Copthorne C.E. Junior School

Well-being Policy

Approved September 2026
To be reviewed September 2027

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1. Introduction

1.1 This policy was written after consultation with staff, pupils, parents and professionals involved in mental health and wellbeing. We are committed to supporting the emotional health and wellbeing of our children, staff and the whole school community. We have a supportive and caring ethos and our approach is respectful and kind, where each individual and contribution is valued.

1.2 At Copthorne C of E Junior 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.

1.3 The purpose of this policy is to ensure that we embrace the many School Practices that support the health and wellbeing of both children and staff to minimise harmful effects of stress and anxiety and ensure that there is cohesion in working towards good health and wellbeing for all staff and children. It outlines some of the ways in which we commit to maintaining the wellbeing of both children and staff and it recognises that each individual child or adult and their circumstances are different but seeks to provide an overview of the basis on which everyone can contribute and expect to be treated.
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2. Rationale

In order to help their pupils succeed, schools have a role to play in supporting them to be resilient and mentally healthy.

Department for Education, 2016

Mental Health is the leading cause of sickness absence in the UK.

In 2002 we launched the results of a year-long UK wide inquiry addressing the mental health needs of young people with learning disabilities called Count Us In. This led to numerous other programmes of work, including commissioning the University of Lancaster to undertake research on the prevalence rates of mental health in children and young people with learning disabilities. They reported a prevalence rate of 36%, compared with 8% of children and young people who did not have a learning disability. These young people were also 33 times more likely to be on the autistic spectrum and were much more likely than others to have emotional and conduct disorders.
Mental Health Foundation, 2012

The family plays a key role in influencing children and young people's emotional health and wellbeing.

At Copthorne CE Junior School, we aim to promote an atmosphere of mutual trust and respect, where mental health is supported and addressed openly amongst all our staff, our pupils and their families.

3. Children's Wellbeing

Our Vision

An educational setting where children and young people are enabled to recognise issues they may have, and develop strategies to address and manage these; where children and young people develop high self-esteem and therefore have the confidence to discuss problems and concerns.

3.1 Risk Factors that may affect children's mental health

- Anxiety, depression, OCD (Obsessive-compulsive disorder) and other conditions such autism and ADHD (Attention deficit hyperactivity disorder)
- Home environment
- Issues with peer pressure, social media, e-safety concerns
- Feelings of being different, feeling isolated

3.2 What are we doing to support children's wellbeing?

The school prioritises the wellbeing of children in various ways including:

- Approaches such as Zones of Regulation and reflection sheets used throughout school
- Support from staff trained in mental health, conditions such as PDA (Pathological demand avoidance) etc
- ELSA support groups
- Learning Mentor support
- RSHE curriculum which is designed to meet the needs of Copthorne children
- Proactive Behaviour Support that considers children's wellbeing
- Individualised and personalised assessment and support
- Referral to trained counsellors such as Time 4 Children and Your space
- Referrals to specialists such as advisory social and communication teachers, school nurse, CDC (Child Development Clinic), CMHL (Community mental health liaison service) and CAMHS (Child and adolescent mental health service)

3.3 What are we developing together?

- Ensure that pupil voice is accessible for everyone

3.4 How will we measure progress?

- Feedback from pupils, staff and families through parent forums, annual child, parent and staff questionnaires

4. Staff Wellbeing

Our Vision

A workplace with staff who are highly motivated to be resilient to the challenges they face in their work; who are able to utilise strategies and resources to support and enhance their own mental health and who are empowered to share any issues they may have early so that they can be addressed effectively with the appropriate member of staff.

4.1 Risk Factors that may affect staff mental health

- Issues in their personal lives
- Challenging work environment

4.2. What are we doing to support staff wellbeing?

The school prioritises the wellbeing of staff in various ways including:

- Supportive working environment where staff are encouraged to share any issues and the SLT have an open door policy
- Post-incident reviews
- Staff voice mechanisms throughout the year e.g. questionnaires
- Requests for Flexible / Part Time Working are considered
- Appraisal system
- Training
- Educational Psychologist support Information and signposts to further support and advice e.g. local services, mental health charities

4.3 What are we developing together?

- Investigate ways to reduce workload
- Review staff consultation systems
- Training for Mental Health Champion

4.4 How will we measure progress?

- Feedback from appraisals
- Feedback from discussions with staff

5. Families

Our Vision

Families who feel confident in raising any concerns they may have with school, and to seek any support they may find beneficial.

Families who are enabled to support their children and are empowered to deal with the challenges.

5.1 Risk Factors that may affect families' mental health

- Challenges of raising a child, possibly complicated by with special needs
- Other personal or work issues affecting family members
- Lack of support from other agencies

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5.2 What are we doing to support families' wellbeing?

The school prioritises the wellbeing of families in various ways including:

- Proactive open door approach – school are always happy to be contacted, via a range of channels
- Specialist support and advice from Speech & Language Therapists, ASCT (Autism and social communication team), LBAT (learning and behaviour advisory team), OT(Occupational Therapist), School Hub, Early Help and EP (Educational Psychologist)
- Outreach Programme, including: ASPENS and Reaching for Families Wellbeing advice and information available via newsletters, inclusion newsletter, wellbeing booklet, informal parent meetings such as virtual coffee meetings etc

5.3 **What are we developing together?**

- Review and revise communication and consultation systems
- Research into further support and events for parents

6. Monitoring and Review of Policy

This policy will be reviewed as and when necessary to respond to any WSCC or Government requirements. In the absence of any such changes the policy will be reviewed on a three year cycle.