



CHALKWELL HALL JUNIOR SCHOOL

Wellbeing Policy

Implementation Version Issued

October 2026

Governing Body Ratification

**Pending – earliest available
Governing Body Meeting**



**Tenacitas
Trust**

Chalkwell Hall Junior School

Mental Health and Wellbeing Policy

1. Policy Statement

At Chalkwell Hall Junior School, we are committed to promoting positive mental health and emotional wellbeing for all pupils, staff, governors and members of our school community. We recognise that mental health is as important as physical health and that a positive school culture helps children achieve their potential academically, socially and emotionally.

We believe that all children have the right to feel safe, valued, supported and included. Through a whole-school approach, we aim to develop resilience, confidence and emotional literacy while ensuring appropriate support is available when difficulties arise.

2. Aims

This policy aims to:

- Promote positive mental health and wellbeing throughout the school community.
 - Create a safe, supportive and inclusive environment.
 - Reduce stigma surrounding mental health.
 - Enable pupils to recognise and manage emotions effectively.
 - Identify emerging concerns at an early stage.
 - Provide appropriate support and intervention.
 - Work in partnership with parents, carers and external agencies.
 - Support staff wellbeing and professional development.
 - Ensure compliance with safeguarding responsibilities.
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3. Legal Framework

This policy should be read alongside:

- Keeping Children Safe in Education (KCSIE)
 - Children and Families Act 2014
 - Equality Act 2010
 - SEND Code of Practice
 - Working Together to Safeguard Children
 - Relationships Education and Health Education statutory guidance
 - School Safeguarding and Child Protection Policy
 - Behaviour Policy
 - SEND Policy
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4. Roles and Responsibilities

Governing Board

The Governing Board will:

- Promote a culture that prioritises wellbeing.
- Monitor the effectiveness of wellbeing provision.
- Ensure adequate resources are allocated.

Headteacher

The Headteacher will:

- Lead and champion wellbeing across the school.
- Ensure staff understand their responsibilities.
- Monitor implementation of this policy.
- Ensure appropriate support pathways are available.

Designated Safeguarding Lead (DSL)

The DSL will:

- Respond to concerns relating to mental health and wellbeing.
- Liaise with families and external agencies where necessary.
- Maintain appropriate records.
- Ensure safeguarding procedures are followed.

Staff

All staff will:

- Foster positive relationships with pupils.
- Promote emotional wellbeing within daily practice.
- Be alert to signs that a child may be struggling emotionally.
- Report concerns using school procedures.
- Model positive wellbeing behaviours.

Parents and Carers

Parents and carers are encouraged to:

- Share concerns at an early stage.
 - Work collaboratively with the school.
 - Support strategies agreed to help their child.
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5. Promoting Positive Wellbeing

We take a proactive approach through:

Curriculum

Pupils develop knowledge and skills through:

- PSHE education.
- Relationships and Health Education.
- Assemblies.
- Circle discussions.
- Online safety education.
- Positive behaviour and relationship development.

School Culture

We promote wellbeing through:

- Strong, supportive relationships.
- Consistent routines and expectations.
- Celebration of achievement and effort.
- Opportunities for pupil leadership.
- Enrichment activities, sport and the arts.
- Inclusive practices that celebrate diversity.

Pupil Voice

Children are encouraged to contribute through:

- School Council.
- Junior Governors.
- Leadership roles.
- Pupil surveys.
- Wellbeing discussions.

6. Identifying Need

Staff may identify concerns through:

- Changes in behaviour.
- Withdrawal from friendships or activities.
- Attendance concerns.
- Emotional outbursts.
- Reduced engagement in learning.
- Physical symptoms such as tiredness or frequent complaints of illness.
- Concerns raised by parents or carers.

Identification does not mean diagnosis. School staff are not expected to act as mental health professionals but should recognise possible indicators and seek appropriate support.

7. Support and Intervention

Support may include:

Universal Support

Available to all pupils through:

- High-quality teaching and pastoral care.
- Positive relationships with trusted adults.
- Emotional literacy activities.
- Wellbeing-focused assemblies and curriculum opportunities.

Targeted Support

Where additional help is needed:

- Check-in and mentoring arrangements.
- Small group interventions.
- ELSA support (where available).
- Emotional regulation programmes.
- Individual wellbeing plans.

Specialist Support

Where concerns are significant, referrals may be made to:

- Educational Psychology Services.
- School Nursing Service.
- Mental Health Support Teams.
- CAMHS.
- Social Care.
- Other appropriate external agencies.

Parents will normally be involved in discussions and referrals unless safeguarding concerns require an alternative approach.

8. Staff Wellbeing

The wellbeing of staff is fundamental to the success of the school.

The school will:

- Promote a supportive and respectful culture.
- Foster manageable and sustainable workloads where possible.

- Provide appropriate professional development.
- Encourage access to wellbeing support services.
- Promote positive work-life balance.

Staff are encouraged to seek support from line managers, senior leaders or relevant wellbeing services when needed.

9. Safeguarding

Mental health concerns may become safeguarding concerns where a child is at risk of harm to themselves or others.

Where safeguarding concerns are identified:

- Staff must follow the school's safeguarding procedures immediately.
- Concerns must be reported to the DSL without delay.
- Appropriate records will be maintained.
- External agencies will be involved where necessary.

This policy should always be read alongside the school's Child Protection and Safeguarding Policy.

10. Confidentiality

Staff will treat wellbeing concerns sensitively.

Information will be shared only:

- On a need-to-know basis.
- To protect a child's welfare.
- In accordance with safeguarding and data protection requirements.

Pupils and families will be informed about how information may be used wherever appropriate.

11. Equality and Inclusion

The school is committed to ensuring that wellbeing support is accessible to all pupils regardless of:

- Race.
- Religion or belief.
- Disability.
- Gender.
- Sexual orientation.
- Family background.
- SEND status.

Reasonable adjustments will be made where required.

12. Monitoring and Review

The effectiveness of this policy will be monitored through:

- Safeguarding reviews.
- Attendance and behaviour data.
- Pupil voice activities.
- Parent feedback.
- Staff surveys.
- Governor oversight.

The policy will be reviewed annually or sooner if legislation or guidance changes.

Appendix A: Wellbeing Support Pathway

Stage 1: Class teacher identifies concern and implements classroom strategies.

Stage 2: Discussion with parents/carers and referral to pastoral support.

Stage 3: Individual support plan or targeted intervention implemented.

Stage 4: Referral to external agencies where appropriate.

Stage 5: Ongoing review and monitoring.
