

St. Michael Catholic Primary and Nursery School

Wellbeing Policy



"I came so that you may have life, life in all its fullness" John 10:10

St Michael Catholic Primary School and Nursery is a Catholic family of faith following the teachings of Christ. We strive to create an environment where all members of our school community respect the values of: Church, Independence, Resilience, Caring, Learning and Enjoyment for all. Belief in these values will nurture all as individuals and instil in them the confidence to meet their full potential, providing them with the best grounding for their future place in an ever-changing world.

Policy Date	September 2026
Signed by Head Teacher	Mrs N Collins
Review Date	September 2027

Policy Statement

At St Michael Catholic Primary and Nursery School, we believe that wellbeing is the foundation of effective learning, personal growth and flourishing.

We are committed to promoting a culture where every member of our community, children, staff and families, feels safe, valued, supported and empowered to thrive.

We recognise that wellbeing impacts attendance, engagement, achievement, relationships and the overall experience of school life. Through our Catholic ethos, we seek to nurture the whole person spiritually, emotionally, socially, physically and academically.

This policy outlines our commitment to promoting positive wellbeing and ensuring that all members of our school community are supported to live and learn successfully.

Intent

Our wellbeing approach aims to:

- Promote positive mental health, resilience and emotional literacy for all pupils and staff.
- Ensure every child is known, valued and cared for as an individual.
- Provide early and effective support for children and families facing barriers to learning or wellbeing.
- Create a school culture that is inclusive, nurturing and focused on the whole child.
- Support staff wellbeing, recognising that happy, healthy staff create happy, healthy learners.
- Strengthen partnerships with parents, carers and the wider community to enhance wellbeing outcomes.
- Promote good attendance as a key factor in supporting wellbeing, belonging and academic success.
- Develop a strong sense of belonging within the school community.
- Ensure all members of the school community feel respected, included and valued.

Implementation

Whole-School Approach

Wellbeing is embedded within our curriculum, culture and daily routines.

We achieve this through:

- High-quality PSHE, RHE and wider curriculum provision which promotes emotional literacy, resilience, empathy and healthy relationships.
- Collective worship that promotes reflection, gratitude, compassion and personal growth.
- Safe, calm and nurturing environments that support emotional wellbeing.
- The Wellbeing Pods, Zen Den and Zones of Regulation provision to encourage self-reflection, self-regulation and emotional understanding.
- Staff modelling positive relationships, emotional regulation and respectful communication.
- Assemblies, themed events and wellbeing weeks which celebrate diversity, inclusion and personal development.
- Opportunities for creativity, physical activity, outdoor learning and play.
- Pupil leadership opportunities which encourage responsibility, confidence and belonging.

Leadership and Roles

Headteacher

Provides strategic leadership and promotes a culture where wellbeing is prioritised across the school.

Pastoral Lead / Mental Health Lead

Coordinates wellbeing initiatives, pupil support and staff wellbeing actions.

Supports children and families requiring additional pastoral care.

SENDCo

Ensures pupils with additional needs receive appropriate emotional wellbeing and inclusion support.

Designated Safeguarding Lead (DSL)

Ensures wellbeing and safeguarding are closely aligned and that concerns are addressed promptly and effectively.

Wellbeing Lead

Coordinates wellbeing provision, evaluates impact and supports staff and pupils.

All Staff

Promote wellbeing through daily interactions, positive relationships and early identification of concerns.

Restorative Justice Champions and Mental Health Champions

Support peers, encourage pupil voice and contribute positively to the wellbeing culture of the school.

Supporting Pupils

Universal Provision

All pupils benefit from:

- A high-quality PSHE and RHE curriculum that promotes emotional intelligence, resilience and empathy.
- Regular emotional check-ins and opportunities for reflection.
- Wellbeing assemblies and celebration of effort, kindness and achievement.
- Access to physical activity, play and outdoor learning.
- Opportunities to develop a strong sense of belonging, identity and connection within the school community.
- A culture where it is safe to talk about feelings and seek help.
- Trusted adults who are available to listen and support.

Targeted Support

For children requiring additional support, the school may provide:

- ELSA support.
- Nurture provision.
- Pastoral mentoring.
- Individual wellbeing check-ins.
- Trauma-informed approaches.
- Play Therapy.

- Drawing and Talking Therapy.
- Lego Therapy.
- Early Help referrals.
- Counselling services.
- CAMHS referrals where appropriate.
- Collaborative support plans with families.

Additional support and monitoring may be provided for pupils who:

- Are currently known to social care.
- Have previously been known to social care.
- Are young carers.
- Experience significant vulnerability.
- Face emotional, social or behavioural barriers.

Supporting Families

We recognise that strong partnerships with families contribute significantly to wellbeing outcomes.

We support families through:

- Open communication and accessible pastoral support.
- Parent meetings and wellbeing discussions.
- Coffee mornings and workshops.
- Signposting to local support services.
- Early Help referrals.
- Parenting support services.
- Mental health support services.
- Food banks and community support networks.
- Regular communication via newsletters, the school website and events.

We are committed to working with compassion, confidentiality and inclusion.

Digital Wellbeing

We recognise that children's wellbeing is increasingly influenced by their experiences online.

Through the curriculum, safeguarding provision and pastoral support, pupils are taught to:

- Use technology safely and responsibly.
- Develop healthy online habits.
- Manage screen time appropriately.
- Recognise and report cyberbullying.
- Seek support when worried about online experiences.
- Evaluate online information critically.
- Understand the risks associated with misinformation and disinformation.
- Use emerging technologies, including artificial intelligence, safely, responsibly and ethically.

Digital wellbeing forms an important part of our wider safeguarding and wellbeing provision.

Staff Wellbeing

We recognise that staff wellbeing directly influences the quality of education and care we provide.

We are committed to:

- Promoting a culture of trust, respect and professional care.
- Upholding the Education Staff Wellbeing Charter.
- Promoting manageable workloads and professional trust.
- Maintaining open communication around workload and wellbeing.
- Providing access to supervision, wellbeing resources and professional development.
- Recognising and celebrating staff achievements and contributions.
- Creating opportunities for reflection, support and professional growth.
- Supporting positive work-life balance wherever reasonably possible.

Inclusion and Diversity

We celebrate and embrace diversity in all forms.

Every member of our school community is treated with dignity, respect and compassion.

Our wellbeing provision actively supports equality of opportunity regardless of:

- Background
- Faith
- Ethnicity
- Culture
- Gender
- Disability
- Family circumstances
- Additional needs

We are committed to ensuring every child feels that they belong and are valued within our community.

Monitoring and Evaluation

We evaluate wellbeing through:

- Pupil voice surveys.
- Parent voice surveys.
- Staff wellbeing surveys.
- Attendance information.
- Behaviour data.
- Safeguarding and Early Help records.
- Pastoral support records.
- Termly reports to senior leaders and governors.
- Parent Forum discussions.

Findings are reviewed regularly to identify strengths, emerging needs and future priorities.

Roles and Responsibilities

Governing Body

- Ensures wellbeing is prioritised within school improvement planning.
- Monitors the effectiveness of wellbeing provision.

Headteacher and Senior Leadership Team

- Provide strategic direction.
- Allocate appropriate resources.
- Ensure wellbeing remains central to school development.

Wellbeing Lead

- Oversees pupil and staff wellbeing initiatives.
- Evaluates impact and effectiveness.

SENDCo

- Coordinates wellbeing support for pupils with SEND.

All Staff

- Model positive relationships.
- Promote wellbeing.
- Identify concerns promptly.
- Follow appropriate safeguarding and referral procedures.

Parents and Carers

- Work in partnership with the school.
- Support wellbeing strategies at home.
- Communicate concerns when needed.

Pupils

- Engage positively with wellbeing initiatives.
- Support peers.
- Seek help when needed.
- Contribute to a positive school culture.

Impact (What Success Looks Like)

At St Michael Catholic Primary and Nursery School, we know our wellbeing provision is effective when:

- Pupils are happy, confident and resilient.
- Pupils feel safe, valued and included.
- Attendance is strong.
- Relationships are positive.
- Behaviour reflects respect and self-regulation.
- Families report feeling supported and listened to.
- Staff report positive wellbeing and high levels of job satisfaction.
- Children engage positively with learning.
- Vulnerable pupils receive effective support.
- There is clear evidence of positive wellbeing outcomes across the school community.

Policy Review

This policy will be reviewed annually, or sooner if significant changes occur, in consultation with staff, governors and pupil representatives.

Wellbeing remains central to our mission of enabling every member of the St Michael Catholic Primary and Nursery School community to flourish and experience life in all its fullness.