



The Queen Anne Royal Free CE Controlled First School

In our Christian Community we Achieve, Enjoy and Include.

"But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control." Galatians 5:22-23

Mental Health and Wellbeing Policy

The school promotes equality and actively challenges all ageist, gender, racist, disablist, homophobic, social and transphobic language and behaviour.

Safeguarding all of our children is at the centre of every aspect of school policy.

Policy lead: Judith Street - Headteacher / DSL

Wellbeing Lead: Francesca Collin – SENCo

Approved by: Governing Body

Date approved: March 2026

Review date: March 2027

Review frequency: Annually, or sooner if guidance or school practice changes

1. Policy purpose

This policy sets out how Queen Anne Royal Free CE Controlled First School promotes positive wellbeing, protects mental health, identifies need early and responds appropriately to social, emotional and mental health needs across the school community.

It reflects our commitment to providing a safe, nurturing, inclusive and emotionally responsive environment in which all children and adults are supported to flourish.

2. Scope

This policy applies to:

- pupils;
- staff;
- governors;
- volunteers;
- and, where relevant, parents and carers.

This policy should be read alongside the school's:

- Safeguarding and Child Protection Policy;
- Behaviour Policy;
- SEND Policy;
- Attendance Policy;
- Anti-Bullying Policy;
- Medical Needs Policy;
- Relationships Education, Health Education and PSHE Policy;
- Equality Information and Objectives;
- Staff Code of Conduct;
- Whistleblowing Policy.

3. Policy statement

At Queen Anne Royal Free CE Controlled First School, we are committed to promoting the emotional wellbeing and mental health of all members of our school community. We recognise that children's wellbeing underpins their ability to feel safe, belong, learn, build relationships and flourish. In a first school context, this means helping children to name feelings, regulate emotions, develop resilience, build positive relationships and seek help from trusted adults when needed.

We believe that mental wellbeing is part of everyday health and is everyone's responsibility. Our approach is proactive, inclusive and child-centred. We provide universal support for all pupils through our ethos, curriculum and relationships, alongside additional and targeted support for children who may need it.

As part of our whole-school commitment to wellbeing, we are proud to be part of Well Windsor and to access the myHappyMind programme through this partnership. We also use the Zones of Regulation to help pupils develop emotional literacy and self-regulation, and we are proud to have achieved the Gold

Attachment Aware Award through RBWM Virtual School, reflecting our commitment to attachment-aware and relational practice across the school community.

Our wellbeing and personal development curriculum is further supported through Jigsaw for PSHE, alongside myHappymind, helping to provide a consistent and age-appropriate approach to emotional wellbeing, relationships, personal development and resilience.

4. Aims

The school aims to:

- promote a safe, nurturing and inclusive school culture in which pupils and adults can thrive;
- develop pupils' emotional literacy, self-awareness, resilience, confidence and help-seeking behaviours;
- provide age-appropriate teaching about wellbeing through Relationships Education, Health Education and PSHE, pastoral practice and daily routines;
- identify emerging concerns early and respond in a timely, proportionate and compassionate way;
- support pupils whose wellbeing may be affected by SEND, being a young carer, trauma, bereavement, family change, bullying, friendship difficulties, attendance concerns or emotionally based school avoidance;
- support children through transition points and change, particularly where these create anxiety or uncertainty;
- support staff wellbeing and promote a healthy and sustainable working culture;
- work in partnership with parents, carers and external agencies;
- ensure that mental health and wellbeing are understood within a safeguarding framework.

5. Roles and responsibilities

All staff have a responsibility to promote positive wellbeing, notice concerns, listen carefully, record appropriately and share information with relevant staff.

Key staff

- **Judith Street** – Designated Safeguarding Lead / Virtual School Lead
- **Lisa Warburton and Ruksana Broachi** – Deputy Designated Safeguarding Leads
- **Francesca Collin** – SENCo
- **Headteacher** – strategic leadership of wellbeing and mental health
- **Governing Body** – strategic oversight, challenge and review

All staff will:

- create a calm, safe and nurturing environment;
- build positive relationships with pupils;
- notice changes in presentation, mood, behaviour, attendance or relationships;
- respond appropriately to disclosures or concerns;
- record concerns in line with school procedures;

- share concerns promptly with the DSL, DDSL, SENCo or Headteacher, as appropriate;
- contribute to support planning and review where needed;
- work in partnership with families.

As a small school, staff know pupils well and communicate regularly and effectively about emerging needs. Professional discussions between class teachers, support staff, leaders and pastoral staff can take place quickly and support early identification and timely response.

Leaders and governors will:

- ensure this policy is implemented consistently;
- ensure staff receive appropriate training, guidance and support;
- monitor the effectiveness of the school's wellbeing provision;
- ensure that systems for identifying, recording and responding to concerns are robust;
- review this policy annually.

6. Our whole-school approach to wellbeing

Our approach reflects the needs of a first school and is built around universal, additional and targeted support.

Universal support

Universal support includes:

- a calm and predictable environment;
- emotionally available adults;
- strong relationships;
- attachment-aware practice;
- use of the Zones of Regulation;
- inclusive classrooms;
- play and outdoor opportunities;
- worship and reflection;
- Jigsaw PSHE;
- myHappymind;
- clear routines;
- anti-bullying work;
- pupil voice;
- promotion of healthy sleep, movement, connection and belonging.

Our practice is informed by attachment-aware and relational approaches. The school has achieved the Gold Attachment Aware Award through RBWM Virtual School, recognising our commitment to creating a safe, nurturing and emotionally responsive environment for all pupils. This supports our understanding of behaviour as communication and helps staff respond in a consistent, reflective and supportive way.

We use the Zones of Regulation as part of our universal provision to support pupils in recognising emotions, understanding levels of alertness and developing strategies for self-regulation. This shared

language helps children talk about their feelings and identify what support or strategies they may need during the school day.

Through Well Windsor, the school benefits from a wider community commitment to children's mental health and wellbeing. Through myHappymind, pupils access age-appropriate learning that supports self-regulation, emotional understanding, confidence, character strengths, positive relationships and habits that can be reinforced at home.

Additional support

Additional support may include:

- check-ins with trusted adults;
- nurture approaches;
- support from a trained ELSA;
- Drawing and Talking interventions where appropriate;
- adapted transition arrangements;
- attendance support;
- time-limited small group or individual work;
- opportunities for reflection, calm and connection through approaches such as forest bathing, where appropriate.

As a small school, we are well placed to build strong relationships across the school day. Our in-house after-school provision also means that children are supported by familiar adults who know them well, which further strengthens communication, consistency and emotional security.

Targeted support

Targeted support may include:

- individual wellbeing or support plans;
- multi-agency working;
- SEND support;
- Early Help involvement;
- consultation with health professionals;
- involvement from the Educational Psychologist where appropriate;
- involvement from the Behaviour Support Team where appropriate;
- support from SHINE Autism Outreach for emotional regulation and transition support where appropriate;
- Mental Health Support Team involvement where available;
- referral to specialist services where needed.

7. Curriculum and pupil development

Teaching about wellbeing is embedded through our Relationships Education, Health Education and PSHE curriculum and wider school life. In line with primary expectations, pupils are taught, in an age-

appropriate way, about feelings, friendships, belonging, self-care, healthy routines, asking for help, managing worries, online wellbeing and the connection between physical health and mental wellbeing.

The school uses Jigsaw to support the teaching of PSHE, including emotional literacy, relationships, healthy lifestyles and personal development. This is complemented by myHappyMind, which forms part of our universal provision and helps develop a shared language of wellbeing across the school.

Alongside this, the school uses the Zones of Regulation to support children in identifying emotions, building self-awareness and practising strategies to regulate feelings and behaviour in an age-appropriate way.

Together, Jigsaw, myHappyMind and the Zones of Regulation help to provide a consistent whole-school approach to emotional wellbeing, self-regulation and personal development.

Pupil voice also plays an important role in our approach. The school has trained Emotional Wellbeing Champions, a group of six Year 4 pupils trained through the Educational Psychology Service. These pupils help to promote positive wellbeing across the school community through activities such as assemblies and by supporting their peers at breaktimes and lunchtimes. Their role helps to build pupil leadership, empathy, inclusion and a culture in which children support one another.

8. Identifying need and warning signs

Staff may notice that a child needs support through changes in presentation, behaviour, attendance, learning or relationships. Concerns should always be shared promptly with the DSL, DDSL or SENCo, as appropriate.

Staff will remain mindful that some pupils may experience additional pressures linked to family circumstances, including those who are young carers, and that these factors may affect attendance, emotional wellbeing, presentation, concentration and relationships.

Possible indicators may include:

- persistent sadness, anxiety, tearfulness or heightened worry;
- difficulty separating from parents/carers or increasing school avoidance or attendance anxiety;
- withdrawal from friends, play or usual activities;
- reduced concentration, increased dysregulation or sudden changes in behaviour;
- changes in eating, sleeping or energy levels reported by home or noticed in school;
- repeated physical complaints with no clear medical cause;
- low self-esteem, perfectionism or disproportionate fear of failure;
- changes following bereavement, family breakdown, trauma or safeguarding concerns;
- talk, writing, play themes or behaviours that indicate hopelessness, self-harm or risk.

Pupils' social, emotional and mental health needs may also be discussed through termly pupil progress meetings, where staff consider attainment, engagement, attendance, behaviour, wellbeing and any barriers to learning. This helps the school identify patterns, monitor concerns and plan timely support.

9. Responding to concerns and disclosures

Children may share worries with any trusted adult. Staff should respond calmly, listen carefully, avoid promising confidentiality, offer reassurance and explain that information may need to be shared with the right adults to help keep the child safe.

Concerns relating to wellbeing, mental health or emotional presentation are recorded and monitored through CPOMS, in line with the school's safeguarding and recording procedures.

Staff response pathway

Notice -> record on CPOMS -> share with DSL/DDSL/SENCo -> agree support -> review impact

Staff should:

- record the concern promptly, factually and in line with school procedures using **CPOMS**;
- share the concern with the DSL/DDSL and, where relevant, the SENCo, ELSA or Headteacher;
- follow child protection procedures immediately if there is any risk of significant harm;
- seek emergency medical help where required;
- agree next steps, support and review arrangements.

Any concern that indicates a risk of harm will be treated as a safeguarding matter and responded to immediately in line with the school's Child Protection and Safeguarding Policy.

10. Individual support planning

Where a pupil requires sustained or targeted support, the school may put in place an individual wellbeing or support plan. Plans should be proportionate and developed with the child, where appropriate, parents/carers and relevant professionals.

Plans may include:

- presenting needs and strengths;
- known triggers, helpful strategies and reasonable adjustments;
- support from trusted adults;
- attendance and transition support, where relevant;
- communication arrangements between school and home;
- professional involvement and review dates;
- what to do in the event of escalation or crisis.

Where appropriate, support may involve consultation with the Educational Psychologist, Early Help, SHINE Autism Outreach, health professionals or other external agencies.

11. Working with parents and carers

We recognise that parents and carers are key partners in supporting children's wellbeing. As a small school, we value the positive relationships we build with families and the regular day-to-day communication that supports early identification and shared understanding of children's needs.

Wherever appropriate and safe to do so, the school will work openly and sensitively with families, listening carefully, sharing concerns factually, agreeing next steps and signposting support.

The school recognises that some children may have caring responsibilities at home, and staff will work sensitively with families and external agencies where a pupil is identified as a young carer.

Through our participation in Well Windsor and myHappyMind, families may also be offered opportunities to reinforce wellbeing strategies at home and engage with shared language and activities.

Our in-house after-school provision also supports strong relationships with families and enables familiar staff to continue to notice, support and communicate about children's wellbeing beyond the formal school day.

12. Transitions and change

Transitions can be a source of anxiety for some children and may have an impact on emotional wellbeing. The school is committed to supporting children through changes and key transition points in a thoughtful and graduated way.

Transition support may be offered to any child who needs it, including:

- additional visits;
- social stories or visual supports;
- meetings with parents/carers;
- trusted adult support;
- transition activities and opportunities to ask questions;
- sharing of information between staff and settings.

Particular attention is given to Year 4 pupils moving on to middle school, as this is a significant transition point. Additional support may be put in place for children who may find this change more challenging, including those with SEND, attachment needs, anxiety or other identified vulnerabilities. Where appropriate, the school may also seek support from the Behaviour Support Team and SHINE Autism Outreach to help plan and strengthen transition arrangements for individual pupils.

13. External support and signposting

The school will signpost families and staff to appropriate local and national support. This may include:

- the East Berkshire Mental Health Support Team, where the school is part of the programme;
- Berkshire Healthcare CAMHS and related mental health pathways;
- school nursing and GP advice;
- involvement from the Educational Psychologist, where appropriate;
- Achieving for Children / RBWM Early Help services;
- the Behaviour Support Team, where appropriate;
- SHINE Autism Outreach, where appropriate, for emotional support, regulation and transition planning;
- age-appropriate online or community support;

- urgent help via NHS 111, emergency services or the appropriate crisis pathway where there is immediate concern.

School staff do not work in isolation and will seek advice, consultation and support where needed to ensure children and families receive appropriate help.

14. Staff wellbeing

Staff wellbeing matters because it directly affects the quality of relationships, teaching and care within school. Leaders will consider the wellbeing impact of change, workload, communication and support systems. Staff should know how to raise concerns, access help and use appropriate professional support.

This may include:

- a culture of openness, respect and professional kindness;
- induction and support for new staff, including ECTs and support staff;
- access to supervision, reflection or debrief following significant incidents where appropriate;
- reasonable attention to workload, communication and work-life balance;
- clear safeguarding and whistleblowing routes;
- access to staff wellbeing resources, including those available through myHappyMind where applicable.

15. Safeguarding, confidentiality and record keeping

Mental health concerns can be both a safeguarding issue and an indicator that a child may need help or protection. Concerns must therefore be handled in line with safeguarding procedures.

Information will be shared on a need-to-know basis, recorded appropriately and stored securely. Staff should never keep a child's disclosure secret if doing so could place them or others at risk.

The school records safeguarding and wellbeing concerns through CPOMS, in line with its safeguarding and recording procedures.

16. Equality, inclusion and SEND

We recognise that experiences of wellbeing are shaped by SEND, neurodiversity, disability, culture, faith, gender, family circumstances, language and lived experience. Support should be inclusive, culturally sensitive and adjusted to the developmental stage and communication needs of the child.

We recognise that some groups of children may be more vulnerable to difficulties with wellbeing, including pupils with SEND, children with attachment needs and young carers.

Our attachment-aware approach, recognised through the Gold Attachment Aware Award, supports staff in understanding children's behaviour and emotional needs in a compassionate and inclusive way. We aim to remove barriers and ensure every child feels known, valued and able to belong.

17. Monitoring, review and evaluation

The Headteacher, DSL, SENCo and Governing Body will monitor the implementation and impact of this policy through:

- safeguarding and pastoral records;
- CPOMS records and patterns of concern;
- attendance information;
- behaviour and inclusion information;
- pupil voice;
- parent and carer feedback;
- staff feedback;
- termly pupil progress meetings;
- training records;
- governor monitoring and review.

The school will also review how effectively universal provision, including myHappymind, Jigsaw, the Zones of Regulation, pupil leadership through the Emotional Wellbeing Champions, and wider wellbeing work through Well Windsor, is supporting pupils, staff and families.

This policy will be reviewed annually, or sooner if guidance, local pathways or school practice change.

Appendix A – Current wellbeing approaches in school

Current approaches used within school include:

- Well Windsor partnership;
- myHappymind;
- Jigsaw PSHE;
- Zones of Regulation;
- Gold Attachment Aware Award through RBWM Virtual School;
- trained Emotional Wellbeing Champions;
- trusted adults and pastoral support;
- a trained ELSA;
- Drawing and Talking;
- forest bathing;
- in-house after-school provision with familiar staff;
- transition support, including enhanced support for Year 4 pupils moving to middle school;
- strong partnerships with parents and carers;
- use of CPOMS to record and monitor concerns;
- discussion of SEMH needs through termly pupil progress meetings;
- access to Educational Psychology, Early Help, Behaviour Support Team and SHINE Autism Outreach, where appropriate.

Appendix B – Staff response summary

When a concern arises, staff should follow this process:

Notice -> record on CPOMS -> share with DSL/DDSL/SENCo -> agree support -> review impact

If there is any indication of immediate risk, staff must follow safeguarding and child protection procedures without delay.

Appendix C – Possible future development

The school may wish to continue developing:

- a named Senior Mental Health Lead role within the policy, if not identified elsewhere;
- a pupil-friendly display of trusted adults and how to get help in school;
- a wellbeing calendar covering transition points, Anti-Bullying Week, Children’s Mental Health Week and parent workshops;
- further development of support for emotionally based school avoidance;
- a concise local contacts appendix for parents and carers;
- an annual staff wellbeing survey and action plan.

Appendix D – Local contacts and support

The school may signpost families to appropriate local and national services according to need. These may include:

- Mental Health Support Team (East Berkshire);
- Berkshire Healthcare CAMHS / children and young people mental health services;
- Mental Health Access Team / CAMHS Crisis Line: 0300 247 0000 (24 hours a day, 7 days a week) for urgent mental health support;
- Achieving for Children Early Help services;
- Early Help Hub: ehhub@achievingforchildren.org.uk;
- RBWM children and young people wellbeing services and family information;
- the family’s GP, school nursing service, or emergency services where appropriate.

Appendix E – Mental Health & Wellbeing Support Flow Chart

Mental Health & Wellbeing Support Flow Chart

Aligned to the Mental Health and Wellbeing Policy: pupils and staff

