



Gawber Primary School



Wellbeing Policy

January 2026

Review date January 2028

Person responsible for the Policy	Dawn Bradshaw
Date Agreed by Governors	January 2026
Review Date	January 2028
Is this Policy to appear on the school website	Yes

Headteacher's Signature	D Bradshaw
Date	12.1.26
Chair of Governor's Signature	E Casimir
Date	12.1.26

Policy Statement

At Gawber Primary School, we are committed to supporting the emotional health and wellbeing of our children and staff.

We have a supportive and caring ethos and our approach is respectful and kind, where each individual and contribution is valued. Our motto: ***A Caring Family School*** embodies this ethos and culture.

At our school we know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the view that positive mental health is everybody's business and that we all have a role to play.

At Gawber we:

- Help children to understand their emotions and feelings better
- Help children feel comfortable sharing any concerns or worries
- Help children socially to form and maintain relationships.
- Promote self-esteem and ensure children know that they count.
- Encourage children to be confident and 'dare to be different'
- Help children to develop emotional resilience and to manage setbacks.

We promote a mentally healthy environment through:

- Promoting our school values and encouraging a sense of belonging.
- Promoting pupil voice and opportunities to participate in decision-making
- Celebrating academic and non-academic achievements
- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others
- Providing opportunities to reflect.
- Access to appropriate support that meets their needs

We pursue our aims through:

- Universal, whole school approaches
- Support for children going through recent difficulties including bereavement
- Specialised, targeted approaches aimed at children with more complex or long term difficulties including attachment disorder

This policy should be read in conjunction with our SEND policy in cases where children mental health needs overlap with these. It also links closely to our child protection procedures.

Lead Members of Staff

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

Dawn Bradshaw- Designated Safeguarding lead/ Senior Mental Health Lead

Rachel Maul- Deputy Designated safeguarding lead

Emma Casimir- Chair of Governors and Safeguarding governor

Louise Botham- Wellbeing governor

Dawn Bradshaw – RSHE/PSHE lead

Teaching about Mental Health

The skills, knowledge and understanding needed by our students to keep themselves mentally healthy and safe are included as part of our developmental RSHE/PSHE curriculum.

The specific content of lessons will be determined by the specific needs of the cohort we are teaching but we will always ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner.

Targeted support

The school will offer support through targeted approaches for individual children or groups of children which may include:

- Circle time approaches- where arising issues can be dealt with in a whole class, supportive manner.
- Stories related to feelings and worries
- Puppets are used in KS 1 to help discuss worries and feelings
- Worry Gremlins group- 6 sessions of CBT for children led by Mrs Bradshaw and Miss Hanson
- Socially speaking and social stories interventions
- Therapeutic activities including art, lego and relaxation and mindfulness techniques.
- Philosophy for children (P4C)
- Timely session reacting to issues as they arise

The school will assess and track wellbeing as appropriate including:

All staff report any concerns about children as they arise. Where needed concerns are shared with all staff in school. These concerns may include the following:

- Attendance
- Punctuality
- Relationships
- Approach to learning
- Physical indicators
- Negative behaviour patterns
- Family circumstances
- Recent bereavement
- Health indicators

School staff may also become aware of warning signs which indicate a student is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs communicate their concerns with the designated child protection and safeguarding officer or the emotional wellbeing lead as appropriate. Any concerns are recorded on CPOMS.

Possible warning signs include:

- Changes in eating / sleeping habits
- Becoming socially withdrawn
- Changes in activity and mood

- Talking or joking about self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

Working with Parents/Carers

In order to support parents/carers we will:

- Highlight sources of information and support about mental health and emotional wellbeing on our school website
- Share and allow parents to access sources of further support.
- Ensure that all parents are aware of who to talk to, and how to get about this, if they have concerns about their child.
- Make our emotional wellbeing and mental health policy easily accessible to parents
- Share ideas about how parents can support positive mental health in their children.
- Communicate with parents regularly
- Maintain positive relationships with parents/carers so that they are comfortable sharing their concerns

Working with other agencies and partners

As part of our targeted provision the school will work with other agencies to support children's emotional health and wellbeing including:

- COMPASS B
- The school nurse
- Educational psychology services
- Behaviour support through Springwell pupil referral unit
- Paediatricians
- CAMHS (child and adolescent mental health service)
- Counselling services
- Family support workers

Training

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection training in order to enable them to keep students safe.

Training opportunities for staff who require more in depth knowledge are addressed as part of our performance management process. Additional CPD is ongoing and bespoke according to the needs of our children/staff.

Wellbeing Staff

Wellbeing Governor

Our wellbeing governor, **Louise Botham**, regularly comes into school and is known by the staff. Louise and other governors work closely with the SLT to support with any identified wellbeing issues that may have a negative impact on staff. Regular meetings are held in order to identify any areas of need and to put appropriate actions in place.

Teaching and Learning

At Gawber, we trust teachers to decide the best approaches for their class.

The only planning we ask for is a yearly overview and medium-term plans for each subject. These plans should be useful to the teacher.

Schemes of work are provided but staff may innovative and adapt these as they see fit in order to meet the needs of the children in class.

Educational visits are booked and overseen by the office so teachers can get on with teaching.

Behaviour

There is an ethos of positivity, where everyone's contribution is valued.

Incidents of poor behaviour are low but the SLT will always support staff in dealing with poor behaviour.

There is a graduated and well understood (by children and staff) behaviour policy in place.

Assessment

Assessment should be meaningful and manageable.

Formal summative assessments are requested no more than termly. Staff are encouraged to use a range of strategies to assess learning over time- such as quizzes, mind maps, discussions. These strategies helps to cut down on marking and helps to identify common strengths or gaps in knowledge

Our marking policy is succinct and encourages 'live marking' whenever possible. Gawber marking stamps have been introduce to help speed up the process of marking- particularly in non-core subjects.

Professional Development

Staff meetings are no longer than 60 minutes.

On weeks where we have a twilight session or a parent's evening there is no staff meeting.

At Gawber, we are all learners, senior leaders can learn just as much from an ECT or teaching assistant as the reverse.

There is an open opportunity for ALL staff to attend any training/CPD meetings.

The calendar for the following week is displayed in the staff room by 3:15PM on Friday.

Staff are given time and support to put new requirements into action.

Welfare

Wherever possible, we support each other to allow staff to go to their child's nativities, school performances etc.

Staff are encouraged to work from home for PPA, leadership time, if they feel this is helpful.

The door is always open to the SLT.

If something new is implemented, we aim to take something else away.

We encourage staff to access counselling services.

We support staff with health needs e.g facilitating and paying for voluntary flu jabs.

The headteacher champions staff and child wellbeing.

The governing body are actively involved in supporting staff wellbeing.