

The Richard Pate School



Mental Health and Well-Being Policy

JMH September 2026

1. Policy Statement

At The Richard Pate School (RPS), we believe that positive mental health and emotional wellbeing are fundamental to every child's happiness, learning and personal development. We are committed to providing a caring, inclusive and ambitious environment where every pupil feels safe, valued and supported to achieve their full potential.

Our school aims to inspire every child to Aim High, Be Kind and Be Brave. These values underpin our approach to education, pastoral care and safeguarding. We encourage pupils to develop confidence, resilience and independence, to show kindness and compassion towards others and to approach challenges with courage, knowing that support is always available when it is needed.

Our behaviour expectations of being Respectful, Prepared and Safe create a culture in which positive relationships can flourish, learning can thrive and every member of the school community feels secure and respected. These expectations help pupils to develop responsibility for themselves and consideration for others, both within school and beyond.

At RPS, promoting positive mental health is everyone's responsibility. Through strong relationships, effective pastoral care and a broad, enriching curriculum, we help pupils develop emotional literacy, resilience and healthy coping strategies that enable them to manage change, overcome challenges and enjoy school life.

We recognise that emotional wellbeing and safeguarding are closely linked. In accordance with Keeping Children Safe in Education (KCSIE) 2026, staff understand that persistent or significant concerns relating to a child's mental health may, in some circumstances, be an indicator of abuse, neglect, exploitation or other safeguarding concerns. Such concerns will always be considered within the context of the school's Safeguarding and Child Protection Policy.

Our commitment to supporting children's wellbeing has been recognised through the Gloucestershire Healthy Living and Learning (GHLL) Mental Health Award, reflecting the importance we place on creating a school community where every child is encouraged to grow in confidence, develop resilience and achieve their very best.

2. Purpose and Scope

This policy sets out how The Richard Pate School promotes positive mental health and emotional wellbeing, identifies pupils who may require additional support and responds to concerns in a timely, consistent and child-centred manner.

The policy aims to:

- promote a school culture where emotional wellbeing is valued and nurtured alongside academic achievement;
- support pupils to Aim High, Be Kind and Be Brave in all aspects of school life;
- foster an environment where pupils feel Respectful, Prepared and Safe, enabling them to thrive both academically and personally;
- promote resilience, confidence, emotional literacy and positive relationships;
- identify concerns at the earliest opportunity and provide appropriate support;
- ensure that mental health concerns are considered within the school's safeguarding procedures;
- work in partnership with parents, carers and external professionals to secure the best possible outcomes for pupils; and
- equip staff with the knowledge and confidence to recognise concerns and respond appropriately.

This policy applies to all pupils, staff, trustees, volunteers, contractors and visitors. It should be read alongside the school's Safeguarding and Child Protection Policy and related policies including Behaviour, Online Safety, Attendance, SEND, PSHE, Anti-Bullying, Staff Code of Conduct and Equality policies.

3. Roles and Responsibilities

Supporting positive mental health is a shared responsibility across the RPS community. Every adult has a role in creating an environment where pupils feel known, listened to and supported, enabling them to develop the confidence to Aim High, the compassion to Be Kind and the resilience to Be Brave.

Trustees

The Governing Body is responsible for ensuring that effective arrangements are in place to promote pupils' mental health, wellbeing and safeguarding. Trustees monitor the implementation of this policy, ensure appropriate resources are available and receive regular assurance that the school's pastoral provision continues to meet the needs of its pupils.

Headteacher

The Headteacher provides strategic leadership for mental health and wellbeing across the school, ensuring that the school's aims and values are reflected in everyday practice. The Headteacher promotes a culture where wellbeing, safeguarding and high-quality pastoral care are integral to school life.

Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead has overall responsibility for safeguarding and child protection. Where concerns relating to a pupil's mental health may indicate a safeguarding risk, the DSL will coordinate the school's response, liaise with parents and external agencies where appropriate and ensure that concerns are managed promptly and effectively.

Pastoral Team and SENDCo

The pastoral team works collaboratively to promote pupils' emotional wellbeing, identify emerging concerns and coordinate appropriate support. Working closely with families and external professionals, they ensure that interventions are responsive, proportionate and centred on the needs of the individual child.

All Staff

Every member of staff contributes to the wellbeing of pupils through positive relationships, consistent expectations and a commitment to the school's values. Staff are expected to:

- create an environment where pupils feel safe, respected and valued;
- model the behaviours expected through being Respectful, Prepared and Safe;
- recognise and respond to changes in pupils' wellbeing;
- listen carefully to pupils and report concerns promptly in accordance with safeguarding procedures; and
- promote resilience, confidence and kindness through their daily interactions.

Pupils

Pupils are encouraged to take an active role in their own wellbeing and to support others by living the school's aims of Aim High, Be Kind and Be Brave. They are encouraged to seek help when needed, show respect for others and contribute positively to the school community.

Parents and Carers

Parents and carers are valued partners in supporting children's emotional wellbeing. RPS is committed to working collaboratively with families, recognising that open communication and shared responsibility provide the strongest foundation for children to succeed both in school and in life.

4. Promoting Positive Mental Health

At The Richard Pate School, promoting positive mental health is an integral part of everyday school life. We believe that children are most successful when they feel safe, valued and supported, enabling them to Aim High, Be Kind and Be Brave.

Our commitment to emotional wellbeing has been recognised through the Gloucestershire Healthy Living and Learning (GHLL) Mental Health Award, which acknowledges our whole-school approach to promoting positive mental health, safeguarding and pastoral care. This award reflects our commitment to creating a school culture where wellbeing is embedded throughout the curriculum, pastoral provision and wider life of the school.

We promote positive mental health by:

- creating a caring and inclusive environment where every child feels known and valued;
- fostering positive relationships based on kindness, trust and mutual respect;
- embedding emotional wellbeing through our PSHE and RSHE curriculum;
- encouraging pupils to develop resilience, confidence and emotional literacy;
- providing opportunities for mindfulness, reflection and pupil voice;
- promoting healthy lifestyles, including physical activity, healthy eating, sleep and balanced use of technology;
- celebrating effort, achievement and personal growth; and
- ensuring pupils understand how and where to seek support for themselves or others.

Our behaviour expectations of being Respectful, Prepared and Safe help create a calm, consistent and supportive learning environment in which every pupil can thrive.

5. Identifying Concerns and Early Intervention

RPS is committed to identifying concerns at the earliest opportunity. We recognise that children communicate their emotional wellbeing in different ways and that changes in behaviour, attendance, relationships or presentation may indicate that additional support is needed.

Staff receive regular safeguarding and wellbeing updates to help them recognise possible indicators of emotional or mental health difficulties, including:

- changes in behaviour, mood or confidence;
- withdrawal from friends or activities;
- anxiety, low mood or persistent worry;
- changes in attendance, punctuality or engagement with learning;
- difficulties with friendships or family circumstances;
- self-harm or expressions of hopelessness; and
- concerns relating to online activity or digital wellbeing.

These indicators do not automatically mean that a child is experiencing mental ill health. Staff will always consider concerns within the wider context of the child's circumstances and, where appropriate, seek advice from the pastoral team or the Designated Safeguarding Lead (DSL).

In accordance with Keeping Children Safe in Education (KCSIE) 2026, staff recognise that mental health concerns may sometimes indicate abuse, neglect or exploitation and will respond in line with the school's Safeguarding and Child Protection Policy.

Early intervention remains central to our approach. By identifying concerns promptly and working collaboratively with pupils, parents and external professionals, we aim to provide support before difficulties become more significant.

6. Responding to Concerns

All concerns relating to a pupil's emotional wellbeing will be taken seriously and responded to promptly.

When a pupil shares a concern, staff will listen with empathy, provide reassurance and explain that information may need to be shared if there are concerns about the safety or wellbeing of the pupil or another person. Staff will never promise confidentiality.

Concerns will be recorded accurately and shared without delay with the Designated Safeguarding Lead (DSL), who will determine the most appropriate course of action in accordance with the school's safeguarding procedures.

Where appropriate, support may include:

- pastoral guidance;
- wellbeing monitoring;
- counselling;
- involvement of parents or carers;
- reasonable adjustments within school;
- Early Help; or
- referral to external agencies.

Where there is an immediate risk of harm, safeguarding procedures will take priority and emergency services will be contacted where necessary.

Throughout the process, RPS will ensure that pupils are treated with dignity, respect and compassion, and that support is proportionate to their individual needs.

7. Support for Pupils

The Richard Pate School provides a graduated approach to supporting pupils' emotional wellbeing, ensuring that support is appropriate, timely and centred on the individual child.

Support available within school includes:

- high-quality pastoral care;
- trusted adults across the school community;
- support from the Designated Safeguarding Lead (DSL);
- the SENDCo;
- access to school counselling where appropriate;
- individual wellbeing or pastoral support plans;
- mentoring and wellbeing check-ins; and
- reasonable adjustments to enable pupils to access learning successfully.

Where additional support is required, the school will work closely with parents and carers and, where appropriate, seek advice or involvement from external professionals, including General Practitioners (GPs), Child and Adolescent Mental Health Services (CAMHS), Educational Psychologists, Gloucestershire Healthy Living and Learning (GHLL), Early Help and Children's Social Care.

Particular consideration will be given to pupils who may be more vulnerable due to their individual circumstances, including pupils with SEND, looked after and previously looked after children, young carers, children experiencing bereavement or significant family change, and those who have experienced trauma or adverse childhood experiences.

Our aim is to ensure that every child receives the support they need to participate fully in school life, develop resilience and achieve their potential. Consistent with our school's aims, we encourage every pupil to Aim High, Be Kind and Be Brave, knowing that they are supported by a caring community committed to their wellbeing.

8. Partnership with Parents and External Agencies

At The Richard Pate School, we believe that children achieve the best outcomes when school, home and external professionals work together. Parents and carers are valued partners in supporting their child's emotional wellbeing, and we are committed to maintaining open, honest and supportive communication.

We encourage parents and carers to share any concerns about their child's wellbeing at an early stage so that appropriate support can be put in place. Wherever appropriate, parents will be involved in planning, implementing and reviewing support, recognising that a collaborative approach provides the strongest foundation for success.

Where additional expertise is required, the school will work closely with external agencies to ensure that pupils receive timely and appropriate support. This may include collaboration with GPs, Child and Adolescent Mental Health Services (CAMHS), Educational Psychologists,

Gloucestershire Healthy Living and Learning (GHLL), Early Help, Children's Social Care and other specialist services.

Information will be shared sensitively, lawfully and on a need-to-know basis, in accordance with the school's safeguarding responsibilities and data protection obligations. Where there are safeguarding concerns, the welfare of the child will always remain the school's primary consideration.

9. Staff Wellbeing and Training

At RPS, we recognise that a positive and supportive working environment enables staff to provide the highest standard of care for our pupils. Staff wellbeing is therefore an important part of our commitment to safeguarding and to maintaining a happy, successful school community.

All staff receive safeguarding training, including guidance on recognising and responding to children's mental health needs in line with Keeping Children Safe in Education (KCSIE) 2026. Training is reviewed regularly to ensure staff remain confident in identifying concerns, responding appropriately and following the school's safeguarding procedures.

10. Monitoring and Review

The Richard Pate School is committed to continually reviewing and strengthening its provision for mental health and emotional wellbeing.

The effectiveness of this policy will be monitored through:

- pupil, parent and staff feedback;
- pastoral and safeguarding reviews;
- monitoring of attendance, behaviour and wellbeing trends;
- evaluation of support and intervention programmes;
- governor oversight; and
- ongoing review of national guidance and best practice.

This policy will be reviewed annually, or sooner if required, to reflect changes in legislation, statutory guidance or the needs of the school community.

Through regular evaluation and a commitment to continuous improvement, RPS will continue to build upon the high standards recognised through the GHLL Mental Health Award, ensuring that every pupil is supported to Aim High, Be Kind and Be Brave within a school community where they feel Respectful, Prepared and Safe.