



WIDNES
ACADEMY

ASPIRING AND ACHIEVING

MENTAL HEALTH AND WELLBEING POLICY 2025-2026

Policy Number: 1

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Link: Mrs L KIRCHIN

A GREAT
PLACE
**TO BE A
PART OF**

MEMBER OF THE WADE DEACON TRUST

1. Introduction and Purpose

This Health and Wellbeing Policy outlines Widnes Academy's commitment to promoting the physical, mental, and emotional wellbeing of all pupils, staff, parents, and the wider school community. This policy is underpinned by our school values of Respect, Equality, Ambition, Curiosity, Honesty, Unity, and Perseverance. We aim to create a supportive and inclusive environment where everyone feels safe, valued, and empowered to thrive.

2. Legislative and Guidance Framework

This policy adheres to the following legislation and guidance:

- Children Act 2004
- Education Act 2002
- Keeping Children Safe in Education (latest version)
- Equality Act 2010
- Public Health England Guidance
- Mental Health and Wellbeing Guidance (Department for Education)
- OFSTED Inspection Framework

3. Scope

This policy applies to all pupils, staff (including teaching and non-teaching staff, volunteers, and governors), parents, and visitors to Widnes Academy. It covers all aspects of school life, including:

- Curriculum
- Teaching and learning
- Pastoral care
- Behaviour management
- Physical environment
- Extracurricular activities
- Relationships with parents and the wider community

4. Definitions

- **Wellbeing:** A state of being comfortable, healthy, or happy.
- **Mental Health:** A person's condition with regard to their psychological and emotional well-being.
- **Safeguarding:** Protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

5. Roles and Responsibilities

- **Governing Body:**
 - Ensuring the school has a comprehensive Health and Wellbeing Policy.
 - Monitoring the implementation and effectiveness of the policy.
 - Providing adequate resources to support wellbeing initiatives.
- **Principal:**
 - Providing leadership and direction for the implementation of the policy.

- Ensuring staff are trained and supported to promote pupil wellbeing.
 - Monitoring pupil wellbeing and addressing any concerns.
- **Designated Safeguarding Lead (DSL):**
 - Leading on all safeguarding matters, including child protection.
 - Providing training and support to staff on safeguarding.
 - Liaising with external agencies as necessary.
- **SENCO (Special Educational Needs Coordinator):**
 - Supporting pupils with SEN and ensuring their wellbeing needs are met.
 - Working with staff to provide appropriate support and interventions.
- **Teachers and Support Staff:**
 - Promoting pupil wellbeing through their teaching and pastoral care.
 - Identifying and addressing pupil wellbeing concerns.
 - Following school policies and procedures regarding safeguarding and child protection.
- **Parents/Carers:**
 - Working in partnership with the school to support their child's wellbeing.
 - Communicating any concerns about their child's wellbeing to the school.
 - Supporting the school's wellbeing initiatives.
- **Pupils:**
 - Taking responsibility for their own wellbeing.
 - Respecting the wellbeing of others.
 - Reporting any concerns about their own or others' wellbeing to a trusted adult.

6. Implementation Strategies

6.1 Curriculum and Teaching

- **PSHE (Personal, Social, Health and Economic) Education:** Delivering a comprehensive PSHE curriculum that covers topics such as mental health, healthy relationships, online safety, and substance misuse.
- **Relationships and Sex Education (RSE):** Providing age-appropriate RSE that promotes healthy relationships and responsible decision-making.
- **Physical Education (PE):** Encouraging regular physical activity and promoting healthy lifestyles.
- **Curriculum Enrichment:** Offering a range of extracurricular activities that promote wellbeing, such as sports clubs, arts and crafts, and mindfulness sessions.
- **EAL Support:** Providing targeted support for EAL pupils to address language barriers and cultural differences.
- **Wider Curriculum offer:** Providing opportunities beyond the curriculum to support the pupils development.

6.2 Pastoral Care

- **Class Teachers:** Providing a first point of contact for pupils and parents, and monitoring pupil wellbeing.
- **Learning Mentor:** Providing bespoke support for pupils and parents. Providing mentoring programmes for pupils who may be struggling socially or emotionally.
- **School Nurse:** Providing medical support and advice to pupils and staff.
- **Counselling Services:** Offering access to counselling services for pupils who need additional support.

- **Anti-Bullying Policy:** Implementing a robust anti-bullying Policy that actively prevents and minimises bullying.
- **Pupil Premium Support:** Using Pupil Premium funding to provide targeted support for disadvantaged pupils, addressing barriers to learning and promoting their wellbeing.
- **SEN Support:** Providing tailored support for pupils with SEN, including individualised education plans (IEPs) and access to specialist services.
- **Attendance Monitoring:** Implementing a robust attendance monitoring system to identify and address patterns of absenteeism.

6.3 Physical Environment

- **Safe and Supportive Environment:** Creating a safe, clean, and welcoming school environment.
- **Outdoor Spaces:** Providing access to outdoor spaces for play and recreation.
- **Healthy Eating:** Promoting healthy eating habits through school meals and snacks.
- **Medical Facilities:** Providing adequate medical facilities and first aid provision.

6.4 Staff Wellbeing

- **Workload Management:** Implementing strategies to manage staff workload and reduce stress.
- **Training and Development:** Providing training and development opportunities for staff on wellbeing topics.
- **Support and Supervision:** Offering regular support and supervision for staff.
- **Wellbeing Initiatives:** Implementing wellbeing initiatives for staff, such as CPD to support wellbeing and social events.

6.5 Parent and Community Engagement

- **Communication:** Maintaining open communication with parents and carers about pupil wellbeing.
- **Parent Workshops:** Offering parent workshops on topics such as mental health, online safety, and parenting skills.
- **Community Partnerships:** Working in partnership with local community organisations to provide additional support for pupils and families.
- **Signposting:** Providing information and resources to parents and carers on external support services.
- **Strong Relationships:** Building strong relationships with parents and carers at school.

7. Safeguarding

- This policy operates in conjunction with the school's Safeguarding and Child Protection Policy.
- All staff are trained to recognise and respond to safeguarding concerns.
- The Designated Safeguarding Lead (DSL) is responsible for managing safeguarding referrals and liaising with external agencies.
- The school follows statutory guidance on safeguarding, including Keeping Children Safe in Education.

8. Monitoring and Evaluation

- The implementation of this policy will be monitored regularly by the Principal and Governing Body.

- Pupil wellbeing will be assessed through a variety of methods, including surveys, focus groups, and individual consultations.
- Data on pupil and staff wellbeing through the **TEP surveys** will be used to inform school improvement planning.
- The policy will be reviewed annually to ensure its effectiveness and relevance.

9. Related Policies

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- SEND Policy
- Attendance Policy
- E-Safety Policy
- Staff Wellbeing Policy

10. Review

This policy will be reviewed annually by the Principal and Governing Body, in consultation with staff, pupils, and parents.

