



ADULT AND CHILD WELLBEING POLICY

Approved by Gledhow Primary School Governing Body – March 2026

To be reviewed – January 2027



Staff and children Wellbeing Policy

Introduction

'...Wellbeing (is a state) in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully...' World Health Organisation 2019.

Gledhow Primary School is dedicated to promoting the wellbeing and mental health of both adults and children. We believe that a nurturing and supportive environment is essential for the holistic development of our school community. This policy outlines our commitment to the wellbeing of both adults and children and the strategies we will employ to create a positive and thriving atmosphere. In line with our school vision of 'be adventurous', our vision is to see staff and children supported to achieve their full potential.

At Gledhow Primary School we are committed to the Department for Education's "Education staff [wellbeing charter](#)" which is the declaration of our commitment to the wellbeing and mental health of everyone working in our school. It helps us ensure that wellbeing sits at the heart of the school. Our approach drills down to four main pillars of work:

1. Giving staff a voice in decision-making.
2. Driving down unnecessary workload - we have identified pinch points and opportunities to remove unnecessary burdens. Policies are created with unnecessary workload in mind.
3. Embedding wellbeing and training in professional development - we have ensured that our line management focuses on wellbeing. We've also designed a shadowing program and expert teacher directory, to signpost staff to best practice.
4. Providing staff with the tools and resources to support their own wellbeing. PPA from home, leave of absence requests, staff benefits charter and teacher workload charters plus a safe working environment.



1. Aims

This policy aims to:

- Support the wellbeing of all adults and children to avoid negative impacts on their mental and physical health.
- Provide a supportive environment for adults to work in and for children to learn in.
- Acknowledge the needs of adults and children, and how these change over time.
- Allow staff to balance their work lives with their personal needs and responsibilities.
- Help adults and children with any specific wellbeing issues they experience.
- Ensure that staff understand their role in working towards the above aims.
- To create a school culture that encourages and supports healthy lifestyle choices.
- To provide resources, support, and training to enhance the wellbeing and resilience of adults and children.
- To regularly assess and review the effectiveness of wellbeing initiatives for staff members and children.

2. Designated Staff

The designated Senior Mental Health and Wellbeing Lead is: Sarah Parkinson.

A mental health first aider's role in the workplace is to act as a first point of contact for people with mental health issues, providing support and guidance to colleagues and children. As well as being someone to talk to whenever they are struggling, a mental health first aider also acts as an advocate for mental health in the workplace, helping to reduce stigmas and enact positive change.

Mental Health First Aiders (MHFAs) follow an action plan which uses the following five basic steps when supporting pupils in school: **ALGEE**



- Approach the person, assess and assist with any crisis
- Listen and communicate non-judgementally
- Give support and information
- Encourage the young person to get appropriate professional help
- Encourage other supports

Our Senior Mental Health Lead is Sarah Parkinson. Our mental health first aiders are:

Mental Health First Aiders	EYFS	KS1	LKS2	UKS2
Pupils	Sarah McWilliam	Elliott Leeming Katy McKenna	Jenny Boothe	Nigel Wood
Adults	Sarah Hollins	Julie Greer	Sam Birkby	Dalvir Mudhar

3. Responsibilities

3.1 School Leadership

The school leadership team will:

- Ensure the implementation and promotion of this policy.
- Lead by example, actively supporting and participating in wellbeing initiatives.
- Allocate resources to support staff and children's wellbeing activities
- Monitor and evaluate the effectiveness of wellbeing initiatives through collecting adults and children's voices.

3.2 Staff Members

All staff members are responsible for:

- Prioritising their own wellbeing and that of the children under their care.



- Engaging in wellbeing activities and utilising the resources and support provided by the school.
- Reporting any concerns related to staff or children's wellbeing to the appropriate person. Concerns about a member of staff's wellbeing should be reported to a MHFA. Concerns about children are to be recorded on CPOMs and the MHFA should be copied in.
- Contributing to a positive and nurturing environment for children and colleagues.
- Participate in activities that promote their physical, emotional, and social wellbeing.
- Teaching staff are responsible for the delivery of the curriculum linked to wellbeing as well as ensuring the 'ask it basket'/worry box is available for pupils and checked regularly.

3.3 Children

Children are encouraged to:

- Participate in activities that promote their physical, emotional, and social wellbeing as part of our PSHE curriculum.
- Seek support from trusted adults when they are facing challenges or experiencing emotional difficulties.
- Engage in respectful and supportive interactions with their peers.

3.4 Governors

Governors are responsible for:

- Monitoring and supporting the wellbeing of the Headteacher.
- Ensure that resources and support services are in place to promote staff wellbeing.



- Reviewing policies with staff wellbeing in mind, particularly in regards to workload.
- Be reasonable about the format and quantity of information asked for from staff as part of governing body meetings and monitoring work.
- Ensure that staff are clear about the purpose of any monitoring visits and what information will be required from them.
- Clear communication with the school leadership team.

4. Wellbeing Strategies

Wellbeing is the responsibility of everyone. At Gledhow school, staff wellbeing is at the core of everything we do. Our staff are a valuable asset to the school. The school will support any staff that raise wellbeing concerns, such as if they are experiencing significant stress at school or in their personal lives.

Staff Wellbeing

- Provide a supportive working environment.
- Monitor and manage staff workloads to ensure a healthy work-life balance.
- Provide access and information for counselling and occupational health services through Vivup and School Advisory Services membership.
- Encourage open communication about mental health by speaking to Mental Health First Aiders. See section 2. Designated Staff. All Mental Health First Aiders can be approached either in person or via e-mail.
- Promote physical wellbeing and signposting to information to healthy lifestyle choices. Further information can be found on the Gledhow Staff APP, Vivup and on the wellbeing noticeboards in the staffroom, PPA room and the first aid room.

Children's Wellbeing. Children's emotional health and wellbeing can be affected by a variety of factors surrounding them. At Gledhow school we have a number of ways to support this.



- Embed wellbeing education into the curriculum, promoting emotional intelligence, resilience, and self-care through the delivery of the PSHE curriculum and assembly themes.
- Foster a positive and inclusive school culture that celebrates diversity and promotes respect, kindness, and empathy.
- Provide a safe and nurturing environment that addresses the social and emotional needs of children.
- Offer access to support services, such as our website, the learning mentors and the Mental Health First Aiders, to help children cope with challenges.
- Teach children about healthy lifestyle choices, including nutrition, exercise, and stress reduction techniques.
- Establish effective systems for identifying and responding to children's wellbeing concerns promptly, such as the worry boxes/ 'ask it baskets'.

5. Parent/Carer support

If you Need Help with Child Mental Health

Local Help

Your GP - They will be able to provide help and advice. Your GP can also provide access to appropriate specialist services and local organisations.

Call 111 - You can call 111 when you need medical help fast but it's not a 999 emergency. NHS 111 is available 24 hours a day, 365 days a year. Calls are free from landlines and mobile phones.

National Help

Childline - Free 24-hour counselling service for children and young people up to their 19th birthday.

0800 1111 <https://www.childline.org.uk>



Mind –Info line offers advice and support to service users; has a network of local associations in England and Wales to which people can turn for help.

0300 123 3393, text number: 86463 <http://www.mind.org.uk>

SANE - Provides practical help, emotional support and specialist information for people aged 16 and over with mental health problems, their family, friends and carers.

0300 304 7000 www.sane.org.uk

Supportline - Confidential telephone helpline offering emotional support to any individual on any issue.

01708 765200 www.supportline.org.uk

The Samaritans - The Samaritans provide a confidential service for people in despair and who feel suicidal.

116 123 www.samaritans.org.uk

NSPCC - Provides helplines and information on child abuse, child protection and safeguarding children.

0808 800 5000 <https://www.nspcc.org.uk/>

Young Minds - Young Minds has a Parent Helpline that offers free confidential telephone and email support to any adult worried about the wellbeing of a child or young person.

0808 802 5544 http://www.youngminds.org.uk/for_parents

Youth Wellbeing Directory - Helps you find support for mental health and wellbeing of young people up to age 25 across the UK.

<https://www.annafreud.org/on-my-mind/youth-wellbeing/>

HaveGotAProblem.com - Free resource about mental health and addiction issues. It has advice and documents on issues including depression, anxiety, self-harm, bipolar, eating disorders and coping.

<http://www.havegotaproblem.com/>



Communication and Collaboration – Gledhow staff work in partnership with parents to promote and support well-being.

- Promote awareness of mental health through the curriculum and Mental Health Awareness Week.
- Foster collaboration among staff members, promoting teamwork, sharing best practices, and offering support to one another.
- Involve children and students in decision-making processes related to their own wellbeing, seeking their input and ideas through the School Council.
- Review and evaluate the effectiveness of wellbeing initiatives through feedback from staff, children, and parents.

6. Evaluation and Review

This policy will be reviewed annually to ensure its effectiveness and relevance.

By implementing and adhering to this Adult and Children Wellbeing Policy, Gledhow Primary School is committed to creating a positive and nurturing environment that promotes the wellbeing and mental health of staff, governors, parents, carers and children.