



Wellbeing Award for Schools Evidence.

KPI: 2.5



## **Colmers Farm Primary School Wellbeing Strategy.**

### **Introduction:**

This document outlines Colmers Farm Primary School's Wellbeing Strategy for the academic year 2025–2026.

Our strategy looks at the areas of wellbeing and mental health that we believe can make the most difference to our staff, pupils and parents in the school community. Our aims is to ensure that the emotional health and wellbeing (EHWB) of all stakeholders is prioritised, for best possible outcomes in life, no matter what their personal circumstances are. The aim of the Wellbeing Strategy is to share how our commitment to the promotion of positive mental health and wellbeing will be achieved.

### **Strategic overview:**

To implement the above vision, the Headteacher and Governors committed to completing the Wellbeing Award for Schools. The award was initially led by the Deputy Headteacher and has more recently been delegated to the PD Curriculum Lead. The cost of the award is funded through pupil premium funding, with the Pupil Premium Strategy and School Development Plan identifying budget allocations for interventions and practices that support the emotional health and wellbeing of all. The Wellbeing Leader is responsible for continuing to promote the wellbeing and positive mental health of pupils, staff and parents, and for continuously looking for ways to further improve mental health and wellbeing across the school.

### **Vision Statement, Ethos & Values: (taken from our school website.)**

<https://www.colmersfarm.excelsiormat.org/our-school/ethos-and-values/>

At Colmers Farm Primary School, we want all of our pupils to be happy, safe, successful, confident and independent learners.

We pride ourselves on being an inclusive and nurturing community where everyone is made to feel welcome and valued.

We aim to:

- Foster a sense of belonging, enjoyment and enthusiasm for learning within a supportive and nurturing community.
- Provide a broad, balanced, creative and challenging curriculum, enabling opportunities for all pupils to develop both essential skills as well as a positive attitude towards learning.

- Support pupils' emotional health and well-being.
- Provide a safe, respectful, caring and happy environment where every pupil is valued regardless of race, religion, sexuality, gender or disability and where every pupil respects these differences.
- Develop aspirational attitudes within our pupils.
- Encourage awareness of the school as a community within the wider community we serve.
- Provide opportunities which develop our pupils' abilities to work both individually and as part of a team.
- Encourage pupils to lead healthy lifestyles.
- Maximise the partnership potential between home and school by valuing the contribution both make towards the development of our pupils.
- Celebrate pupils' achievements.
- Encourage pupils to accept personal responsibility for their own behavioural choices and to be caring and sensitive towards the needs of others and the environment.

All staff, parents and children are expected to reflect the principles of our values at all times.

At our school, we expect all of our pupils to follow the three school rules:

Ready, Respectful and Safe

### **The role of the Wellbeing Lead:**

- A strong commitment to promote resilience and positive wellbeing for all our parents, pupils and staff, leading a team of people to support this.
- Ensure that mental health is “everyone’s business” across the whole school community.
- Creation of an environment that has a whole school approach to providing excellent mental health support, understanding and intervention. Providing training/ CPD for staff.
- Wellbeing will be put at the heart of our school to ensure successful learning and commit to our policies, pupil premium strategy and school development plan reflecting this.
- Completion of the Wellbeing Award for Schools using reflective practice involving voice of all stakeholders.

### **Evaluation Process:**

- The strategy will be reviewed annually by the Wellbeing Lead and Senior Leadership Team and should be read in conjunction the evidence portfolio created by the Wellbeing Lead. The strategy will be formally approved by the Governing Body for the school.

Goals	Theme	What we will do to achieve this	Desired outcomes
<b><u>Objective One</u></b> The whole school is committed to promoting and protecting emotional wellbeing and mental health by achieving the wellbeing award.	<b>Theme 1:</b> Providing information about the award.	Reintroduce the award to all stakeholders, gain commitment of the Head Teacher and Chair of Governors.  Establish a wellbeing leadership team including SLT, teachers, support staff, pupils and parents (review and make any necessary changes).  Work with staff, pupils and parents across the school community. Ensure that all stakeholders receive feedback from any questionnaires completed.  Audit and evaluate where we stand with supporting mental health and wellbeing for staff, pupil and parents,	All staff, pupil and parents will have a deeper understanding about the WAS process and will be fully committed to achieving the award as a celebration of the practises we have in school.  Everyone—staff, pupils, and families—works from the same shared vision and language around emotional wellbeing. The team drives priorities, monitors progress and ensures wellbeing is embedded in policies, curriculum and daily practice. Pupils, parents and staff have a voice in shaping wellbeing initiatives, making decisions more inclusive and effective.  The school develops a genuinely collaborative wellbeing culture where staff, pupils and parents feel listened to, valued and actively involved in shaping provision. Feedback from questionnaires is shared openly and regularly, helping the whole community understand what is working well and what needs to improve. As a result, stakeholders see clear actions taken in response to their views, trust in the school's wellbeing work grows, and everyone feels a shared sense of ownership over the improvements being made.  Feedback from all stakeholders will be used to review and improve existing provision, making changes that

		<p>including reflecting on the practise we already have in place.</p> <p>Create an updated action plan for the process and monitor it at regular stages.</p> <p>Achieve the Silver TIAAS award</p> <p>Review TIAAS standards and audit current provision against criteria. Establish a small working party to oversee the award process. Gather evidence from policies, practice, curriculum and stakeholder voice. Provide any required training linked to TIAAS standards. Work collaboratively with MAT partners where appropriate. Complete self-evaluation and submit evidence for assessment. Share progress updates with governors, staff and parents. Celebrate achievement and embed standards into ongoing practice.</p>	<p>lead to positive outcomes for the mental health and wellbeing of all. All stakeholders will be kept informed of successes, developments and next steps. Bring all stakeholders on board.</p> <p>A structured and effective action plan is in place and regularly reviewed, ensuring that wellbeing initiatives are implemented consistently, monitored for impact, and adapted as needed to improve mental health and wellbeing outcomes for pupils, staff and parents.</p> <p>Achieving the TIAAS Award will formally recognise the school's strong commitment to inclusive practice and high-quality provision for all pupils. The process will strengthen systems, sharpen self-evaluation and ensure that inclusive approaches are consistently embedded across leadership, teaching and wider school life. As a result, pupils will experience an environment where diversity is celebrated, barriers to learning are reduced and individual needs are understood and supported effectively. Staff confidence in delivering inclusive practice will increase and families will feel reassured that the school meets nationally recognised standards for inclusion, equality and accessibility.</p>
<p><b><u>Objective Two</u></b></p> <p>The school has a clear vision and strategy for promoting and protecting emotional</p>		<p>A vision statement will be created and shared via the school website that embeds our desired outcomes- to be updated annually.</p>	<p>The school establishes a clear, shared wellbeing vision that reflects our agreed priorities and desired outcomes, and this vision is published on the school website, so it is accessible to all stakeholders. By updating it annually, the school ensures the statement remains relevant, responsive to feedback and aligned with ongoing improvements in our</p>

<p>wellbeing and mental health, which is communicated to all involved with the process.</p>		<p>Embed wellbeing into key policies such as behaviour, safeguarding, SEND and teaching &amp; learning. Update annually. Regularly update policies where applicable</p> <p>Include into our action plan any reviews and gaps in provision and address these.</p> <p>Share our strategy with the whole school community.</p> <p>Discuss and approve the strategy with the SLT team and continuously discuss the mental health and wellbeing of all staff and pupils</p>	<p>whole-school approach to mental health and wellbeing.</p> <p>The school's key policies consistently reflect and prioritise emotional wellbeing and mental health, ensuring that approaches to behaviour, safeguarding, SEND and teaching &amp; learning are aligned with our whole-school wellbeing vision. As a result, staff follow clear, supportive and consistent practices, pupils experience a nurturing and emotionally safe environment and families see a coherent, joined-up approach across all areas of school life.</p> <p>The whole school community will play a part in creating the vision and will be included in the action plan, using stakeholder evaluations and other methods of communication such as pupil voice.</p> <p>The school's provision for supporting wellbeing and mental health will be more widely shared and improved where needed through the website, via letters and within the weekly school's newsletter.</p> <p>All staff involved in working with children within the school community will have a clear understanding</p>
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		<p>We will review our provision and how we currently support wellbeing and mental health.</p> <p>Consider risk factors by creating a Risk Factor Analysis for pupils and complete whole class Thrive screening. Whole class Thrive to be completed 3 times a year by the class teacher.</p> <p>Improve website content- update regularly and share feedback from stakeholders. Share information from questionnaire responses to show how you are addressing concerns with all the stakeholders via the school's website.</p>	<p>of the risk factors for vulnerable pupils through discussion and staff CPD.</p> <p>The school gains a clear understanding of how effectively current provision supports the wellbeing and mental health of pupils, staff, and parents. This review highlights what is working well and identifies areas that need strengthening, enabling the school to make informed, targeted improvements. As a result, wellbeing support becomes more consistent, proactive, and aligned with the school's wider vision for emotional health.</p> <p>The school develops a strong understanding of pupils' emotional needs by completing regular Risk Factor Analyses and whole-class Thrive screenings three times a year. This systematic approach enables staff to identify vulnerable pupils early, spot emerging patterns and plan timely, targeted support. As a result, interventions become more proactive and effective, pupils' emotional wellbeing is strengthened, and the school can track improvements over time with greater accuracy.</p> <p>The school website becomes a reliable, up-to-date source of wellbeing information where all stakeholders can see how their views are shaping improvements. Regular updates and shared feedback from questionnaires help staff, pupils, and parents understand the actions taken in response to their concerns, strengthening transparency, trust, and engagement across the whole school community.</p>
	<b>Objective Three</b>	<b>Theme 2:</b>	<p>Raise the priority of mental health and wellbeing within school by delivering</p> <p>The school builds a shared understanding of mental health and wellbeing by delivering high-quality</p>

<p>The school has a positive culture which regards the emotional wellbeing and mental health as the responsibility of all.</p>	<p>Understanding the importance of emotional wellbeing and mental health.</p> <p><b>Theme 3:</b> Understanding my role in promoting emotional wellbeing and mental health.</p> <p><b>Theme 4:</b> Ensuring that emotional wellbeing and mental health is seen as the responsibility of all.</p>	<p>awareness raising training, curriculum and activities for staff, pupil and parents. All stakeholders' voices will be used to inform the content.</p> <p>Everyone in the school community clearly understands their part in supporting emotional wellbeing and mental health. Staff, pupils, parents and governors feel confident in their role and contribute positively to a consistent, caring whole-school approach.</p> <p>The school will embed the belief that emotional wellbeing and mental health are everyone's responsibility by making wellbeing a clear whole-school priority, communicating shared expectations and ensuring all stakeholders understand their role. Training, curriculum content and regular information for staff, pupils and parents will build confidence and awareness, while collaborative structures such as pupil voice groups, parent forums and staff discussions will strengthen shared ownership. Wellbeing will be woven into everyday practice through positive relationships, restorative approaches and consistent routines, supported by safe spaces and clear systems for pupils</p>	<p>training, curriculum content and activities shaped by the voices of staff, pupils, and parents. As a result, wellbeing becomes a visible whole-school priority, stakeholders feel informed and empowered and the school community develops the confidence, knowledge and consistency needed to support emotional wellbeing effectively.</p> <p>The school community develops a shared, confident understanding of how each person contributes to emotional wellbeing and mental health. Staff, pupils, parents and governors actively play their part, leading to consistent supportive practices and a caring whole-school culture where wellbeing is embedded in everyday interactions and decision-making.</p> <p>Staff and parents develop the knowledge and confidence to recognise early signs of emotional or mental-health difficulties in children and respond in a calm, supportive and appropriate way. They understand the school's pathways for support, know who to approach for guidance and feel equipped to seek help from internal and external services when needed. This shared confidence strengthens early intervention, ensures concerns are addressed quickly and helps create a safe, responsive environment where pupils' emotional needs are consistently understood and supported.</p> <p>School will be able to facilitate learning gaps around mental health and wellbeing for all stakeholders.</p>
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	<p><b>Theme 6:</b> Encouraging people to talk about mental health issues.</p>	<p>to express concerns. Ongoing monitoring, shared feedback and regular review will help the whole community stay engaged, informed, and committed to a unified, caring approach to wellbeing.</p> <p>The school can encourage open, confident conversations about mental health by creating regular, visible opportunities for discussion and learning across the whole community. Weekly wellbeing features in the school newspaper help normalise talking about emotions, while a regularly updated personal development curriculum ensures pupils learn age-appropriate skills for understanding and expressing their feelings. Ongoing communication with parents—through newsletters, workshops and information sessions—keeps families informed and involved. Staff can model openness by using consistent wellbeing language, incorporating check-ins during lessons, and creating safe spaces where pupils feel comfortable sharing concerns. Celebrating national awareness days, running pupil-led campaigns and offering drop-in opportunities with pastoral staff further strengthen a culture where talking about mental health is seen as positive, safe and part of everyday school life.</p>	<p>An environment will be created where everyone accepts and understands that positive mental health and wellbeing is the responsibility of all. We have created an environment that diminishes the stigma around mental health.</p> <p>Links with the whole school community including the MAT and all stakeholders will drive the school's vision and approach forward.</p> <p>The school develops a culture where talking openly about emotional wellbeing and mental health feels normal, safe and encouraged for everyone. Weekly wellbeing content in the school newspaper, a regularly updated personal development curriculum and consistent communication with parents help keep conversations active and accessible. Staff model openness, pupils feel confident to share concerns and families are well-informed, resulting in a community where mental health is understood, discussed without stigma and supported through clear pathways and shared responsibility.</p>
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<p><b><u>Objective Four</u></b></p> <p>The school actively promotes staff emotional wellbeing and mental health.</p>	<p><b>Theme 11:</b> Supporting staff emotional wellbeing and mental health.</p>	<p>Creating a positive and supportive school culture where staff feel valued, listened to, and safe to talk openly about their wellbeing. Senior leaders will model healthy work-life balance and promote a culture of mutual respect and care.</p> <p>Appraisal policies and procedures will specifically support the emotional wellbeing of staff.</p> <p>Staff voice will be strengthened through regular surveys, check-ins and opportunities to share feedback. The school will respond to feedback and communicate actions clearly, so staff feel heard and supported. Questionnaires to be analysed and discussed with SLT</p> <p>Update the school cultural canvas with the staff.</p>	<p>Staff feel safe, respected and valued within the school community. Open conversations about wellbeing are normalised, trust in leadership is strengthened and a positive, caring culture supports staff morale, resilience and retention.</p> <p>An environment will be created where mental health is openly talked about subject, therefore the stigma around mental health will be less. Professional Growth leads will actively and regularly explore how staff are feeling. Open door culture is established and embedded. Wellbeing has its own section on the Professional Growth documents/</p> <p>Staff feel listened to, valued and confident that their views matter. Feedback leads to visible actions and improvements, resulting in increased trust, higher morale and a stronger sense of shared ownership and wellbeing across the school.</p> <p>Staff have a shared and clearly understood vision of the school's values, behaviours and priorities. The updated cultural canvas reflects staff voice, strengthens a sense of belonging and trust and promotes a positive, supportive culture where wellbeing is valued and sustained.</p>
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<p><b><u>Objective Five</u></b></p> <p>The school prioritises professional learning and staff development on emotional wellbeing and mental health.</p>	<p><b>Theme 7:</b> Promoting professional development and training for emotional wellbeing</p>	<p>The school will provide regular, high-quality CPD focused on emotional wellbeing and mental health. Training will be relevant, inclusive of all staff roles and informed by current best practice. Opportunities will include whole-school training, targeted workshops and access to external expertise. Wellbeing training will be embedded into the annual CPD programme.</p>	<p>Staff feel informed, supported and confident in understanding emotional wellbeing and mental health. Training enhances staff knowledge, reduces stigma and contributes to a positive and proactive wellbeing culture across the school.</p>

	<p><b>Theme 8:</b> Ensuring confidence and capacity among staff in addressing emotional wellbeing and mental health</p>	<p>The school will build staff confidence through ongoing training, coaching and access to specialist support. Line managers and leaders will receive training to support wellbeing conversations effectively. Mental Health First Aiders or Wellbeing Leads will be available to provide guidance and signposting when needed.</p>	<p>Staff feel confident and capable of supporting emotional wellbeing in themselves and others. Early concerns are addressed appropriately, staff feel supported by leadership and wellbeing is embedded into everyday practice.</p>
	<p><b>Theme 9:</b> Identifying mental health issues</p>	<p>The school will ensure staff are trained to recognise early signs of mental health difficulties and understand referral and support pathways. Clear procedures will be in place for raising concerns, seeking advice and accessing internal or external support. Regular wellbeing check-ins will support early identification and intervention.</p>	<p>Mental health concerns are identified early and responded to consistently and sensitively. Staff feel safe seeking help, support is accessed promptly and issues are addressed before they escalate, supporting staff wellbeing and retention.</p>
		<p>School will regularly assess the confidence among staff in responding appropriately to mental health concerns through verbal feedback, the appraisal process and questionnaires.</p>	<p>Staff feel supported and comfortable discussing their wellbeing. Issues are identified early, enabling timely intervention, reducing stress and promoting overall staff resilience and retention.</p>
		<p>School will remind staff about how to record concerns around mental health or safeguarding concerns for all pupils and staff.</p>	<p>Staff confidence in addressing mental health concerns is monitored and improved. Training and support can be targeted effectively, ensuring staff feel capable, competent and supported in their roles.</p> <p>All staff understand reporting procedures and act promptly and appropriately. Concerns are logged consistently; safeguarding is strengthened and both staff and pupils are kept safe.</p>

		<p>Worries posters displayed around school.</p>	<p>Pupils and staff are aware of available support, feel safe to raise concerns and know where to seek help. This promotes a culture of openness, awareness and proactive wellbeing support.</p>
<p><b><u>Objective Six</u></b></p> <p>The school understands the different types of emotional and mental health needs across the whole-school community and has systems in place to respond appropriately.</p>	<p><b>Theme 8:</b> identifying and acting on mental health issues.</p> <p><b>Theme 10:</b> Supporting pupil emotional wellbeing and mental health.</p>	<p>All pupils and staff will complete regular mental health screening questionnaires to raise any concerns and these will be acted upon appropriately.</p> <p>School will network with any outside agencies or services, ensuring an information sharing process is in place.</p> <p>School will provide a wide range of emotional health interventions for pupils and parents and regular feedback and evaluations will take place to ensure good practice and positive outcomes.</p> <p>Vulnerable children list along with the current SEND register will be created and children discussed a minimum of</p>	<p>School will have a clear idea of the emotional needs of its pupils, parents and staff, interventions will facilitate any mental health needs across the school. Impact data will evaluate the process and a referral strategy will be in place. Thrive whole class screening will be used on a termly basis.</p> <p>A tiered approach will be in place to match support around individual needs.</p> <p>School will know who the vulnerable children and adults are in the school environment and support will be given.</p>

		<p>monthly at the pastoral / safeguarding meetings.</p> <p>A list will be created for signpost referral services, this will include, social care, NHS and wellbeing services commissioned by school.</p>	<p>Signpost and agency services will be visual for all stakeholders, these will be shown on the school website, newsletters and noticeboards.</p>
<p><b><u>Objective Seven</u></b></p> <p>The school actively seeks the ongoing participation of the whole-school community in its approach to emotional wellbeing and mental health.</p>	<p><b>Theme 12:</b> Engaging the whole-school community in emotional wellbeing and mental health issues.</p>	<p>The views of staff, pupils and parents will take place on regular intervals to gain an insight into ongoing needs for wellbeing and mental health.</p> <p>Use Family Thrive to raise awareness of and address the mental health needs of families.</p> <p>Wellbeing Lead will be trained and deliver raising awareness activities and assemblies to pupils and staff</p> <p>School will improve communication and ensure regular communications around wellbeing are disseminated in the school environment via various means.</p>	<p>School will have a clear understanding of the emotional needs of its staff, pupils and parents</p> <p>Parents will engage in Early Help and Family Thrive to positively enhance family life and gain a deeper understanding of mental health needs. Families will work with MHST and Pathfinders without fear of social services or stigma being attached to their capabilities.</p> <p>Wellbeing Lead and pastoral team, plus school PD Lead will be the face and drive for positive wellbeing across the whole school community. PD Lead will update the curriculum where necessary and look for mental health and wellbeing opportunities throughout the year.</p> <p>All stakeholders will understand the methods of communication school will use (namely website and electronic communication) this will provide improved communications across the school community.</p>

		Regular feedback questionnaires will take place to evaluate the school's approaches to mental health and wellbeing.	Evaluations will take place at regular intervals to understand the schools needs in continuing to create positive wellbeing for all stakeholders.
<p><b><u>Objective Eight:</u></b></p> <p>The school works in partnership with other schools, agencies and available specialist services to support emotional wellbeing and mental health.</p>		<p>The school will create networks with other schools within the MAT to share good practice of wellbeing and mental health support.</p> <p>A directory of agencies and services will be created and shared with staff and parents.</p> <p>School will enlist key staff to represent the school at external Teams training; they will share this information and new learning with the school staff.</p> <p>The school will participate with local commissioning arrangements such as, Pathfinders and MHST and through DLP.</p> <p>The school will gain feedback from its partnerships of work and ongoing future arrangements will be made.</p>	<p>The school will have a strong network with other schools in the MAT to share approaches around outstanding mental health and wellbeing support for all stakeholders.</p> <p>School will have strong links with outside services and agencies, therefore creating an effective referral process.</p> <p>Key staff will be continuously trained in the mental health field and will attend any mental health training opportunities to keep up to date with any changes in mental health learning and approaches. This will enable school to provide excellent mental health and wellbeing support for all in the school community.</p> <p>School will continuously take part in future commissioning projects and consistently gain feedback from all stakeholders of any needs for future services.</p>