentrating
- Expressions of hopelessness or low self-esteem

All concerns should be reported in line with safeguarding procedures.

Pathway to Wellbeing and Mental Health Support

Wavell uses a graduated approach to supporting wellbeing and mental health.

Universal Support (All Pupils)

- Positive relationships with staff
- Emotional Check In (Daily)
- PSHE and RSHE curriculum
- Wavell Values
- OPAL play opportunities
- School Council
- House system and House Captains
- WOW Ambassadors
- Rock Steady participation
- Assemblies
- Little Troopers support
- Daily pastoral care

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Early Support (Emerging Concerns)

- Discussion with class teacher
- Parent/carer meeting
- Pastoral check-ins
- Emotional regulation strategies

- Individual targets and support plans
- Small group interventions
- ELSA-style support where available
- Monitoring by safeguarding and pastoral leads

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Targeted Support (Ongoing Concerns)

- SENCO involvement
- Mental health lead involvement
- Individual wellbeing plans
- Referral to specialist in-school support
- Team Around the Child meetings
- Service family support interventions
- Regular review with parents/carers

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Specialist Support (Significant Concerns)

Referral, in collaboration with families, to:

- Compass or local mental health support services
- CAMHS
- Educational Psychology
- School Health Service
- Early Help
- Social Care where appropriate
- Other specialist agencies

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Crisis Response

Where a child may be at immediate risk of harm:

- Safeguarding procedures will be followed immediately.
- Parents/carers will be contacted where appropriate.
- Emergency services and crisis mental health services will be contacted if required.
- All actions will be recorded and reviewed.

Supporting Service Children

Given our unique context, Wavell recognises that service children may experience:

- Family deployment

- Mobility and transition
- Separation from family members
- Additional emotional pressures

Through Little Troopers, pastoral support, pupil voice opportunities and strong home-school communication, we seek to ensure every service child feels safe, understood and supported.

Staff Wellbeing

We recognise that staff wellbeing directly impacts pupil wellbeing.

The school will:

- Promote a supportive and respectful culture.
- Encourage work-life balance where possible.
- Provide access to professional support services when required.
- Foster positive relationships and teamwork.
- Ensure staff wellbeing remains a leadership priority.

Partnership with Parents and Carers

We believe that strong partnerships with families are essential.

We will:

- Communicate concerns at the earliest opportunity.
- Involve parents and carers in planning support.
- Signpost families to relevant services.
- Encourage open and supportive communication.

Monitoring and Review

The Headteacher, Mental Health Lead, SENCO and Governing Body will monitor the effectiveness of this policy through:

- Pupil voice activities
- Attendance and behaviour data
- Safeguarding records
- Parent feedback
- Staff feedback
- Wellbeing surveys
- Governor monitoring visits

This policy will be reviewed annually or sooner if guidance changes.