

WESTFIELD COMMUNITY SCHOOL



Policy for promoting positive Mental Health in schools

The promotion of positive mental health for children and young people is everybody's business.

January 2026

Westfield Community School is committed to creating a safe, supportive and relational environment for all. It is vital that pupils attending Westfield can reach their full potential, know their worth and take their place in their community and the wider world around them. Westfield is a nurturing, supportive and innovative school where all of our community is recognised and appreciated as an individual. Westfield's ethos is based upon HOPE. This is never more poignant than the thread that runs through this policy to ensure aspiration and achievement is at the core of all we do.

'It is vital that Schools have a central role to play in enabling their pupils to be resilient and to support good mental health and wellbeing. It is important that schools promote good mental wellbeing for all pupils. Education about relationships, sex and health can be important vehicles through which schools can teach pupils about mental health and wellbeing. A school's approach to mental health and behaviour should be part of a consistent whole school approach to mental health and wellbeing. This should involve providing a structured school environment with clear expectations.' **Mental Health in Schools, DfE November 2018.**

Mental health is how we feel, how we think and how we behave. Mental health promotion for children and young people is everybody's business.

It is about:

- being able to form and maintain relationships with others
- being adaptable to change and other people's expectations
- being able to have fun
- being open to learning
- being able to develop a sense of right and wrong
- being able to develop the resilience to manage ordinary setbacks.

At Westfield we believe that children will have positive mental health through the five areas of well being that we recognise and encourage:

Connect...

Be active...

Take notice...

Keep learning...

Give...

Westfield Community School has:

- a clear and agreed ethos and culture that accords value and respect to all - HOPE
- a commitment to being responsive to children and young people's needs – PSHE curriculum bespoke to the area it serves, pastoral matrix to support children further
- clear guidelines for internal and external referrals – process is consistently advised during INSET and during induction
- strong links with external agencies to provide access to support and information – list below
- a named lead for mental health promotion with the expectation that there is support and involvement and an ethos that 'mental health is everyone's business' – Assistant Headteacher

Westfield Community School is a place where children:

- have opportunities to participate in activities that encourage belonging e.g. teamwork, shoulder partner work
- have opportunities to participate in decision-making e.g. School Council, prefects etc
- have opportunities to celebrate academic and non-academic achievements e.g. assemblies phase and whole school, time with phase leader (juice and story or board games time)
- have their unique talents and abilities identified and developed – e.g. opportunities for a range of extra curricula activities/ enrichment as well as during curriculum time
- have opportunities to develop a sense of worth through taking responsibility for themselves and others e.g. prefect teams, children chosen for roles due to their level of responsibility
- have opportunities to reflect and spaces for reflection in school i.e. green room, botanical room, sensory room etc
- have access to appropriate support that meets their needs e.g. TA support, PODs, Yoga, CAMHs, WFW
- have a right to be in an environment that is safe, clean, attractive and well cared for
- are surrounded by adults who model positive and appropriate behaviours, interactions and ways of relating at all times
- hopefulness about opportunities and life's challenges – aspiration is key throughout their time at Westfield
- persistent in achieving one's goals
- practical/realistic about goals as well as their strengths and weaknesses
- responsible for own personal behaviour
- respect own needs and the needs of others e.g. through equality policy
- healthy self-esteem / positive self-concept
- healthy self-confidence
- ability to manage stress effectively e.g. further support if they struggle with this through pastoral intervention
- ability to work productively
- support network (family, friends, pastoral support team)
- healthy attitude towards life's problems and difficulties
- seeks help / advice when needed

Westfield Community School is a place where staff:

- have their individual needs recognised and responded to in a holistic way e.g. mentor time for ECTs given during the school day, further support if and when requested with direct line managers (phase leaders, school business director, headteacher)
- have a range of strategies that support their mental health, e.g. a phase leader for each phase of school; school business director for admin and site teams; headteacher for SLT and chairs of governors for headteacher as well as WOWS consortia support, debrief with co colleagues following safeguarding meetings, wellbeing check ins for staff if requested, staff teams for certain areas in school i.e. inclusion, assessment, English, Maths, admin, site team etc
- have recognition of their work-life balance e.g. Feedback policy (over shoulder marking), bought into software i.e. maths to support teachers in finding resources, online testing for assessments, lunchtimes covered to support team meeting for admin and site supervisor teams as well as time together for their own wellbeing as team
- have the mental health and well-being of the whole staff reviewed regularly e.g. staff questionnaires, PDRS, performance management, informal check ins for staff with phase leaders/ school business director, return to work/ well being check in meetings when necessary
- feel valued and have opportunities to contribute to decision-making processes e.g. reflective INSET, opportunities to discuss what is working
- celebrate and recognise success e.g. cycle of performance management and PDRs
- are able to carry out roles and responsibilities effectively – i.e. PPA time to work from home if desired, time given out of class for any changes made to subjects or if further time is required for subject leadership, SLT no teaching commitment to fulfil roles effectively
- are provided with opportunities for CPD both personally and professionally e.g. cycle of CPD, management time, links sent to specific CPD from SLT, time for top level conversations and feedback for support with WOWs education consultant
- have their unique talents and skills recognised and opportunities are provided for development e.g. discussion with regard to their further development opportunities, opportunity for internal promotions (this is obvious within current structure from TA to teacher, middle manger to SLT, teacher to middle manager, admin to site supervisor) played a part in DfE changes i.e. feedback, assessment for SEND (engagement model pilot) and assessment reforms
- have time to reflect – time given to pilot ideas before they are cascaded throughout school, management time given, SLT talk through changes and give time to reflect on changes to ensure they are for the better for the whole establishment
- can access proactive strategies and systems to support them at times of emotional needs in both the short term and the long term – we buy into the Occupational Health Wellbeing HUB.

Westfield Community School a place where parents/carers:

- are recognised for their significant contribution to children and young people's mental health e.g. always ask for parent voice when further support is required
- are welcomed, included and work in partnership with schools and agencies e.g. open door policy
- are provided with opportunities where they can ask for help when needed e.g. parents' evening marketplace where professionals are ready available to support
- are signposted to appropriate agencies for support e.g. usually parents need further support from pastoral or inclusion team to help with this, EHF meetings held to ensure the correct signposting is applicable
- are clear about their roles and expectations of their responsibilities in working in partnership with schools e.g. meetings are held and professionals are open and transparent with parents re support required
- opinions are sought and valued and responded to e.g. meetings held with pastoral or inclusion team if parents have any concerns
- strengths and difficulties are recognised, acknowledged and challenged appropriately.

Westfield Community School is a place where the whole school community:

- is involved in promoting positive mental health
- is valued for the role it plays in promoting positive mental health
- contributes towards the ethos of the school.

Supporting children with mental health and wellbeing needs

- PSHE curriculum bespoke to Westfield
- A low sensory/ stimulating environments, promoting calm
- Sensory areas to support pupil emotional deregulation – changes as pupils get older
- A robust transition for those vulnerable children with particular needs, and all others
- Pastoral support for all identified children
- Breakfast Club / Extra-Curricular activities
- Pastoral Intervention
- Yoga and therapeutic interventions
- Access to school nurses
- Behaviour support
- School counsellor
- Identified heightened support throughout the curriculum
- Access to identified agencies
- School Council
- Progress chats one to one with teacher
- PASS surveys and wellbeing check ins
- Open door policy

Outside agencies that support students includes:

- Child and Mental Health Services (CAMHS)
- Kind Minds therapeutic interventions and Yoga
- Family Welfare Trust counselling
- Early Help services
- Young Peoples Drug and Alcohol service (YPDAT)
- Youth Offending Team (YOT)
- Outreach Services
- Family Hub
- Life Project
- Embrace
- TESS
- Educational Psychologist
- Steer Group
- Wigan Warriors
- Leigh Leopards
- Wigan Athletic
- VRU Worsley Hall Alliance
- Healthy Schools Wigan Partnership
- HH Kids