
Blaenbaglan Primary School - Ysgol Gynradd Blaenbaglan

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‘Together we believe, achieve & succeed’



Emotional & Mental Well Being Policy 2025 / 2026

Signed: *Per Short*

Date: 02.10.2025

Review: Autumn '26



Emotional and Mental Well-Being Policy for Pupils

Blaenbaglan Primary School

1. Purpose

The purpose of this policy is to promote, protect and support the emotional and mental well-being of all pupils in our school community. We recognise that children's well-being is central to their ability to learn, form relationships, and develop as healthy, resilient individuals. This policy is in line with the **Curriculum for Wales, Well-being of Future Generations (Wales) Act 2015**, and Welsh Government's **Whole-School Approach to Mental Health and Well-being**.

2. Aims

- To create a safe, nurturing, and inclusive environment where every pupil feels valued and supported.
- To embed well-being into all aspects of school life, including teaching, learning, play, and relationships.
- To promote positive mental health and emotional literacy through proactive strategies, early intervention, and targeted support.
- To work in partnership with families, local health and well-being services, and the wider community.

3. Guiding Principles

- **Child-centred:** Pupils' voices are heard, respected, and acted upon.
- **Inclusive:** The diverse needs of all pupils, including those with additional learning needs (ALN), are supported.
- **Preventative and supportive:** We prioritise early identification of well-being concerns and timely support.
- **Whole-school:** Well-being is embedded in the ethos, curriculum, policies, and everyday practice of the school.

4. Promotion of Well-Being

- Daily opportunities for physical activity, play, and outdoor learning.
- A curriculum that develops emotional literacy, resilience, and social skills (e.g., through Health and Well-being Area of Learning and Experience).
- Staff modelling kindness, empathy, and respectful communication.
- Celebrating achievements and recognising effort, not just outcomes.
- Providing safe spaces (e.g., well-being corners, nurture rooms) for pupils who need calm and reflection.

5. Early Identification and Support

- Staff trained to recognise early signs of anxiety, stress, or emotional distress.
- Use of tools such as well-being check-ins and pupil voice surveys.
- Clear referral pathways within school (class teacher → well-being lead → SLT).
- Individual support plans where needed, developed with input from parents/carers and, where appropriate, external agencies.

6. Targeted Support

- Access to small group or one-to-one interventions (e.g., nurture groups, emotional literacy support assistants).
- Collaboration with external partners such as CAMHS, school counselling services, and local authority well-being teams.
- Support for transitions (e.g., into school, between classes, and on to secondary school).

7. Staff Training and Development

- All staff receive regular training in children's mental health, trauma-informed practice, and emotional literacy.
- Staff well-being is valued and supported, recognising its direct impact on pupil well-being.

8. Partnership with Families and Community

- Regular communication with parents/carers about well-being initiatives and concerns.
- Signposting families to community resources and support services.
- Involving parents and carers in decision-making and school well-being activities.

9. Pupil Participation

- School Council and pupil well-being ambassadors help shape well-being priorities.
- Pupils involved in developing class charters and behaviour expectations.
- Regular feedback opportunities for pupils to share how safe and supported they feel.

10. Monitoring and Review

- Policy reviewed annually by the Senior Leadership Team and Governing Body.
- Feedback from pupils, parents, and staff informs improvements.
- Data on attendance, behaviour, safeguarding, and well-being surveys monitored to evaluate impact.

11. Responsibilities

- **Governing Body:** Oversight of the policy and ensuring resources are allocated.
- **Headteacher and SLT:** Implementation, monitoring, and review.
- **Well-being Lead:** Coordinating initiatives, staff training, and pupil support.
- **All staff:** Promoting positive well-being daily, identifying concerns, and supporting interventions.
- **Pupils:** Contributing to a respectful, supportive school culture.

12. Policy Review

This policy will be reviewed annually or sooner if national guidance changes.

Agreed by staff: Autumn Term 2025

Review – Autumn Term 2026