Pupil and Staff Wellbeing Policy

Approved by:	Full Governing Body	**Date:** Autumn Term FGB
Last reviewed on:	October 2026	
Next review due by:	October 2027	

1. Our commitment

At Westcliffe Primary School, wellbeing is part of everyday school life. We want pupils and staff to feel safe, valued, included and able to take part in learning and school activities.

We recognise that wellbeing can affect attendance, behaviour, relationships and learning. We aim to create a culture where pupils can talk about feelings, trusted adults notice when something may be wrong, and help is offered at the right time. We understand behaviour as communication: staff will consider what may be contributing to a pupil's behaviour, while maintaining clear expectations and boundaries.

Wellbeing is everyone's responsibility and is promoted through positive relationships, belonging, inclusion, play, pupil voice, enrichment and the wider school environment. We recognise that pupils and staff may experience wellbeing differently and that one approach will not meet everyone's needs.

This policy reflects Westcliffe's Whole School Approach Audit for 2026–2027. It should be read alongside the school's safeguarding and child protection, behaviour, SEND, attendance, medical conditions, PSHE/RSE and health and safety policies.

2. Aims

We aim to:

- promote positive emotional, social and physical wellbeing for all pupils;
- teach pupils age-appropriate knowledge and skills to understand feelings, build relationships and seek help;
- identify concerns early and respond in a consistent, compassionate and safe way;
- provide appropriate support in school and work with families and external services;
- listen to pupils and families and use their views to shape provision;
- support staff wellbeing and help staff feel confident responding to pupils' needs;
- identify and reduce barriers to wellbeing, participation and access to support, particularly for disadvantaged pupils and pupils with SEND.

3. Roles and responsibilities

Governing body

The governing body will:

- maintain strategic oversight of the school's approach to wellbeing through the well-being governors, Kalie Leather and Jayne Goodman Roberts
- consider relevant information about pupil wellbeing, attendance, safeguarding and support;
- review this policy and receive updates on priorities and provision;
- challenge leaders about the impact of provision, access to support and actions taken where needs or gaps are identified.

The wellbeing governor's role is strategic. The governor may review reports, monitor progress against school improvement priorities and ask leaders evidence-focused questions. Governors do not manage individual pupil cases, direct day-to-day interventions or assess individual pupils' mental health.

Headteacher and senior leaders

The headteacher and senior leaders will:

- ensure wellbeing is reflected in the school's ethos, improvement planning and relevant policies;
- ensure staff know how to raise and record concerns;
- oversee the school's response to wellbeing concerns, including safeguarding concerns;
- review information about provision, access to support and its impact, and identify actions for improvement.

Senior Mental Health Lead

Melanie Troop is the school's Senior Mental Health Lead. Alongside Marie Hornby (Inclusion and Special Education Needs & Disabilities Coordinator [SENDCo]) and Suzanne Halkyard (Inclusion Officer) She will:

- coordinate the school's whole-school approach to wellbeing;
- work with With Me in Mind (WMiM), the School Nursing Team and other relevant services;
- support staff to understand internal referral routes and available support;
- contribute to reviewing the school's provision and identifying areas for development.

All staff

All staff will:

- promote respectful, inclusive relationships and a calm, safe learning environment;
- teach and reinforce wellbeing messages in the curriculum and across school life;
- notice and report concerns, including significant changes in a pupil's behaviour, attendance, relationships or presentation;
- record and share concerns using the school's established systems;
- follow safeguarding procedures where a pupil may be at risk of harm.

4. Promoting wellbeing for all pupils

Curriculum and everyday practice

Wellbeing is promoted through the school's planned PSHE and RSE curriculum, assemblies and wider learning. Teaching includes age-appropriate opportunities for pupils to:

- name and understand feelings and practise ways of managing them;
- learn about friendships, families, relationships, respect and keeping safe;
- understand how to care for their physical and emotional health;
- identify trusted adults and know how to ask for help;
- consider diversity, inclusion and how to challenge stigma, prejudice and bullying.

Staff will establish clear classroom routines, supportive relationships and predictable expectations. They will make reasonable adjustments where a pupil's SEND, health needs or circumstances affect their access to learning or school life. Pupils' experiences and needs will inform teaching and support. Staff will avoid assuming that one approach will work for every pupil.

Play, enrichment activities and pupil leadership opportunities can support pupils' sense of belonging, independence, relationships and wellbeing. The school is exploring the development of its OPAL approach as part of its School Development Plan. As this work progresses, the school will consider how these opportunities can be developed to support pupils' wellbeing, ensure access for all pupils and identify any barriers that may need to be addressed.

Belonging and pupil voice

Westcliffe will provide opportunities for pupils to express their views through approaches including pupil surveys, school council, pupil interviews, wellbeing and social groups, and the developing Wellbeing Ambassadors programme (With Me in Mind).

Pupil feedback will be considered when the school reviews wellbeing support, routines and resources. Peer roles, including Wellbeing Ambassadors (With Me in Mind), will be supported and overseen by a named member of staff. They do not replace the responsibility of adults to respond to concerns.

Physical health

The school will promote physical health through the curriculum and school activities, including opportunities to learn about healthy choices, fitness and personal care. The Medical Conditions Lead will coordinate arrangements for pupils with medical needs, including care plans and relevant staff training, in line with the school's medical conditions policy.

5. Identifying concerns and seeking help

A concern may be raised by a pupil, parent or carer, member of staff or external professional. Staff should also consider patterns in attendance, behaviour, safeguarding information and participation in school.

Staff should:

1. Listen calmly and take the pupil seriously. Do not promise secrecy.
2. Record relevant information promptly on the school's designated system, following school procedures.
3. Pass the concern to the appropriate senior member of staff or inclusion team. If it relates to safeguarding or possible harm, report it to the DSL or deputy DSL without delay and follow the child protection policy. If the concern relates to the DSL, staff should follow the alternative reporting route set out in the school's safeguarding and child protection policy.
4. Share information only through appropriate school procedures and with those who need it to support or protect the pupil.

The school will consider the pupil's circumstances, strengths, views and needs before deciding what support is appropriate. This may include a conversation with the pupil and family, classroom adjustments, monitoring, a school-based group or referral to an external service.

Wellbeing support does not replace safeguarding action. Where there is an immediate risk of harm, staff must follow the school's safeguarding procedures without delay.

6. Targeted support and referrals

Where additional support is appropriate, the school may use provision identified in the audit, including:

- school-based support such as the in-house school inclusion team, youth mentoring, wellbeing or social groups, and lunchtime provision;
- consultation, advice, workshops or interventions through With Me in Mind;
- support from the School Nursing Team;
- work with families and relevant services, which may include Early Help, family support and other specialist professionals.

Support will be considered in partnership with the pupil and, where appropriate, their parent or carer. The school will follow relevant consent, information-sharing and referral procedures. The school will explain the limits of confidentiality where information may need to be shared to keep a pupil safe.

The school will keep appropriate records of agreed support and review it at suitable intervals. Reviews should consider whether the support is helping the pupil's wellbeing and access to learning, taking account of the pupil's and family's views where appropriate. Where support is not improving outcomes, the school will consider adapting the approach, seeking further advice or exploring additional referral options. The school recognises that external services may have waiting lists and will consider appropriate support and safeguarding needs while a pupil is waiting.

7. Working with parents, carers and professionals

The school recognises that families are important partners in supporting pupil wellbeing. We will aim to:

- provide accessible information about wellbeing and how to seek support;
- listen to parents' and carers' views and consider barriers to engagement;
- involve families in planning support for their child where appropriate;
- signpost or offer relevant information, meetings and workshops;
- work with external professionals when this is appropriate and in the pupil's interests.

Where a safeguarding concern arises, the school will act in accordance with its safeguarding procedures. Partnership with families does not prevent or delay necessary safeguarding action.

8. Staff wellbeing

Westcliffe recognises that staff wellbeing matters in its own right and contributes to a positive school environment. Staff can raise concerns with their line manager or a member of senior leadership. The school provides support through established arrangements, including return-to-work meetings, supervision appointments, team support and signposting to relevant services.

The school seeks to support staff wellbeing and manage workload through practical approaches to teaching and planning. These include cohort PPA to support collaborative planning, dedicated planning days, pupil conference grouping to target feedback and support where it is most needed, and a minimal-marking approach to reduce unnecessary workload while maintaining a focus on pupil progress.

The school also provides a wellbeing day to give staff dedicated time to support their own wellbeing. Leaders will consider staff workload and wellbeing feedback when reviewing working practices and will use feedback, where appropriate, to identify practical actions and review their impact.

9. Monitoring and review

The Senior Mental Health Lead and senior leaders will review the whole-school approach using relevant information, which may include:

- pupil, parent and staff feedback;
- attendance and behaviour information, including trends for relevant pupil groups;
- access to, use of and review of school-based support;
- feedback from WMiM, the School Nursing Team and other services;
- participation in enrichment, pupil leadership and play;

- pupil interviews, learning walks and other appropriate quality-assurance activity.

The school will consider both the implementation and impact of its wellbeing provision. Leaders will look at whether pupils can access support and opportunities, whether provision is helping wellbeing and access to learning, and whether barriers or differences in experience are evident for disadvantaged pupils and pupils with SEND. Findings will inform school improvement priorities and decisions about what should continue, change or be developed.

The wellbeing governor will receive proportionate, relevant updates linked to school improvement priorities and will provide strategic challenge through agreed governance arrangements. Information shared with governors will be appropriately summarised and anonymised; confidential individual case details will only be shared where necessary and in line with school procedures.

This policy will be reviewed annually by the policy lead and presented for approval in accordance with the school's governance arrangements. It will be reviewed sooner if relevant guidance or school procedures change.

10. Related policies and guidance

This policy should be read alongside the school's safeguarding and child protection, behaviour, SEND, attendance, medical conditions, PSHE/RSE and health and safety policies.

The policy lead should check the current versions of relevant Department for Education guidance and statutory requirements at each review, including Keeping Children Safe in Education and guidance on promoting children and young people's mental health and wellbeing.