

BOLD FUTURES



Bold Futures Federation
Mental Health and Wellbeing Policy

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Signed: **A.Wright**

Print Name: **Amy Wright**

Date: **June 2026**

Signed: _____ **(Headteacher)**

Print Name: _____

Approval Date: _____

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POLICY CHANGE HISTORY

Version	Date	Status	Policy Owner	Headteacher Approval	Comment
1.0	June 2026		AW		Combined Mental Health policy and Wellbeing policies together from federation schools to create one federated policy. Statistics updated.

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Bold Futures Federation Mental Health and Wellbeing Policy

At Bold Futures Federation, we are committed to supporting the emotional health and wellbeing of our pupils and staff. We have a supportive and caring ethos and our approach is respectful and kind, where each individual and contribution is valued. 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.

1 in 4 people will experience a mental health problem of some kind each year in England. Approximately 1 in 5 adults experience a 'common mental health disorder' like depression or anxiety in any given week in England and about 1 in 5 children and young people aged 8 to 25 have a probable mental health problem according to Mental Health statistics (Mind, 2025).

Our aim is to support pupils and staff in maintaining positive wellbeing and positive mental health.

At our school, 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 to be themselves.
- help children to develop emotional resilience and to manage setbacks.
- help to ensure staff feel they work in a mentally healthy environment.
- help staff feel comfortable sharing any concerns or worries.
- help signpost staff to appropriate support.
- promote a culture with open and honest dialogue on mental health and wellbeing - free of social stigma.
- encourage staff to reach out if they are struggling inside or outside of work.

We promote a mentally healthy environment by promoting our school values and encouraging a sense of belonging. We promote a strong pupil voice and opportunities to participate in decision-making, such as through our School Council. As well as celebrating academic achievements, we also ensure that non-academic achievements are valued too, within the scope of each child's journey through our school. We provide opportunities to develop a child's sense of worth through a wide range of responsibilities which children can take on. For those pupils who may find making progress in any area of their development challenging, we provide opportunities to reflect. All children have access to appropriate support that meets their needs.

We value open discussion and SLT ensure those that speak up are not side-lined or discriminated against. SLT monitor the workload of staff and are easily contacted when staff have concerns. SLT run termly wellbeing evenings where staff can speak to wellbeing coordinators and SLT in a calm and welcoming environment. Senior staff model positive wellbeing behaviours and use their voice to challenge stigma. We have wellbeing coordinators in each area of the school along with a lead Mental Health First Aider; all of whom have access to resources staff can turn to for help. We understand that staff may struggle outside of work and want to reassure them that we are here to listen. Support requires a collaborative approach. Asking a colleague how they are doing, and genuinely listening - can have a massive impact on their day and wellbeing.

We pursue our aims through a whole school approach, which includes support for pupils and staff going through recent difficulties including: bereavement, relationship breakdown, substance misuse, stress, depression, and anxiety. In addition, we have specialised, targeted approaches aimed at pupils with more complex or long-term difficulties including attachment disorder.

This policy should be read in conjunction with the following policies:

SEND policy

PSHE and SMSC

Behaviour

Anti-Bullying

Sickness policy

Child Protection

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

PSHE curriculum. We will ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner.

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

- Philosophy-style discussions
- Managing feelings resources e.g., 'worry boxes' and 'worry eaters'
- Emotional support literacy assistant-run programmes, including TALA and ELSA
- Therapeutic activities including art, Lego and relaxation and mindfulness techniques.
- Referral to the MHST (Mental Health School Team)

Positive Mental Health culture is having a community that can:

- Manage their emotions.
- Recognise oncoming burnout.
- Can make good decisions for themselves.
- Have a good sense of self.
- Motivation to lead a fulfilling life.
- Actions are intentional rather than an automatic response.
- Ability to handle stress.

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

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.

In order to support parents and staff, 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 e.g. through parent forums.
- Ensure that all parents and staff are aware of who to talk to, and how to get about this, if they have concerns about their child or themselves.
 - Make our mental health and wellbeing policy easily accessible to parents.
- Share ideas about how parents can support positive mental health in their children, as well as how staff can do this for themselves and others.
 - Keep parents informed about the mental health topics their children are learning about in PSHE and share ideas for extending and exploring this learning at home.

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

- Educational psychology services
- Behaviour support through pupil referral units
- Paediatricians
- CAMHS
- Counselling services
- Family support workers
- Therapists
- MHSTs

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 will be considered as part of our performance management process and additional CPD will be supported throughout the year where it becomes appropriate due to developing situations with one or more pupils.

Current issues:

Nationally, there has been a rise in mental health concerns for all young people. These include depression, anxiety disorders, disordered eating and social difficulties.

As a result, we:

- adapt our PSHE and Healthy Relationships curricula in order to better reflect the needs of the school regularly.
- increase the information regarding mental health and online safety support that we send to parents/ carers.
- increase training for staff to ensure everyone feels able to provide support for pupils.

Staff support:

Termly staff meetings are held to ascertain the concerns that staff currently have. These are then actioned by the strategic team who ensure that they are completed. This is feedback to staff at the following termly staff meetings. In this way, the team provides an ever-adapting and responsive culture for staff wellbeing. Staff are also supported by the Mental Health First Aiders and the Senior Mental Health Lead (SMHL), who receives regular training and is given adequate time to respond to staff needs. This process is confidential, and is primarily focused on signposting staff to more support where needed. A Mental Wellbeing team consists of a member of SLT, LSA and HR so there is a variety of approachable colleagues available to talk to. They meet on a termly basis to discuss any common issues and what we can do to help staff members. They will also meet with the Mental Wellbeing champions/School Council to hear pupil voice too.

Staff are provided with the opportunity to take additional training to support their own mental health, and the health of their colleagues. Where training is available, this is communicated to them by the strategic team. The level of workload is monitored by all of SLT and the culture of the school is to allow all staff to give voice to their concerns. The strategic team will always listen proactively to concerns and respond. The strategic team understand that staff may not feel able to talk to them and therefore will be alert to signs of mental health concerns and burnout.

Any member of the wellbeing team can provide staff with a list of helplines and support groups that can offer expert advice. The wellbeing team are not qualified counsellors but can listen, support and signpost.

Your wellbeing team are:

School	Marlborough Infants	Talavera Junior School	Wellington Community Primary School
Lead	Katie Easthill	Leanne Wilson	Amy Wright
Wellbeing and mental health team (including ELSA practitioners)	Lee McQuade	Charlotte Hatton Cheryl Cluness	Sarah Quelch Victoria Hotham Ann McGonagle Candi Kelland