



OWSLEBURY PRIMARY SCHOOL POLICY DOCUMENT

NO. D180 – Well Being Policy

Review History

Last Update	Reason for Update	Next Update
Summer 2022	New Policy	Spring 2025
Spring 2026	Updated policy- new headteacher	Spring 2028

1. Introduction

At Owslebury Primary School we are committed to promoting positive mental health and wellbeing for all members of our school community. This includes pupils, staff and families.

Our approach is rooted in our school vision and values which promote kindness, respect, belonging and responsibility within our community. Through a nurturing environment and strong relationships, we aim to ensure that every child feels safe, valued and supported.

We recognise that mental health is just as important as physical health. By developing practical, supportive approaches to wellbeing, we aim to promote positive mental health, recognise early signs of mental health needs, provide effective support and work in partnership with families and external professionals.

2. Definition of Mental Health

Mental health includes our emotional, psychological and social wellbeing. It affects how we think, feel and behave, and also influences how we cope with stress, relate to others and make decisions.

At Owslebury Primary School we believe that everyone experiences mental health differently and that mental health exists on a continuum. All members of our school community may experience periods of positive wellbeing as well as times when they need additional support.

Promoting good mental health helps children develop resilience, confidence and positive relationships which support learning and personal development.

3. Whole School Culture

Wellbeing is embedded throughout daily life at Owslebury Primary School. Our values underpin a culture where children and staff feel safe, respected and able to talk about their feelings.

The school promotes positive relationships, kindness and belonging. Staff model positive wellbeing practices and encourage pupils to recognise emotions, regulate behaviour and support one another.

Wellbeing is supported through:

- daily check-ins with pupils

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- the use of Zones of Regulation approaches
- calm and safe spaces around school
- identified safe spaces within and outside classrooms
- mindfulness, breathing exercises and calm music where appropriate
- celebration of Children's Mental Health Week

Owslebury also provides a bespoke outdoor learning provision called O.W.L.S (Owslebury Wild Learners). This provision supports wellbeing through outdoor experiences, teamwork, resilience building and connection with nature. Outdoor learning provides opportunities for pupils to develop confidence, independence and emotional regulation.

4. Roles and Responsibilities

All staff have a role in promoting positive mental health and wellbeing.

- **Senior Mental Health Lead:** Lucy Chaplen (trained November 2023). Lucy Chaplen is also the Headteacher and Inclusion Leader and coordinates mental health provision across the school.
- **Designated Safeguarding Lead (DSL):** Lucy Chaplen
- **Deputy Designated Safeguarding Leads (DDSLs):** Katy Neill and Louise Cope
- **ELSA (Emotional Literacy Support Assistant):** Mrs Bev Crew. Mrs Crew provides targeted emotional support and liaises with the NHS Mental Health Support Team (MHST).

Mental health concerns may sometimes become safeguarding concerns. In these situations, staff follow the school's Safeguarding and Child Protection Policy and inform the DSL or a Deputy DSL immediately.

5. Curriculum and Prevention

Mental health and wellbeing are taught through our SCARF PSHE and RSE curriculum. This supports pupils to develop emotional literacy, resilience, healthy relationships and strategies for managing feelings.

Teachers may adapt lessons to respond to the needs of their class. Regulation opportunities are built into the school day and may include mindfulness activities, calm music, breathing exercises or quiet reflection.

6. Identifying Mental Health Needs

Staff are well placed to identify early signs that a pupil may need additional support.

Concerns may be identified through staff observations, pupil surveys, pastoral discussions, behaviour or attendance changes, disclosures from pupils or concerns recorded on CPOMS.

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All concerns are shared with the Senior Mental Health Lead or Inclusion Leader and discussed with parents where appropriate. Staff may also consult with the ELSA to determine whether targeted intervention would be appropriate.

7. Possible Warning Signs

Staff may notice warning signs which could indicate that a pupil is experiencing emotional or mental health difficulties. These signs should always be taken seriously.

Possible warning signs may include:

- noticeable changes in mood or behaviour
- withdrawal from friends or activities
- increased anxiety or distress
- difficulty managing emotions
- persistent low mood
- changes in concentration or engagement with learning
- physical complaints such as headaches or stomach aches with no clear medical cause
- significant changes in attendance or punctuality

These signs do not necessarily mean that a pupil has a mental health difficulty, but they may indicate that additional support is needed.

8. Recording and Responding to Concerns

All wellbeing concerns are recorded on CPOMS. Staff will record concerns promptly and share them with the Senior Mental Health Lead or DSL.

Next steps may include monitoring, pastoral support, discussion with parents or targeted intervention. If a child is believed to be at risk of harm, safeguarding procedures will be followed immediately.

9. Targeted Support

Where pupils require additional support, the school may provide ELSA intervention.

ELSA sessions are typically delivered as one-to-one support over approximately six weeks. Interventions may focus on areas such as anxiety, managing emotions, friendships, following instructions or building confidence.

Support programmes are carefully planned and reviewed to ensure they meet the needs of each pupil.

10. External Support

Where additional support is required, the school may work with external professionals including:

- NHS Mental Health Support Team (MHST)
- CAMHS
- Educational Psychology
- Hampshire Primary Behaviour Service

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Referral decisions are informed by the respective professional service threshold guidance and discussions with parents and carers.

11. Working with Parents and Carers

Partnership with parents is essential in supporting children's wellbeing.

The school supports families by discussing concerns early, offering meetings with staff and providing signposting to relevant support services.

Where a child or family may benefit from additional support, the school may also discuss the possibility of Early Help support through Hampshire Children's Services, where appropriate thresholds are met. Early Help aims to provide support to families at the earliest opportunity in order to improve outcomes for children and young people. Any referrals or support will always be discussed with parents and carers.

Parents can also access advice through the school's Family Support webpage, which is regularly updated with guidance and links to support services for both children and adults. Workshops may also be offered to parents by school staff or external professionals.

12. Staff Wellbeing

Owslebury Primary School recognises that staff wellbeing is essential in creating a positive and supportive learning environment for pupils. We are committed to fostering a culture where staff feel valued, supported and able to discuss wellbeing openly.

We aim to support staff wellbeing through a range of approaches including professional support, opportunities for reflection and recognition of achievements.

Support for staff wellbeing includes:

Professional support and communication

- Weekly staff meetings which include a moment of celebration
- An open-door policy enabling staff to discuss concerns or seek support at any time
- Appraisal meetings which include discussion around wellbeing
- Occupational Health referrals where appropriate
- Liaison between the Headteacher and/or Senior Admin Officer and Educational Personnel Services where additional support is required
- A new staff induction programme to ensure colleagues feel welcomed and supported

Monitoring and strategic support

- Termly staff questionnaires with feedback and actions identified

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- Monitoring of staff mental health and wellbeing as part of the School Development Plan
- INSET days which include elements focused on staff health and wellbeing

Positive staff culture and recognition

- A weekly staff memo including a “Pinch of Positivity” to celebrate and share good news
- Daily reflections or positive messages displayed in the staffroom
- A mental health and wellbeing noticeboard signposting available support
- Spontaneous gestures of appreciation and thanks to recognise staff efforts
- Regular staff social events organised by the Senior Mental Health Lead
- Shared staff lunches on INSET days to promote community and connection

Practical wellbeing support

- A Wellbeing Day Policy, allowing each member of staff to book one wellbeing day per year during term time
- Time given in lieu for staff running school clubs
- Ongoing improvements to the school environment, particularly staff areas such as the staffroom and kitchen

Through these approaches we aim to create a supportive working environment where staff wellbeing is recognised as an important part of the school community.

13. Training

Staff receive training to support their understanding of mental health and emotional wellbeing. This includes recognising signs of distress, responding to disclosures and understanding referral pathways.

Additional training opportunities may be provided where specific needs arise.

14. Monitoring and Review

This policy will be reviewed by the Senior Mental Health Lead and Headteacher to ensure it continues to meet the needs of the school community.

Review cycle: every three years or sooner if required.