



# Positive Mental Health and Wellbeing Policy for Pupils

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2025 - 2026

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## **Why Mental Health and Wellbeing is important**

### **Aims**

At Bosvigo School, we aim to promote positive mental health and wellbeing for our whole school community (children, staff, parents and carers), and recognise how important mental health and emotional wellbeing is to our lives in just the same way as physical health. We recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. All children go through ups and downs during their school career and some face significant life events. In an average classroom, three children will be suffering from a diagnosable mental health issue. It can have an enormous impact on quality of life, relationships and academic achievement. By the age of fourteen, a half of all mental health problems are established in a person. By developing and implementing practical, relevant and effective mental health policies and procedures we can promote a safe and stable environment for pupils affected both directly, and indirectly by mental ill health.

The Department for Education's (DfE) guidance (2015) recognises that: "in order to help their children succeed; schools have a role to play in supporting them to be resilient and mentally healthy".

Schools can be a place for children and young people to experience a nurturing and supportive environment that has the potential to develop self-esteem and give positive experiences for overcoming adversity and building resilience. For some, school will be a place of respite from difficult home lives and offer positive role models and relationships, which are critical in promoting children's wellbeing and can help engender a sense of belonging and community.

Our role in school is to ensure that children are able to manage times of change and stress, and that they are supported to reach their potential or access help when they need it. We also have a role to ensure that children learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues, and where they can go if they need help and support.

Our aim is to help develop the protective factors which build resilience to mental health problems and to be a school where:

- All children are valued.
- Children have a sense of belonging and feel safe.
- Children feel able to talk openly with trusted adults about their problems without feeling any stigma.
- Positive mental health is promoted and valued.
- Bullying is not tolerated.

In addition to children's wellbeing, we recognise the importance of promoting staff mental health and wellbeing. See our separate Staff Wellbeing Policy.

### **Definition of Mental Health and Wellbeing**

We use the World Health Organisation's definition of mental health and wellbeing

"a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community".

Mental health and wellbeing is not just the absence of mental health problems. We want all children to:

- feel confident in themselves.
- be able to express a range of emotions appropriately.
- be able to make and maintain positive relationships with others.
- cope with the stresses of everyday life.
- manage times of stress and be able to deal with change.
- learn and achieve.

### **Promoting Positive Mental Health & Support**

Our curriculum is underpinned by our values and places a high value on developing education engagement and academic achievement through teaching children about good mental health.

We use an evidence based RHSE programme, Jigsaw. Jigsaw RHSE provides children with the tools and strategies needed to develop protective factors and manage risks to their mental health.

We do not give up on children and constantly look for ways to support them.

Our interventions are directed by evidence-based practice.

We work with numerous external agencies to support our children.

We recognise that early intervention is vital.

We involve parents as appropriate in the support which we put in place

The mental health of our children and staff is of the highest priority.

### **Graduated approach**

The promotion of positive mental health for children is everyone’s business.

We pursue our aims using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable children.

We focus on promoting mental health, not treating mental ill health which should always be supported by professionals. This policy helps aid consistency of approach and equality of provision for our children.

<b>Universal – for all</b>	<b>Targeted – in school support</b>	<b>Targeted – external support</b>
<ul style="list-style-type: none"> <li>• Jigsaw RHSE</li> <li>• School Ethos- Valuing all, Developing all</li> <li>• Zones of Regulation</li> <li>• Pupil Voice</li> <li>• Anti – bullying curriculum</li> <li>• Safeguarding/ Operation Encompass</li> <li>• Mindfulness</li> <li>• Meet &amp; Greet</li> <li>• Promoting hobbies/interests</li> <li>• Promoting physical health</li> <li>• Celebrating successes</li> <li>• Building relationships</li> <li>• Encouraging good attendance</li> <li>• Take 5 steps to well being</li> </ul>	<ul style="list-style-type: none"> <li>• Emotion scales</li> <li>• Emotion coaching</li> <li>• Home/school links</li> <li>• Emotionally available adults</li> <li>• Pastoral support</li> <li>• Safe spaces</li> <li>• Sunshine spaces</li> <li>• Sensory breaks</li> <li>• TIS intervention</li> <li>• Response to Safeguarding concerns</li> <li>• CBT</li> </ul>	<ul style="list-style-type: none"> <li>• CAMHS</li> <li>• MHST</li> <li>• Counselling</li> <li>• Community organisations</li> </ul>

### **Key Members of Staff** for mental health and inclusion

Whilst all staff have a responsibility to promote the mental health of children, staff with a specific, relevant remit include:

- Chris Wallis - designated Safeguarding Lead
- Jo Penrose- Mental Health Lead, SENCo, Deputy Designated Safeguarding
- Kim Riggall- Pastoral /TIS Lead, Deputy Designated Safeguarding
- Holly Willoughby- KS2 nurture groups
- Sally Jones- KS1 nurture groups
- Pauline Davis- FS nurture group

Any member of staff who is concerned about the mental health or wellbeing of a child should speak to a member of the lead team in the first instance. If there is a fear that the child is in danger of immediate harm then the normal child protection procedures should be followed with an immediate referral to the designated child protection officers. If the child presents a medical emergency then the normal procedures for medical emergencies should be followed, including alerting the first aid staff and contacting the emergency services if necessary. Where a referral to CAMHS is appropriate, this will be led and managed by the SENCo or Safeguarding team.

### **Parent Mental Health and Wellbeing**

Parents have a key role in their children's lives. To support parents, we will:

- Respond to parental concerns promptly
- Highlight sources of information and support about common mental health issues on our school website and/or newsletters
- Ensure that all parents are aware of who to talk to, and how to go about this, if they have concerns about their own child
- Make our mental health policy easily accessible to parents
- Share ideas about how parents can support positive mental health in their children
- Keep parents informed about the mental health topics their children are learning about in RHSE and share ideas for extending and exploring this learning at home
- Support families through our Food Hub offer

### **Monitoring and evaluation of Mental Health and Wellbeing**

This policy offers opportunities to measure the impact in a variety of ways:

- School policies
- The school's ethos
- Children's well being
- Feedback from the whole school community via questionnaires and verbally, formally and informally
- The number of external referrals e.g. Educational Psychologist, CAMHS
- The number of children accessing Internal support
- Training and development internally, for example Safeguarding INSET
- Induction and professional development of Staff and Volunteers

## How do we engage with children and parents regarding our Mental Health & Wellbeing Provision?

Children	Parents
<ul style="list-style-type: none"><li>• Pupil voice</li><li>• 'I wish my teacher knew' box in every classroom</li><li>• Pupil surveys</li><li>• Circle time</li><li>• Pupil voice during SEND/PP reviews</li><li>• Trusted adults</li></ul>	<ul style="list-style-type: none"><li>• Signpost to parenting programmes/ external support</li><li>• Wellbeing reminders in newsletters</li><li>• Parent surveys</li><li>• 'Meet the Teacher' meetings</li><li>• Open mornings/afternoons</li><li>• Parental support/Pastoral team</li><li>• Support with benefits/housing</li></ul>

### Links to other policies

This policy links to our policies:

Staff Wellbeing

Safeguarding

Medical Needs ( in cases where a child's mental health overlaps with or is linked to a medical issue)

Anti-Bullying

SEND

Links with the School's Behaviour Policy are especially important because behaviour, whether it is disruptive, withdrawn, anxious, depressed or otherwise, may be related to an unmet mental health need.

### Agencies

NHS Medical information and advice 111

SAMARITANS Emergency telephone number 116 123

MIND Infoline 0300 123 3393

### Useful resources

Anxiety UK - [www.anxietyuk.org.uk](http://www.anxietyuk.org.uk)

ACAS Help and advice - [www.acas.org.uk/mentalhealth](http://www.acas.org.uk/mentalhealth)

NHS Choices (Moodzone) - [www.nhs.uk/conditions/stress-anxiety-depression](http://www.nhs.uk/conditions/stress-anxiety-depression)

RETHINK - [www.rethink.org](http://www.rethink.org)

The Mental Health Foundation - [www.mentalhealth.org.uk](http://www.mentalhealth.org.uk)

Workways - [www.workways.org.uk](http://www.workways.org.uk)

The Equality Act 2010 - <https://www.legislation.gov.uk/ukpga/2010/15/contents>