

Spinfield School Wellbeing Policy



Recommended by: The Leadership Team: DATE Oct 2026
Approved by: The Board of Governors: DATE Dec 2026
Planned to be Adopted by the Board of Governors: DATE Dec 2026

Review Due: Oct 2028

There has been a change to the previous policy

A community inspiring lifelong learning.

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Spinfield School Wellbeing Policy

At Spinfield School, we are committed to promoting the emotional, social and physical wellbeing of all children and staff. We recognise that positive mental health and wellbeing underpin children's ability to learn, develop positive relationships, build resilience and achieve their potential.

We aim to create an inclusive, nurturing and supportive environment in which every child feels safe, valued and able to seek help when needed. Wellbeing is a shared responsibility and is promoted through our curriculum, relationships, school routines, pastoral provision and partnership with families.

We recognise that children may experience difficulties with their mental health and wellbeing at different points in their lives. We are committed to identifying concerns early, providing appropriate support and working with families and external professionals when additional help is needed.

This policy should be read alongside the school's Child Protection and Safeguarding Policy and other relevant school and Marlow Education Trust policies.

The policy has regard to relevant legislation and guidance, including:

- Children Act 1989 and Children Act 2004.
- Equality Act 2010.
- Keeping Children Safe in Education 2026.
- Working Together to Safeguard Children 2026.
- Mental Health Act 1983, as amended.
- Special educational needs and disability legislation and the SEND Code of Practice: 0 to 25 years.
- Relevant Department for Education guidance on mental health, behaviour, relationships, health education and safeguarding.

The school will review relevant legislation and statutory guidance as part of its annual policy review.

Wellbeing Framework

Emotional Well-being:

- Support: Class teachers, adults in school, ELSA, and peers provide emotional support. For adults, support is available through various programmes.
- Implementation of Social-Emotional Learning: We integrate the zones of regulation into the curriculum to foster emotional resilience.

- In-House Training: Regular training and updates for staff on recognising and supporting emotional needs.

Physical Well-being:

- Health Education: Curriculum covering nutrition, exercise, and healthy lifestyles.
- Facilities: Maintenance of safe and accessible facilities, including playgrounds and sports equipment.
- Health Services: Regular health screenings and access to a school nurse.
- Healthy schools Award

Social Well-being:

- Inclusivity: Promotion of diversity and inclusion through school activities and programmes.
- Anti-Bullying: Clear anti-bullying policies and practices, including reporting mechanisms.
- Community Engagement: Encouragement of family and community involvement in school events and decision-making.

Roles and Responsibilities

The Senior Mental Health Lead will:

- Coordinate the school's whole-school approach to mental health and wellbeing.
- Oversee implementation of the wellbeing policy and action plan.
- Promote staff awareness, training and confidence in recognising and responding to wellbeing concerns.
- Work with the wellbeing governor and senior leaders to review provision, evaluate its impact and identify priorities for improvement.
- Use feedback from children, staff and families, alongside relevant school information, to inform the annual wellbeing action plan.
- Support effective links with families and external agencies where appropriate.
- Work closely with the Designated Safeguarding Lead (DSL) and deputy DSLs to ensure that concerns requiring safeguarding action are escalated promptly and managed in accordance with the school's safeguarding procedures.

The Senior Mental Health Lead does not replace the responsibilities of the DSL, other safeguarding staff or external health professionals.

All staff

- Notice and respond sensitively to changes in children's behaviour, emotional presentation, attendance or relationships.
- Listen to children, take their concerns seriously and respond in an age-appropriate manner.
- Record and report concerns in accordance with school procedures, including using CPOMS where appropriate.
- Refer concerns to the DSL or deputy DSL without delay when safeguarding may be involved.
- Understand the boundaries of their role and seek advice when a child's needs exceed the support they can appropriately provide.

Children:

- Engage in well-being programmes and activities.
- Take responsibility for 'checking in' and acknowledging their emotions, including self regulation.
- Seek help when needed and support peers.
- Participate in creating a positive school environment.

Parents/Carers:

- Collaborate with the school to support children's well-being.
- Engage in school activities and well-being initiatives.
- Communicate any concerns regarding their child's well-being to the school.

Safeguarding, identification and escalation of concerns

Spinfield School recognises that mental health and wellbeing are closely linked to safeguarding. While many wellbeing concerns can be supported through the school's pastoral provision, some may indicate that a child is experiencing, or is at risk of experiencing, harm. All staff must remain alert to concerns and understand their responsibility to act promptly in accordance with the school's Child Protection and Safeguarding Policy.

All concerns must be taken seriously and acted upon promptly. Staff must report safeguarding concerns to the Designated Safeguarding Lead (DSL) or deputy DSL without delay and record relevant information, actions and follow-up using CPOMS in accordance with school procedures.

Where a child requires urgent medical or mental health assistance, staff must follow the appropriate emergency procedures.

The school will work in partnership with parents and carers wherever appropriate and safe to do so. Where sharing information with a parent or carer could place a child at risk, staff must seek advice from the DSL before doing so.

Whole-school wellbeing approaches, including the Zones of Regulation, the Wellbeing Hub and ELSA support, form part of the school's pastoral provision. They do not replace safeguarding procedures, clinical assessment or specialist intervention where these are required.

Staff Wellbeing and Support

Spinfield School recognises the importance of staff mental health and well-being. Teaching and support staff have access to the following services available in Buckinghamshire:

- Buckinghamshire Council Initiatives: Collaboration with Public Health, Educational Psychology, and the School Improvement Team.
- Mental Health First Aid (MHFA) Training: Fully funded training provided by Buckinghamshire Mind.
- Buckinghamshire Mind Support: Specialist mental health sessions for teachers.
- Education Support: A 24/7 helpline and grants for staff well-being.
- Oxford Health NHS Foundation Trust: Mental health services available for professionals.
- 24/7 Mental Health Support: Staff can call 111 and select mental health services.

Child Wellbeing Support

We are committed to ensuring that children have access to a range of mental health and well-being support services, including:

Emotional Wellbeing

- **Whole-school approach:** The Zones of Regulation is used across the school to help children recognise, understand and communicate their emotions and develop strategies to support emotional regulation.
- **Positive relationships:** Staff promote positive, respectful relationships in which children feel safe, valued, listened to and supported.
- **Oracy and communication:** Children are encouraged to develop their oracy skills, express their thoughts and feelings, listen to others and communicate their needs confidently.
- **Resilience and self-regulation:** Through the curriculum and everyday classroom practice, children are supported to build resilience, develop a growth mindset, manage challenges and become increasingly independent in regulating their emotions.
- **Staff training:** Staff receive appropriate training and guidance to recognise emotional wellbeing needs and respond sensitively and effectively.

Physical Wellbeing

- **Health education:** The curriculum promotes understanding of nutrition, physical activity, personal health and healthy lifestyles.

- **Physical activity:** Children are encouraged to participate in regular physical activity through PE, play and wider school opportunities.
- **Safe and accessible facilities:** The school maintains safe, accessible and suitable learning, play and sporting environments.
- **Health services:** The school facilitates regular health screenings in accordance with the arrangements in place.
- **Healthy Schools:** The school promotes healthy choices and positive habits that support children's physical health and overall wellbeing.

Social Wellbeing

- **Belonging and inclusion:** The school promotes an inclusive environment in which every child feels valued, respected and part of the school community.
- **Respectful relationships:** Children are supported to develop empathy, cooperation, communication skills and positive relationships with their peers and adults.
- **Children's voice:** Children are encouraged to express their views, share concerns and contribute to creating a positive school environment.
- **Anti-bullying:** The school promotes respectful behaviour and follows its Anti-Bullying Policy, ensuring that concerns are reported, investigated and addressed appropriately.
- **School values:** Collaboration, Resilience, Creativity, Respect and Curiosity underpin our approach to relationships, personal development and wellbeing.
- **Community engagement:** Parents and carers are encouraged to work in partnership with the school to support children's social development and wellbeing.

Child Wellbeing Support

Emotional Literacy Support Assistant (ELSA)

- ELSA provides targeted emotional literacy support for children who may benefit from additional help with their emotional wellbeing.
- Support is identified according to children's individual needs, with priority given to children on the SEN register where appropriate.
- Children's needs and progress are reviewed to help determine the effectiveness of support and any further action required.
- ELSA complements the school's wider pastoral provision but does not replace clinical assessment or specialist mental health support where these are needed.

Wellbeing Hub

- The Wellbeing Hub provides a designated space during break and lunchtimes where children can access support and use appropriate strategies to help them regulate their emotions.
- The Hub supports children to develop self-awareness, practise regulation strategies and return to learning and play when they feel ready.
- Access, supervision and expectations are managed in accordance with the school's established procedures to ensure the Hub remains a safe, calm and supportive environment.

Staff Wellbeing and Support

Spinfield School recognises the importance of staff mental health and wellbeing. The school promotes a supportive working environment and signposts staff to appropriate advice, resources and external services. Information about available services, eligibility and access arrangements is reviewed regularly to ensure that staff receive accurate and up-to-date guidance.

Support for Children and Families

Spinfield School recognises that children and families may sometimes need support beyond that available within school. We work in partnership with parents and carers and, where appropriate, external professionals to help children access suitable advice, early intervention and specialist support.

Information about local and national services, including mental health and emotional wellbeing support, is available on the [Spinfield School wellbeing webpage](#). The school reviews signposting information periodically to ensure that links and service details remain accurate and relevant.

Support for Children and Families

Spinfield School recognises that, at times, children and families may benefit from additional support beyond that available within school. We work in partnership with parents and carers to help identify appropriate sources of advice, guidance and specialist support to promote children's mental health and emotional wellbeing.

- A range of local and national services is available to support children, young people and their families can be found on the wellbeing section of the [Spinfield School website](#).
- Child and Adolescent Mental Health Services (CAMHS): Support for children and young people experiencing mental health difficulties.
- Buckinghamshire Mental Health Support Team (MHST): Providing early intervention for children struggling with emotional and mental well-being.
- Family Support Service (FSS): Support for families experiencing challenges impacting their children's well-being.

- Buckinghamshire Mind: Services to promote resilience and emotional well-being in children and young people.

Monitoring and Evaluation

- Annual review of the wellbeing action plan, informed by children's, staff's and parents' feedback.
- Evaluation of whether support is accessible and effective for different groups of children, including children with SEND.
- Review of emerging themes, referrals and the impact of interventions, while maintaining confidentiality.
- Clear allocation of responsibility for actions, with progress reviewed by senior leaders and the wellbeing governor.
- Annual review of the policy and relevant linked policies, including updates to statutory guidance.

Policy Communication

Dissemination:

- Ensure all members of the school community are aware of the policy.
- Provide access to the policy through school handbooks, website, and noticeboards.

Training:

- Regular training sessions for staff on the well-being policy and practices, as well as the progress made towards the action plan.
- Information sessions for parents and guardians on supporting well-being at home.

Implementation and Review

This policy will be reviewed annually to ensure it remains aligned with best practices, legal requirements, and the needs of the Spinfield School community.

Conclusion

By fostering a culture of well-being and inclusivity, we aim to support all members of our school community in achieving their full potential. Our commitment to mental health and well-being is at the core of our values, ensuring a safe, supportive, and nurturing learning environment for all.