

Archbishop Cranmer C. of E. Primary Academy

Mental Health and Wellbeing Policy



'Striving for Life in All its Fullness' John 10:10

Reviewed by: Headteacher	May 2026
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Our Christian Vision

Jesus said *'I have come that they may have life in all its fullness' John 10:10.*

At Archbishop Cranmer C of E Primary Academy we strive for life in all its fullness, for all our children, staff and school community.

Our Mission Statement

For life in all its fullness for today and the future, we are a caring Church of England school where every child is valued. We provide a rich curriculum and a culture of opportunity and ambition. Our Christian values underpin all aspects of school life, supporting children to flourish academically, socially and spiritually.

Our Christian Ethos

Archbishop Cranmer C of E Primary Academy strives to be an inclusive community where children grow, learn and achieve together. Our Take Care Learning Behaviours, held together by our Christian Values, form the essence of our ethos and gives our school its sense of value and drive. We always challenge our school community to consider what our values mean to them.

Our Take Care Hand reminds us that we are always:

- Taking Care (forming meaningful relationships with ourselves and others)
- Aspiring to have a go (being creative and curious)
- Acting with Integrity (always doing the right thing)
- Working hard (aspiring to be the best we can be by embracing high challenge, creative work)
- Being proud of ourselves (growing in confidence, knowing what is possible)



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1. Vision and Ethos

At Archbishop Cranmer, mental health and wellbeing sit at the heart of our vision for ‘life in all its fullness’. We are committed to enabling every child, member of staff and member of our community to flourish both now and in the future.

Our culture of opportunity and ambition, underpinned by our Christian values of kindness, trust, courage, respect, responsibility and thankfulness, ensures that wellbeing is not an add-on but a lived daily experience.

Our learning behaviours “Take Care, Be Proud” support children to develop strong relationships, resilience, self-worth and a sense of belonging.

2. Aims

We aim to:

- promote positive mental health and wellbeing for all pupils and staff
- identify needs early and respond effectively
- provide a graduated and inclusive approach to support
- equip pupils with the knowledge and skills to manage their wellbeing
- work in strong partnership with families and external agencies

3. Definition of Wellbeing

We understand wellbeing as a state in which individuals feel safe, valued and able to manage the normal challenges of life.

At Archbishop Cranmer, this means pupils:

- feel a strong sense of belonging
- can talk to trusted adults
- manage emotions and relationships effectively
- show resilience and perseverance
- understand how to keep themselves mentally and physically healthy

4. Whole School Approach

Wellbeing is promoted through a consistent, whole school approach:

Ethos and culture

- strong Christian vision and values lived daily
- inclusive environment where every child is known and valued
- high expectations alongside nurture and care

Curriculum

- structured RHSE curriculum delivered through Kapow
- explicit teaching of relationships, health and wellbeing
- integration with collective worship, pupil voice and enrichment

Environment and routines

- calm, predictable classrooms
- reflection spaces in each classroom
- daily opportunities for reflection and regulation
- access to outdoor learning and Forest School

Enrichment

- wide range of clubs and activities promoting belonging and confidence
- targeted inclusion strategies to ensure all pupils access enrichment

5. Assessment, Identification and Responsive Provision

We use a structured and responsive approach to identifying and supporting wellbeing needs.

Assessment

- termly pupil wellbeing and resilience surveys
- ongoing staff knowledge of pupils
- safeguarding and behaviour logs on CPOMS and Arbor

Analysis

- survey outcomes and school intelligence inform our Potential Lines of Enquiry (PLE) document
- PLE identifies trends, vulnerable pupils and priority groups

Response

- targeted actions are planned, implemented and reviewed
- impact is monitored through ongoing assessment and discussion

This cycle ensures that support is proactive, precise and responsive.

6. Graduated Response to Need

Our provision follows a clear graduated model:

Universal support

- high quality teaching of RHSE through Kapow
- strong relationships and consistent routines
- inclusive classroom practice
- enrichment and pupil leadership opportunities

Targeted support

- ELSA interventions
- nurture groups and individual support
- adjustments to routines, environments or expectations
- increased adult check-ins and pastoral support

Specialist support

- referrals to external agencies such as Mental Health Support Team, CAMHS, Early Help or Educational Psychology
- multi-agency working to support complex needs

All support is regularly reviewed for impact.

7. Roles and Responsibilities

All staff

- have responsibility for promoting positive wellbeing
- know pupils well and identify concerns early
- follow safeguarding procedures and record appropriately

Mental Health and Wellbeing Lead (SENCo)

- coordinates whole school provision
- leads assessment and PLE analysis
- provides guidance and training for staff
- acts as key link with external agencies

Senior Leadership Team

- ensures wellbeing is prioritised across school

- monitors impact and provision
- supports staff wellbeing and professional development

Governing Body

- monitors wellbeing provision and impact
- provides challenge and support
- ensures statutory duties are met

8. Recording and Safeguarding

All concerns relating to pupil wellbeing are recorded and acted upon in line with safeguarding procedures.

- CPOMS is used to log concerns, disclosures and actions
- Arbor is used to track patterns and wider behaviour or pastoral information
- staff follow the school safeguarding policy at all times
- DSLs are informed of any significant concerns

Wellbeing and safeguarding are closely aligned and never treated in isolation.

9. Staff Wellbeing

We are committed to supporting staff wellbeing through:

- a positive and supportive working culture
- clear communication and manageable workload expectations
- access to professional support services including membership of [Education Mutual](#)
- opportunities for collaboration and professional growth
- regular opportunities for staff voice

We actively promote the principles of the [DfE Education Staff Wellbeing Charter](#).

10. Working with Parents and Carers

We work in partnership with families to support wellbeing by:

- maintaining open and timely communication
- sharing information about wellbeing and support strategies
- involving parents in planning and reviewing support where appropriate
- signposting to external support when needed

11. Working with External Agencies

We work closely with a range of services including:

- Mental Health Support Team
- School Nurse
- Early Help
- CAMHS
- Educational Psychology
- Behaviour Support

This ensures that pupils receive the right support at the right time.

12. Monitoring and Review

Wellbeing provision is monitored through:

- termly survey analysis and PLE (potential lines of enquiry) review
- safeguarding and pastoral monitoring
- staff and pupil voice
- governor monitoring and reporting

This ensures that provision remains effective, responsive and aligned with our vision.

Appendix 1 – Staff Guidance for Wellbeing Conversations

Archbishop Cranmer CE Primary Academy



Standard for Wellbeing and Nurture Interventions and Conversations

Mental health spectrum



Children's mental health is best understood as a spectrum. It is shaped by a complex relationship between genetic make-up, external risks jeopardising their social and emotional development, and protective factors that shield them from these risks.

For more information, and links to resources and guidance to support children with mental health, please visit <https://www.mentallyhealthyschools.org.uk/risks-and-protective-factors/?searchTerm=school%20exclusion>.

To further improve your CPD regarding supporting pupil mental health, access the free e-learning resources here: <https://www.minded.org.uk>

Potential conversation starters:

- ☐ *You don't seem your usual self today. Would you like to talk about anything?*
- ☐ *You look sad/worried today. Do you want to have a chat about it/ is there anything I can do to help?*
- ☐ *You said something interesting in circle time about how you felt when... How do you feel about it now?*

Points to remember:

- ☐ Find an appropriate time and relaxed place to have the conversation. Teaching Partners should consult with the child's class teacher before instigating 1:1 interactions as the class teacher may have already spoken with the child.
- ☐ If a child discloses in class, offer empathy invite them to talk in a safer, more private setting and **talk to Mel Stevens or Eleanor Hodgson, our designated safeguarding leads**, for advice about how the situation should be managed and shared with other staff members and parents/carers.
- ☐ If you invite a young person to tell you their personal issues **be clear** what you will do with this information. Consider how you will respond if asked 'not to tell anyone'.
- ☐ Keep an **in depth record** of your conversation with the child, no matter how small, and share this with the child's class teacher, and where appropriate **Mel Stevens or Eleanor Hodgson**. This can be recorded on a Take Care Event Sheet, scrap paper or nurture log*. Ensure that notes kept are factual (statements and observations) and write them up in detail as soon as possible. Record the date, time, place, words used by the child and how the child appeared to you – be specific. Record the actual words used; including any swear words or slang.
- ☐ Sit on a low chair if you can – so there is less height difference and you will be more approachable.
- ☐ Check with the child if there are other trusted adults (parents, the wider family, teachers) or friends they have talked to or could talk to.
- ☐ Listen carefully, be patient and friendly and give your full attention.
- ☐ Check your body language so that the child knows you are focusing on them.
- ☐ Take what they're saying seriously. Don't over-react but don't try to minimise or dismiss what they are saying. Ask open questions to encourage them to talk.
- ☐ Be calm and acknowledge their feelings.
- ☐ For young children drawing, modelling or playing with toys while the conversation is progressing can be helpful.
- ☐ Offer empathy and understanding rather than solutions. When a child receives empathy they begin to

develop trust.

- We are all different and children will respond in their own unique way to their experiences.
- Children with SEND (special educational needs & disability) may struggle even more to articulate their feelings and thoughts and may need extra support.

** Nurture logs have no set format, and may be kept by the class teacher and teaching partner to monitor pupil behaviours and/or interventions where appropriate.*

Note: When protecting and supporting children, there are always limits to confidentiality. Talk to **talk to Mel Stevens, El Robinson or Eleanor Hodgson, our designated safeguarding leads** if you are at all concerned and follow our school's safeguarding policy and procedures. Make sure the child knows you may seek advice or guidance from other professionals. Ensure that information shared is **not** repeated outside of school, including the child's parents, under any circumstance unless agreed with the class teacher or DSL.

Staff Wellbeing Charter

At Archbishop Cranmer we are committed to supporting the mental health and wellbeing of our pupils, staff and school community. 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 everyone has mental health, and we have a role to play in supporting this. We also recognise that good staff wellbeing is essential for cultivating a mentally healthy school, for retaining and motivating staff and promoting pupils wellbeing and attainment.

As part of our commitment to supporting the mental health and wellbeing of our school's staff, we have signed up to the Department for Education's staff wellbeing charter. Through this declaration, we aim to protect, promote and enhance staff wellbeing and highlight the ways in which we offer a supportive working culture in which mental health matters. In creating this charter, we recognise that the responsibility for wellbeing and mental health must be shared across the entire education system, and we pledge to uphold our duty as a school community of employers, governors, senior leaders and individuals.

For the purpose of this charter, wellbeing is described as a state of total health that is not merely the absence of disease or illness (World Health Organisation). We recognise that wellbeing of individuals is affected by many interrelated factors, meaning that levels of wellbeing are rarely due to just one factor, and that the issue should be looked at holistically, taking into consideration health (both physical and mental), security, environment (organisational, policy), relationships and purpose (What Works Wellbeing, 2018).

We are committed to:

Commitment	How We Achieve This
1. To prioritise staff mental health (including tackling mental health stigma within our organisation, to promote an open and understanding culture);	→ Termly staff mental health and wellbeing newsletter issued to all staff outlining activities, resources and support networks from Educational Mutual → Mental health discussions embedded across the curriculum, where staff are encouraged to live out the same values as are taught to the children in their care. Resources are available to staff to support these conversations, alongside our Kapow scheme. → Wellbeing 'butterfly moments' are shared at the beginning of weekly staff meetings. → Wellbeing questionnaires distributed to staff to improve practice.. → Staffroom space is open to all staff members to take time out. Teas, coffees, biscuits and snacks provided with no additional cost to staff.
2. Give staff the support they need to take responsibility for their own and other people's wellbeing;	→ Senior leaders are easy to contact, flexible and offer understanding. → Our whole staff team works collegiately with one another to offer support. → Staff are encouraged to have a wellbeing 'buddy' to check in with and support one another.
3. Give managers access to the tools and resources they need	→ Mental health training has been accessed and continues to be prioritised for staff leading in this area.
to support the wellbeing of those they line manage;	→ Effective lines of communication and working relationships established to allow for time to talk and debrief as appropriate.

4. Establish a clear communications policy;	→ Our culture and ethos at Archbishop Cranmer encourages open communication. → Communications standard produced → Staff encouraged to keep emails off their mobile phones and respond flexibly. Staff encouraged to work flexibly, as appropriate to their work-life-balance. → Whiteboard in staffroom encouraged to be used for notices, reminders and queries to reduce email correspondence. → OneDrive accessible to all staff with wealth of resources. Key documents are printed and available to view in the staffroom.
5. Give staff a voice in decision-making;	→ At Archbishop Cranmer, we believe 'Everyone is a Learner, Everyone is a Leader'. → Staff have leadership roles across school across the curriculum and in their areas, focusing on their expertise and experience. → All staff are invited to staff meetings and are sent copies of the meeting minutes. Feedback is openly invited and senior leaders are easy to contact and share decision making.
6. Drive down unnecessary workload;	→ Calendar of dates on Arbor and written in the diary kept in the office to share key dates and deadlines. → Teachers are not asked to share planning with SLT and this is limited to front cover sheets for topic (3 per year) and writing (1 per unit). → Whiteboard in staffroom encouraged to be used for reminders and queries to reduce email correspondence. → Schemes of work and teaching aids purchased across the curriculum to aid planning and delivery. → Maximising meeting time. Reduced from previous years where teachers attend one staff meeting per week which is limited to one hour whenever possible.
7. Champion flexible working and diversity;	→ Flexible working is encouraged and staff are trusted by leaders. → PPA can be taken off-site → Job shares work successfully in 3 classes. → Staff teams for subject leadership roles are in place to allow for collaborative working and shared workload. → SLT email signatures remind staff that there is no requirement to reply/respond outside of working hours. → Teams software used for staff meetings where applicable to allow for working from home or to make meetings more accessible.
8. Create a good behaviour culture;	→ Clear and consistent approach to behaviour across school, supported by our MAT policy. → Take Care Learning Behaviours and school values are encouraged by all members of the school community. → Staff are supported with behaviour management CPD as required (recent training from CEO). → SLT model good working practices and self-care to encourage work/life balance.
9. Support staff to progress in their careers;	→ CPD is prioritised for all staff and encouraged. → Staff are supported to take on new challenges, such as midday supervisors becoming office administrators and training to become teaching partners; teaching partner as deputy sports lead.

	→ Early career teachers (within first 5 years of teaching) offered opportunities within leadership.
10. Include a sub-strategy for protecting leader wellbeing and mental health;	→ SLT lead by example. → Governor lead for Mental Health and Wellbeing has accessed training.
11. Hold ourselves accountable, including by measuring staff wellbeing.	→ Staff wellbeing is measured at least once per year to action next steps for improvement. → All members of staff offered annual appraisal, taking into account wellbeing.

For more information about how the Department for Education and Ofsted are supporting The Education Staff Wellbeing Charter, you can find out more here: <https://www.gov.uk/guidance/education-staff-wellbeing-charter>