



Mental Health and Wellbeing Policy

SCHOOL POLICY
Review: Annually
Next Review Date: June 2027

Role	Name
Headteacher	Caroline Rodgers
Chair of Governors	Linda Mosley
Designated Governor	
Designated Senior Lead	Caroline Rodgers – Headteacher

The Brockley Way

Respect - Be Kind
Resilience - Keep Going
Responsibility - Make Good Choices

1. Policy Statement

At Brockley Primary School, we recognise that positive mental health and wellbeing are fundamental to children being safe, happy, healthy and successful learners.

We believe that every child deserves to feel safe, valued, included and able to flourish within our school community. Through The Brockley Way, we actively promote emotional wellbeing, resilience, kindness, belonging and positive relationships.

We understand that mental health is as important as physical health and that children are more likely to achieve, attend regularly and engage positively with learning when their emotional wellbeing is supported. The school adopts a whole-school approach to mental health and wellbeing, recognising that wellbeing is everyone's responsibility and should be embedded throughout school life.

We also recognise that mental health can be a safeguarding concern. All staff understand that mental health difficulties may, in some circumstances, indicate that a child has experienced or is at risk of abuse, neglect, exploitation or other safeguarding risks.

2. Aims

This policy aims to:

- Promote positive mental health and emotional wellbeing for all pupils and staff.
- Prevent mental health difficulties wherever possible.
- Reduce stigma associated with mental health.
- Enable early identification of emotional wellbeing concerns.
- Provide appropriate support and intervention.
- Ensure staff understand the relationship between safeguarding and mental health.
- Support children to develop resilience, confidence and self-esteem.
- Foster a culture of belonging, inclusion and connectedness.
- Work effectively with families and external agencies.
- Meet Ofsted expectations regarding safeguarding, personal development, behaviour and attendance.

3. Legislative and Guidance Framework

This policy should be read alongside:

- Keeping Children Safe in Education 2026.
- Working Together to Safeguard Children 2026.
- Mental Health and Behaviour in Schools (DfE).
- Promoting and Supporting Mental Health and Wellbeing in Schools and Colleges.
- Relationships Education, RSE and Health Education Statutory Guidance 2026.
- SEND Code of Practice.
- Equality Act 2010.
- Children Act 1989 and Children Act 2004.
- Education Act 2002.
- Ofsted Education Inspection Framework and State-Funded Schools Inspection Toolkit.
- Derby and Derbyshire Safeguarding Children Partnership Procedures.
- Brockley Primary School Safeguarding and Child Protection Policy.
- Brockley Primary School Behaviour Policy.

4. The Brockley Way and Wellbeing

Mental health and wellbeing are embedded within our school values.

Respect – Be Kind

We promote kindness, empathy, acceptance, respect and inclusion.

Resilience – Keep Going

We help children develop emotional literacy, strategies for managing challenge and the confidence to seek support when needed.

Responsibility – Make Good Choices

We encourage children to take responsibility for their actions, make positive choices and contribute to a safe and supportive community.

These values underpin our curriculum, behaviour approaches, safeguarding practice and pastoral support systems.

5. Mental Health, Safeguarding and Early Help

Mental health and wellbeing form an important part of safeguarding.

In line with Keeping Children Safe in Education 2026, all staff understand that mental health concerns may indicate underlying safeguarding concerns including abuse, neglect, exploitation, self-harm, trauma or domestic abuse.

Staff will:

- Maintain professional curiosity.
- Listen to children carefully.
- Record concerns promptly.
- Report concerns to the Designated Safeguarding Lead.
- Follow safeguarding procedures.
- Work collaboratively with families and external agencies.

The school is committed to providing Early Help and works alongside Derbyshire services, Compass MHST, health professionals and safeguarding partners to secure the best outcomes for children and families.

6. Whole School Approach to Mental Health and Wellbeing

Brockley Primary School adopts the Department for Education's whole-school approach to mental health and wellbeing.

This includes:

- Leadership and management that champion wellbeing.
- A positive ethos promoting safety, belonging and inclusion.
- Curriculum teaching and learning that supports emotional wellbeing.
- Pupil voice and participation.
- Staff wellbeing and professional development.
- Effective identification of need and monitoring of impact.
- Partnership working with parents and carers.
- Access to targeted support and referral pathways.

7. Roles and Responsibilities

Governing Body

Governors will:

- Monitor implementation of this policy.
- Promote a culture that supports wellbeing.
- Ensure appropriate resources are available.
- Receive reports on wellbeing provision and impact.
- Provide challenge and support regarding pupil and staff wellbeing.

Headteacher – Caroline Rodgers

The Headteacher will:

- Lead the strategic approach to wellbeing.
- Ensure wellbeing remains a school improvement priority.
- Promote staff wellbeing.
- Monitor impact and effectiveness of provision.
- Ensure compliance with safeguarding responsibilities.

Designated Mental Health Lead – Caroline Rodgers

The DMHL will:

- Coordinate whole-school wellbeing provision.
- Liaise with external agencies.
- Support staff and families.
- Monitor referrals and interventions.
- Develop and evaluate wellbeing provision.

Designated Safeguarding Lead – Caroline Rodgers

The DSL will:

- Oversee safeguarding concerns linked to mental health.
- Coordinate referrals where appropriate.
- Maintain records.
- Ensure timely multi-agency working.

Staff

All staff will:

- Promote positive wellbeing.
- Build trusted relationships.
- Identify emerging concerns.
- Follow safeguarding procedures.
- Participate in wellbeing training.
- Support children appropriately.

Pupils

Pupils are encouraged to:

- Speak to trusted adults.
- Support one another.
- Demonstrate The Brockley Way.
- Seek help when worried.
- Treat others with kindness and respect.

8. Curriculum for Mental Health and Wellbeing

Mental health education is delivered through:

- PSHE
- Relationships Education – BERT Award
- Health Education
- Assemblies
- Safeguarding curriculum
- Physical Education
- Outdoor learning
- Daily classroom practice

Children are taught about:

- Mental wellbeing
- Emotional literacy
- Healthy relationships
- Self-regulation
- Resilience
- Online wellbeing and safety
- Physical and mental health
- Seeking support
- Change and loss

This reflects statutory Health Education requirements.

9. Early Identification and Support

The school identifies need through:

- Staff observations.
- Attendance monitoring.
- Behaviour records.
- Safeguarding systems.
- Pupil voice.
- Parent concerns.
- SEND reviews.
- Multi-agency meetings.

Support may include:

- Emotional check-ins.
- Trusted adult support.
- Targeted pastoral interventions.
- Attendance support.
- MHST referrals.

- Early Help.
- SEND support.
- Health service involvement.

10. Examples of Mental Health and Wellbeing Support at Brockley Primary School

Universal Support for All Pupils

All pupils benefit from:

- A welcoming and inclusive school culture.
- The daily promotion of The Brockley Way.
- Positive relationships with trusted adults.
- High-quality PSHE and Health Education.
- Emotional literacy teaching.
- Pupil voice opportunities.
- Physical activity and outdoor learning.
- Celebration of achievement.
- Assemblies promoting wellbeing and belonging.
- Online safety education.
- Anti-bullying education.

Classroom-Based Support

Staff may provide:

- Emotional check-ins.
- Feelings scales.
- Emotional literacy activities.
- Visual timetables.
- Predictable routines.
- Sensory or movement breaks.
- Safe spaces for regulation.
- Flexible support during periods of anxiety.
- Access to trusted adults.

Pastoral Support – Isobel Sperring

Where children require additional support, the school may provide through our dedicated pastoral leader:

- Check-in and check-out systems.
- Trusted adult mentoring through one of our accredited programmes.
- Emotional wellbeing interventions.
- Friendships groups.
- Social skills support.

- Confidence-building opportunities.
- Bereavement support.
- Transition support programmes.
- Attendance support linked to wellbeing.

Support for Children with SEND – Sarah Leivers & Caroline Rodgers

The school may provide:

- Adapted provision.
- Individual support plans.
- Sensory regulation support.
- Increased adult support.
- Safe spaces.
- Joint planning involving staff, families and external professionals.

Working with Families

Support may include:

- Wellbeing meetings.
- Early Help provision.
- Signposting to services.
- Attendance support.
- Safeguarding advice.
- Collaborative planning.

External Support

The school may seek support from:

- Compass Mental Health Support Team.
- P4YP – Early Help
- School Nursing Service.
- Educational Psychology Service.
- Early Help Services.
- Children's Social Care.
- CAMHS and specialist mental health providers
- SEND and Inclusion Services – ISAT Derbyshire.

11. Staff Wellbeing

Brockley Primary School recognises that staff wellbeing directly influences pupils' wellbeing and outcomes.

Leaders will:

- Promote a supportive culture.
- Encourage healthy work-life balance.
- Provide professional support where appropriate.
- Offer access to wellbeing resources.
- Encourage staff voice.
- Support professional development relating to mental health and wellbeing.

12. Ofsted Expectations and School Improvement

Brockley Primary School recognises that wellbeing contributes significantly to:

- Personal Development.
- Behaviour and Attitudes.
- Safeguarding.
- Attendance.
- Leadership and Management.

We seek to ensure that:

- Children feel safe and included.
- Pupils know who they can speak to if they are worried.
- Vulnerable children are supported effectively.
- Attendance barriers are identified early.
- Mental health is embedded within school improvement priorities.
- Governors understand and monitor wellbeing provision.

13. Monitoring and Evaluation

The effectiveness of this policy will be monitored through:

- Attendance data.
- Behaviour data.
- Safeguarding records.
- Pupil voice.
- Parent feedback.
- Staff wellbeing surveys.
- Governor monitoring.
- MHST evaluations.
- Whole-school wellbeing audits.

Findings will inform future school improvement priorities.

Policy Review

This policy will be reviewed annually, or sooner in response to changes in legislation, DfE guidance, Ofsted requirements or local safeguarding procedures.

Associated Policies

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- SEND Policy
- Attendance Policy
- PSHE Policy
- Online Safety Policy
- Staff Code of Conduct
- Equality Policy
- Supporting Pupils with Medical Conditions Policy