



Policy for:

Mental Health & Wellbeing 2025-27

		Date
Reviewed by:	Staff & SLT	March 2025
Authorised by:	C&P	
Date for next review: (or earlier should legislation require it)		

Change Log	



Our Christian Vision & Values

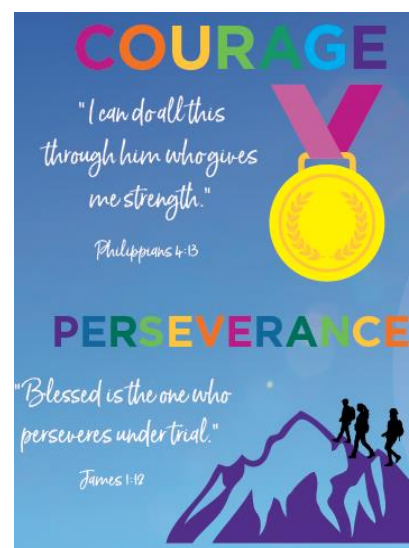
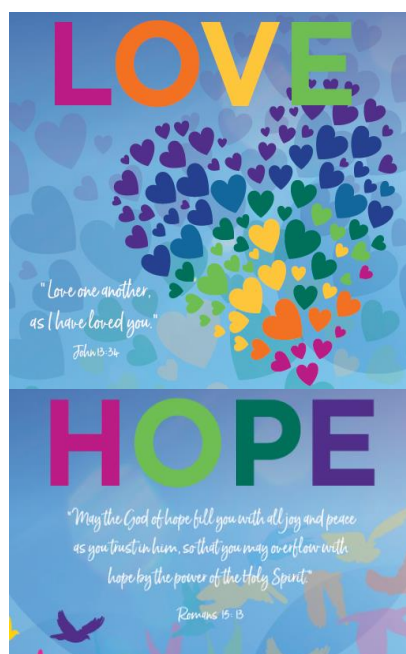
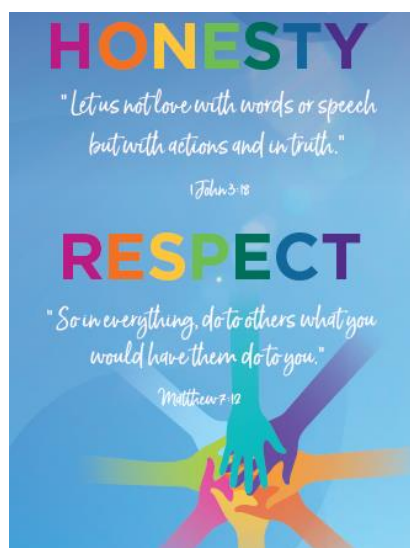


Our Christian vision states that we:

Clear a path for a lifelong journey of exploration and growth, through an innovative and challenging curriculum, inspiring all in our community to be courageous advocates and global citizens. Everyone can find their light and shine it brightly. Hand in hand, we love, learn and flourish together.

'In the same way, let your light shine before others, so that they may see your good works and give glory to your Father who is in heaven.' 'Let your light shine' Matthew 5:16

Our core Christian values allow us to deliver the Christian vision:





Mental Health and Wellbeing

The National Curriculum states that...

Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- *promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and*
- *prepares pupils at the school for the opportunities, responsibilities and experiences of later life.*

Mental Health Strategic Vision

Let Your Light Shine: A Whole-School Approach to Wellbeing

At Woodstock CE Primary, we believe that every child, staff member, and member of our community deserves to thrive mentally, emotionally, and socially. Our mental health strategy is rooted in our school vision, Let Your Light Shine, and is guided by our core values of Love, Honesty, Perseverance, Courage, Hope, and Respect.

Our Commitment to Mental Health and Wellbeing

We are committed to creating a school environment where mental health and wellbeing are prioritised, understood, and supported. Our approach focuses on prevention, early intervention, and continuous support, ensuring that every child and adult in our school community has the opportunity to flourish.

Key Principles

- **Love** – We foster a nurturing environment where every individual feels valued, accepted, and cared for. We promote kindness, empathy, and a strong sense of belonging.
- **Honesty** – We encourage open conversations about mental health, reducing stigma and building trust so that everyone feels safe to share their experiences and seek support.
- **Perseverance** – We help children develop resilience, self-regulation, and coping strategies to manage challenges and setbacks, promoting lifelong wellbeing.
- **Courage** – We empower our community to speak up about mental health, ask for help when needed, and support one another with confidence and compassion.
- **Hope** – We inspire optimism and a growth mindset, helping children and staff believe in their potential and look forward to a positive future.
- **Respect** – We cultivate a culture of inclusion, valuing the diversity of experiences, emotions, and perspectives in our school community.

Introduction

At Woodstock CE Primary School we see Mental Health and Wellbeing as a central part of our curriculum and educational provision, it is about the development of the whole person. Our Christian vision, ethos, and values are central to this and reflect our distinctiveness as a church school.

Our Christian Vision

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Our Aims

This policy aims to promote:

CARE

Create a happy, caring and supportive environment based on a spirit of co-operation between the school, the Church and the local community.

Ensure the safety of every child and promote opportunities to adopt a healthy and active lifestyle.

AWARENESS

Promote the awareness of how to develop a sense of wellbeing and to look after and nurture our mental health.

Foster an open culture where mental health is discussed and any stigma is reduced.

SUPPORT

Identify and support individuals who are experiencing mental health difficulties.

Train staff to identify pupils early and ensure interventions can be used to support these pupils.

Ensure there are spaces in school for pupils and staff to be able to take time and space when necessary.

Roles and Responsibilities

Headteacher & Senior Leadership Team (SLT): Ensure a whole-school approach to wellbeing, allocate resources, and support staff in implementing wellbeing strategies.

Mental Health Lead: Oversee mental health provision, coordinate staff training, and liaise with external agencies.

Teaching & Support Staff: Promote positive mental health in the classroom, identify concerns, and refer pupils to the appropriate support.

Pupils: Encourage peer support and self-care strategies, participate in wellbeing activities, and seek help when needed.

Parents & Carers: Work in partnership with the school to support their child's mental health.

Promoting Wellbeing for pupils

We are committed to creating a nurturing school environment, underpinned by clear routines and high expectations that help every pupil feel safe, valued, and supported. Regular Personal, Social, Health, and Economic (PSHE) education is embedded into our curriculum, providing students with the knowledge and skills to navigate the wider world with confidence. Our dedicated Nurture and ELSA support and early intervention programmes ensure that every child has access to the help they need, when they need it. We also offer a range of wellbeing activities, including mindfulness, Forest School sessions, and physical exercise, promoting both mental and physical health. Safe, welcoming spaces are available across the school, where pupils are encouraged to express their emotions openly and seek support whenever needed.

Class discussions and circle times will give pupils opportunities to:

- Talk about personal experiences and feelings
- Develop and express their own sense and understanding of spirituality
- Explore and express their spiritual growth
- Express and clarify their own ideas and beliefs
- Speak about difficult events, e.g. bullying, death etc.
- Share thoughts and feelings with other people

- Explore relationships with friends/family/others
- Consider others needs and behaviour
- Show empathy
- Develop self-esteem and a respect for others
- Develop a sense of belonging
- Articulate their feelings and justify them through discussion and debate
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally – e.g. empathy, respect, open mindedness, sensitivity, critical awareness, etc

Many curriculum areas provide opportunities to:

- Listen and talk to each other
- Learn an awareness of treating all as equals, and accepting people who are physically or mentally different
- Agree and disagree
- Take turns and share equipment
- Work co-operatively and collaboratively

Links with the wider community:

- Visitors are welcomed into school, including those from public institutions and services in Britain. We have strong links with the Church. Clergy make weekly visits to lead collective worship, and we frequently visit the church for services and as part of learning about Christianity. Visits are made to other places of worship.
- The development of a strong home-school link is regarded as very important, enabling parents / carers and teachers to work in an effective partnership to support the pupil.

Staff Wellbeing

We are proud to foster a supportive work environment where staff wellbeing is genuinely valued and prioritised. Regular wellbeing check-ins ensure that all colleagues feel heard, supported, and are equipped to navigate challenges both inside and outside of work. Where possible, we adopt flexible approaches to workload management, recognising the importance of maintaining a healthy work-life balance. In addition, we offer opportunities for staff training focused on mental health and self-care strategies, empowering our team to look after their own wellbeing while continuing to support our school community with energy and compassion.

Working with Parents and External Agencies

We believe in the power of open and honest communication with parents and carers, ensuring they are fully informed about the mental health support available to their children. When needed, we make timely referrals to external professionals, such as Child and Adolescent Mental Health Services (CAMHS) and counselling services, to provide specialist care and guidance. In addition, we actively partner with local mental health organisations to strengthen our support network, offering a more comprehensive and responsive approach to the wellbeing of every child in our care.

Monitoring and Reviewing

SLT, along with staff, have created a three year strategic plan to develop and embed all our Mental Health and Wellbeing strategies across the school community. The plan will be reviewed annually by staff and governors to ensure progress as well as evaluating its effectiveness and relevance in an ever changing world.



Strategic Plan

Academic year 2024/2026

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	Action	When	Who	Success criteria	Resources
Leadership and management	Head teacher to identify key staff (e.g., SMHL, pastoral leads, PSHE lead) to have responsibility for mental health across the school	Sept 2024	HT	There is a mental health team that is working with the SMHL, and key staff are in place	Time

	A senior mental health lead has been identified and received training from a DfE-approved provider	Sept 2024	SMHL, MHL	An SMHL has attended training and used DfE grant	DfE grant
	Identify a link governor for wellbeing and make arrangements for feedback/discussion	Oct-Dec 24	HT and SMHL, MHL	There is a named governor for mental health	Governor and SMHL time
	Develop a Mental Health & Wellbeing Action Plan for the school.	Jan 2025	SMHL, MHL, Senior Leadership Team	Clear action plan in place with agreed timelines for implementation.	HT SMHL SLT
	Implement regular Mental Health and Wellbeing team meetings to review progress.	Ongoing Monthly	SMHL, MHL	Plan is known to all staff and all areas of the plan are being actioned in a timely manner.	Staff time identified and ring fenced for reflection and review.
Ethos and environment	Promote a whole-school approach to mental health through assemblies and school-wide campaigns.	Ongoing	Inclusion lead	All staff are aware of vulnerable pupils and inclusion	Staff briefing
	Promote a whole-school approach to mental health through assemblies and school-wide campaigns.	Ongoing	Inclusion Lead MHL Pupil Parliament and RR Lead.	Pupils and staff know how and where to access support Pupils feel comfortable and safe talking about their mental health	Mental health and wellbeing display boards Staff briefings, assemblies, posters, newsletter

	Continue to promote a whole-school approach to mental health through assemblies and school-wide campaigns.	On-going	HT SMHL, MHL	Pupils and staff know how and where to access support Pupils feel comfortable and safe talking about their mental health	Assemblies, posters, newsletter
	Create additional designated safe spaces (we have created a reflection room and Nurture spaces) for student use.	On-going	Inclusion Lead Phase Lead SMHL, MHL	Safe spaces available and regularly used by students.	Costed resources SBM to identify budget depending on size of space etc.
	Ensure mental health is embedded in the school's values and ethos.	By September 2025	Governors SLT MHL	Mental health as a central theme in school ethos, visible in school documents and interactions.	Staff meeting slots. Governor committee meetings FGB
Identifying need and monitoring impact	Implement screening tools (e.g., surveys, questionnaires) to assess student mental health needs.	January 2025	SMHL, MHL Inclusion Lead Nurture & ELSA Leads	Data collected and analysed for trends, interventions planned based on findings.	Survey tools
	Set up a system for staff to report concerns regarding student mental health.	Already in place	SLT All Staff	All Staff have access to My Concern which can be used to record any incidents regarding Mental Health and wellbeing of pupils.	
	Develop a monitoring system to track mental health interventions and their outcomes.	Already in place Every 6 weeks	SLT Inclusion Lead	Inclusion Lead and HT share a SEND drive where all referrals and notes received are stored. All pupil information/ reports or feedback from professionals is stored within their profile on Edukey.	Edukey platform subscription

Curriculum, teaching and learning	Integrate mental health themes into PSHE and other relevant curriculum areas.	Already in place	Curriculum Lead SLT PSHE Lead	Mental health topics are embedded within the curriculum, students engage meaningfully.	Curriculum maps and lesson planning Monitoring time planned in.
	Provide professional development for teachers to support mental health within the classroom.	Term 4 24/25	SMHL, MHL SLT	Teachers apply mental health awareness strategies in the classroom.	CPD sessions Trainer
	Introduce mindfulness, relaxation techniques, and social-emotional learning (SEL) across year groups.	Term 4 24/25	Teachers SMHL, MHL	Evidence of improved student concentration, emotional regulation, and engagement.	SEL resources, mindfulness guides
Pupil voice	Establish a student mental health group to discuss and act on well being issues.	September 2025	SLT, SMHL, Nurture/ELSA Lead, MHL	Pupils are part of the drive to ensure mental health and well-being initiatives in school are relevant to our community.	Meeting time set aside. Resources for pupils.
	Organise student-led mental health and well-being initiatives.	From September 2025 following the establishment of the above group.	Student group, SLT, MHL.	Pupils are actively engaged in these initiatives.	Event planning & resources.
	To provide an extra-curricular programme that vulnerable pupils can access	On-going	SLT, Inclusion Lead	There is a planned extra-curricular programme	Planning time
	Track and monitor attendance for extra-curricular activities	June/July 2024	SLT, Inclusion Lead	Staff are aware of which pupils are accessing clubs and extra-curricular activities	Management time
Staff development	When policies are planned for review, evaluate them to ensure they reflect the mental health and wellbeing practices of the school	From January 2025	SMHL, MHL and SLT	Policies and staff induction include mental health and wellbeing	Management time

	To develop a staff wellbeing plan aligned to the DfE's staff wellbeing charter, which addresses local need	From January 2025	SMHL, MHL	There is a staff wellbeing plan in place and shared	Management time Training
	To implement a systematic and planned approach to staff reward and recognition	From January 2025	SLT	Staff report that they feel valued and that their efforts are recognised	Management time
	SLT to review the impact on staff workload when new initiatives are planned	On-going	SLT	Staff report that workload is considered	SLT meeting time
	To plan and implement a range of opportunities for gathering staff voice and they are reflected in strategic planning	January 2025	SMHL, MHL, SLT	Staff feel their views are sought	Management time Questionnaires Discussion groups
	To develop the confidence of all staff on spotting the signs of mental health difficulties and knowing how to provide support	Jan 2025	SMHL, MHL, Inclusion Lead, Nurture/ELSA Lead	Staff feel confident to deal with mental health difficulties Mental health CPD is planned to the school's CPD calendar	CPD time Planning
	To promote the internal and external support that is available for staff to keep themselves mentally healthy	Already in place	SLT	All staff know how to access support for looking after their own wellbeing, including the Employee Assistance Programme	Newsletters Staff wellbeing board
	Strengths and Needs training embedded to ensure coaching techniques are used to supports mental health	Oct 2025	SLT & Inclusion Lead	Key staff know how to use techniques when working with pupils, staff and parents.	CPD time

	Create a SEN forum to support the Inclusion Lead in their role.	Sept 2025	Inclusion Lead	Inclusion Lead is well supported to enabling them to support others.	SENCO Circle Time set aside Community Room
Parents, carers and families	To promote mental health and wellbeing to parents, carers and families and signpost to appropriate local and national organisations	Already in place in the Woodstock Weekly.	SMHL, MHL, SLT	Newsletter in place, and the school website reflects the mental health and wellbeing offer of the school and provides sources of support	Management time
	To create a range of workshops/resources for parents and carers on how to support their child's mental health and wellbeing	Summer 2024	SMHL, MHL, Inclusion Lead, School MHST Worker.	Parents who have attended the workshops report a greater understanding of how they can help their child.	Workshops Management time Questionnaires Community Space
	Creating Networks and workshop opportunities for families of pupils with SEND	Spring 2025	Inclusion Lead	Parents of pupils with SEND have access to support networks beyond school and can begin to create strong parental networks in the community.	Organisation and management time. Community space
Targeted support and appropriate referral	To get to know local external agencies and early help support, including referral routes and thresholds for accessing help	Autumn term 2024	SMHL, MHL, SLT, Inclusion Lead	The Inclusion Lead and SLT are confident to refer and access help within the school's local context	Management time Identified training
	Engage in local mental health networks with schools	Already in place	SMHL, MHL, SLT, Inclusion Lead	Confident SMHL & Inclusion Lead who gain support and provides support to others	Management time
	Young Carers accessing 1:1 emotional support sessions from Be Free YC	From Jan 2025	Inclusion Lead	Pupils and families receiving the most appropriate support at the right time.	Space in school Management time.