



Mental Health and Wellbeing Policy

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Ysgol Golwg Pen Y Fan- Whole-School Approach to Mental Health and Well-being Policy - 2025-2026

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Introduction

At Ysgol Golwg Pen Y Fan, we believe that health and well-being are the foundations of successful learning, positive relationships, and a thriving school community. Our pupils and staff can only flourish when they feel safe, valued, and supported to grow as individuals and as part of a collective. Health and well-being are therefore not seen as an additional strand of school life, but as the golden thread that runs through all our teaching, learning, and daily interactions.

Our BEACON Approach has been developed to ensure that health and well-being remain at the heart of everything we do. The six guiding principles of Belonging, Engaging, Aspiring, Creating, Opportunities, and Nurturing shape our policies, our classroom practice, and our wider school culture. They provide a shared language and vision that support learners, staff, and families in building a safe, inclusive, and aspirational environment.

We are committed to creating a school where every child and adult feels a strong sense of belonging, where all voices are heard, and where diversity is celebrated. We aim to foster engagement in learning and community life, empowering everyone to contribute meaningfully. We encourage learners and staff to be aspiring, setting personal goals and developing the resilience to achieve them. We value the power of creativity, enabling pupils and staff to problem-solve, innovate, and express themselves in ways that enrich our community. We provide rich and varied opportunities to broaden horizons and ensure equity of access for all. At the centre of our approach is nurture, a commitment to supporting emotional, mental, social, and physical well-being with compassion and care.

By embedding the BEACON Approach across the whole school, we seek to create an environment where learners can grow into confident, capable, and caring citizens, and where staff feel empowered, supported, and motivated in their professional and personal lives. This policy sets out how the BEACON principles inform our everyday practices and how they shape the ethos of Ysgol Golwg Pen Y Fan.

Policy Aims and Scope

This policy sets out Ysgol Golwg Pen y Fan's commitment to promoting and protecting the mental health and wellbeing of all learners, staff, and the wider school community. It provides a framework for developing an emotionally healthy school culture that aligns with the Powys Whole-School Approach to Emotional and Mental Wellbeing (2024) and the Welsh Government Framework (2021).

Legislative and Curriculum Context

This policy aligns with key Welsh Government legislation and guidance including:

- Curriculum for Wales (2022)
- Relationships and Sexuality Education (RSE) Code (2022)
- Well-being of Future Generations (Wales) Act (2015)
- Additional Learning Needs and Education Tribunal Act (2018)
- Keeping Learners Safe (2022)

It also supports Powys County Council's 'Whole-School Approach to Mental Health and Emotional Wellbeing' strategy.

Thrive Principles and Implementation

The Thrive Approach underpins our school's relational and developmental practice. We use Thrive to:

- Assess and support the social and emotional development of pupils.
- Identify gaps in emotional development and plan targeted support.
- Build positive relationships grounded in empathy, attunement, and consistent boundaries.
- Empower staff through training and shared reflective practice.

Thrive principles align closely with the BEACON approach: belonging, nurture, and opportunity are at the heart of every learner's experience.

Relationships and Sexuality Education (RSE)

RSE at Ysgol Golwg Pen y Fan is inclusive, developmentally appropriate, and embedded within the Health and Wellbeing Area of Learning and Experience. It supports learners to understand themselves, others, and the world around them. Our approach promotes safety, respect, consent, diversity, and empathy. RSE contributes to positive mental health by fostering confidence, resilience, and healthy relationships. For further information on RSE, please see RSE Policy.

Implementation Approach

1. **Leadership Commitment:** Senior leaders embed health and well-being in vision, policies, and school improvement plans. Senior leaders prioritise staff HWB in policy, planning, and resource allocation.
2. **Staff Development:** Continuous professional learning in HWB pedagogy, mental health, and curriculum integration.
3. **Pupil Voice:** Pupils actively co-create strategies and initiatives to ensure relevance.
4. **Staff Participation:** Staff co-create initiatives and provide feedback to ensure relevance.
5. **Integration Across Curriculum:** Embed HWB principles in all subjects, not just PSHE or PE. Embed wellbeing into school routines, meetings, and professional development.
6. **Monitoring & Evaluation:** Use wellbeing surveys, observations, and feedback to measure impact and inform improvements.
7. **Community & Family Engagement:** Regular communication, workshops, and participation to build a supportive network. Promote partnerships with local wellbeing services and networks for staff support.

BEACON Vision on Mental Health and Wellbeing

Belonging for Children			Belonging for Staff		
Aims	Strategies	Outcomes	Aims	Strategies	Outcomes
Every child feels safe, included, and valued in the school community.	<p>Develop a culture of inclusion where diversity is celebrated (Welsh, BAME, GRT representation).</p> <p>Implement buddy systems and peer mentoring to support social connections.</p> <p>Establish class charters co-created with pupils to promote respect and care.</p> <p>Encourage participation in school councils, eco-clubs, and cultural activities to strengthen identity and community connection.</p> <p>Promote Welsh language and cultural engagement</p>	<p>Pupils report feeling safe and accepted.</p> <p>Reduced incidents of bullying or exclusion.</p> <p>Strong sense of identity and community within school.</p>	Staff feel valued, supported, and part of a positive school community.	<p>Promote a culture of inclusivity and respect, celebrating diversity across roles, cultures, and experiences.</p> <p>Encourage team-building activities, staff councils, and social events to strengthen relationships.</p> <p>Establish mentoring and buddy systems for new staff, NQTs, and part-time staff.</p> <p>Recognise and celebrate staff contributions regularly (assemblies, newsletters, awards).</p>	<p>Staff feel accepted, valued, and connected to the school community.</p> <p>Reduced turnover and increased retention.</p> <p>Reduced Staff absence.</p> <p>Strong professional relationships and mutual support.</p>

	as part of fostering belonging.			Promote transparent communication and shared decision-making in school initiatives.	
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Engaging for Children			Engaging for Staff		
Aims	Strategies	Outcomes	Aims	Strategies	Outcomes
Pupils are active participants in their learning, well-being, and school life.	<p>Embed active learning approaches across the curriculum to promote physical and mental engagement.</p> <p>Use mindfulness, circle time, and reflection sessions to encourage emotional awareness.</p> <p>Encourage pupil voice through regular surveys and involvement in decision-making.</p> <p>Offer varied extracurricular clubs to match diverse interests (sports, arts, music, coding, drama).</p>	<p>Increased participation in learning and school activities.</p> <p>Improved focus, motivation, and emotional regulation.</p> <p>Pupils feel their voices are heard and valued.</p> <p>Improved attendance.</p>	Staff are actively involved in professional development, school initiatives, and personal growth.	<p>Provide opportunities for collaborative planning, innovation, and curriculum design.</p> <p>Encourage staff to share expertise and lead projects, workshops, or training.</p> <p>Include staff in decision-making forums, e.g., wellbeing committees or subject networks.</p> <p>Offer well-being activities, such as mindfulness sessions, physical activity groups,</p>	<p>Staff are motivated, feel empowered, and engaged in their professional roles.</p> <p>Increased collaboration, creativity, and commitment to school initiatives.</p> <p>Staff feel their expertise and opinions are valued.</p>

	Integrate outdoor learning and forest school experiences to engage pupils physically and mentally.			and reflective practice time. Encourage regular feedback and dialogue to ensure staff voices are heard.	
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Aspiring for Children			Aspiring for Staff		
Aims	Strategies	Outcomes	Aims	Strategies	Outcomes
Pupils develop self-confidence, resilience, and ambition for personal growth.	<p>Introduce goal-setting sessions in classes to help pupils identify personal and academic aspirations.</p> <p>Celebrate achievements through assemblies, displays, and digital portfolios.</p> <p>Develop growth mindset approaches, encouraging pupils to see challenges as opportunities.</p> <p>Provide role models and mentoring programs, including community links, alumni, and local leaders.</p>	<p>Pupils articulate personal goals and reflect on progress.</p> <p>Increased resilience and persistence when facing challenges.</p> <p>Pupils aspire to contribute positively to school and wider community.</p>	Staff are supported to develop professionally and personally, building resilience and ambition.	<p>Provide clear pathways for professional growth, including leadership, specialist roles, and CPD.</p> <p>Support goal-setting and career development plans, aligned with strengths and interests.</p> <p>Encourage reflective practice to build resilience, adaptability, and growth mindset.</p> <p>Recognise and celebrate</p>	<p>Staff set and achieve meaningful professional and personal goals.</p> <p>Increased confidence, self-efficacy, and resilience.</p> <p>Staff are inspired to innovate and lead within the school.</p>

	Use cross-curricular projects that encourage innovation, curiosity, and problem-solving.			<p>achievements and progress, both formally and informally.</p> <p>Provide access to mentors, coaches, and peer support networks.</p>	
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Creating for Children			Creating for Staff		
Aims	Strategies	Outcomes	Aims	Strategies	Outcomes
<p>Pupils are supported to express themselves, develop creativity, and problem-solve in healthy ways.</p>	<p>Offer creative curriculum opportunities (art, music, drama, design, storytelling).</p> <p>Incorporate creative approaches to HWB learning, e.g., role-play scenarios about empathy or mindfulness activities.</p> <p>Encourage design-thinking and innovation projects linked to real-world challenges.</p> <p>Promote collaborative creative activities, fostering social interaction and teamwork.</p>	<p>Pupils express emotions and ideas through creative outlets.</p> <p>Improved collaboration and social skills.</p> <p>Enhanced problem-solving abilities and confidence in experimentation.</p>	<p>Staff have opportunities to innovate, collaborate, and express ideas to enhance the school environment and curriculum.</p>	<p>Encourage creative problem-solving in teaching, learning, and school management.</p> <p>Support collaborative projects, e.g., cross-phase curriculum initiatives or wellbeing programs.</p> <p>Provide time and space for innovation, experimentation, and professional reflection.</p> <p>Recognise and implement staff-led initiatives that enhance</p>	<p>Staff feel empowered to innovate and share ideas.</p> <p>Positive impact on school culture and pupil outcomes.</p> <p>Enhanced teamwork and collaborative culture.</p>

	Support digital creativity through safe and guided technology use.			pupil and staff wellbeing. Encourage sharing best practices and learning from successes and challenges.	
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Opportunities for Children			Opportunities for Staff		
Aims	Strategies	Outcomes	Aims	Strategies	Outcomes
Pupils access a broad range of experiences to support well-being, learning, and personal development.	<p>Offer diverse extracurricular activities, including sports, music, drama, outdoor education, and cultural experiences.</p> <p>Develop partnerships with local organisations, e.g., sports clubs, arts centres, community services.</p> <p>Organise well-being weeks, health workshops, and visits to promote physical and emotional health.</p>	<p>Pupils experience a wide range of activities that promote HWB.</p> <p>Enhanced social networks and confidence in trying new experiences.</p> <p>Pupils develop new skills, interests, and talents.</p>	Staff have access to diverse experiences for professional development, growth, and personal well-being.	<p>Provide structured CPD, workshops, and conferences, aligned to individual and school priorities.</p> <p>Offer opportunities for leadership, mentoring, and involvement in school projects.</p> <p>Encourage participation in networks, partnerships, and community initiatives.</p> <p>Ensure staff have time and resources to</p>	<p>Staff develop new skills, confidence, and knowledge.</p> <p>Improved job satisfaction and retention.</p> <p>Staff feel valued and supported in professional and personal growth.</p>

	Ensure equitable access for all pupils, including those from disadvantaged backgrounds.			pursue professional interests. Support wellbeing opportunities, e.g., creative outlets, or social events.	
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Nurturing for Children			Nurturing for Staff		
Aims	Strategies	Outcomes	Aims	Strategies	Outcomes
Pupils' emotional, social, and physical needs are consistently supported across school.	<p>Implement a whole-school pastoral care system, including class teachers, learning mentors, and external professionals (Thrive)</p> <p>Train staff in trauma-informed practice, mental health first aid, and emotional literacy.</p> <p>Provide safe spaces for reflection, emotional regulation, and mental health support.</p> <p>Foster family-school partnerships to nurture</p>	<p>Pupils feel supported emotionally, socially, and physically.</p> <p>Staff are confident in promoting well-being and responding to needs.</p> <p>Positive school climate with strong relationships between pupils, staff, and families.</p>	Staff are supported to maintain their emotional, mental, and physical well-being.	<p>Implement a staff wellbeing policy addressing workload, work-life balance, and mental health.</p> <p>Provide access to counselling, coaching, or wellbeing services.</p> <p>Promote flexibility in work arrangements where possible e.g.PPA</p> <p>Encourage regular reflection, peer support, and debriefing sessions.</p>	<p>Staff feel supported in managing stress and workload.</p> <p>Positive workplace culture with low burnout.</p> <p>Improved morale, resilience, and professional satisfaction.</p>

	pupils' well-being at home and school. Regularly monitor and review well-being provision, using pupil feedback and wellbeing indicators.	Reduction in behaviour incidents.		Monitor staff well-being through anonymous surveys, check-ins, and wellbeing reviews.	
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Appendix 1 – Thrive Overview

Purpose

The **Thrive Approach** underpins Ysgol Golwg Pen y Fan's commitment to building positive relationships and supporting pupils' social and emotional development. It provides a structured, relational, and developmental framework that enables staff to understand and respond to children's behaviour as communication.

Core Principles

1. **Every behaviour communicates a feeling or unmet need.**
2. **Relationships are the foundation** for all learning and emotional growth.
3. **Adults are the architects of a child's emotional environment.**
4. **Early identification and responsive support** prevent escalation of emotional or behavioural needs.
5. **Consistency and empathy** promote resilience and long-term wellbeing.

Implementation in School

- **Assessment & Profiling:** All staff use Thrive-Online to profile class or individual needs and plan differentiated responses.
- **Action Planning:** Targeted Thrive Action Plans are created for pupils requiring additional support and reviewed termly.
- **Universal Practice:** Thrive principles are embedded in classroom routines, transitions, and restorative conversations.
- **Targeted Intervention:** Small-group or 1-to-1 sessions develop emotional literacy, regulation, and self-esteem.
- **Staff Training:** All staff receive Thrive induction; practitioners are supported through supervision and CPD.
- **Monitoring Impact:** Progress is tracked via Thrive Online outcomes, pupil voice, attendance, and engagement data.

Links to BEACON Approach

BEACON Principle	Thrive Connection
Belonging	Secure attachment and sense of safety
Engaging	Emotional regulation enabling participation
Aspiring	Building confidence and self-belief
Creating	Encouraging self-expression through play and art
Opportunities	Inclusive access to support and enrichment
Nurturing	Warm, attuned adult relationships

Appendix 2 – RSE Overview and Curriculum Integration

RSE Vision

Relationships and Sexuality Education at Ysgol Golwg Pen y Fan empowers learners to form healthy, safe, and respectful relationships with themselves and others. It is inclusive, rights-based, and integral to the Health and Well-being Area of Learning and Experience (AoLE).

Key Aims

- Promote understanding of self-worth, identity, and respect for diversity.
- Support learners to recognise and manage emotions, boundaries, and consent.
- Equip pupils with knowledge and skills to make informed, safe decisions.
- Embed equality, human rights, and anti-discriminatory practice.

Curriculum Integration

RSE themes are woven through all Areas of Learning, particularly:

- **Health & Well-being:** Emotional literacy, resilience, body awareness, safety, and mental health.
- **Humanities:** Values, ethics, empathy, and cultural understanding.
- **Science & Technology:** Human biology, reproduction, and healthy lifestyles.
- **Languages, Literacy & Communication:** Exploring voice, identity, and respectful communication.

Progressive Learning Pathway

Phase	Focus	Example Contexts
Foundation/Lower KS2	Friendship, families, body awareness, kindness, feelings	Circle time, stories, Thrive sessions
Upper KS2	Puberty, respect, consent, online safety	Science units, Digital Citizenship lessons
Transition KS3	Relationships, gender, diversity, healthy choices	PSHE projects, peer mentoring

Parental Engagement

Parents and carers are informed about RSE content each year and can discuss delivery with staff. Resources are available through the school website to promote consistency between home and school values.

Link to Wellbeing and Thrive

RSE complements the Thrive approach by teaching emotional regulation, empathy, and self-respect—core elements of healthy relationships and positive mental health.

Appendix 3 – External Support and Referral Pathways

Purpose

To ensure timely, coordinated support for learners, families, and staff requiring additional help with mental health and emotional wellbeing.

Tiered Support Structure

Level	Description	Example Agencies / Support
Universal	In-school wellbeing provision for all learners.	Class Thrive activities, ELSA sessions, School Nurse drop-ins, Emotion Coaching, KiVa anti-bullying programme.
Targeted	Early intervention for identified needs.	School-based Thrive Action Plans, Team Around the Cluster (TAC) consultation, Family Liaison Officer support, Counselling.
Specialist	Multi-agency or clinical intervention.	CAMHS, Educational Psychology Service, Youth Justice Service, Social Services, Early Help Team, Powys Health Board services.

Referral Process

1. **Identification:** Concern noted by class teacher, parent, or learner.
2. **Consultation:** Wellbeing Lead reviews using Thrive Online or wellbeing checklists.
3. **Action:** Intervention planned – universal, targeted, or referral.
4. **Consent & Information Sharing:** Parents/carers involved; GDPR and safeguarding guidelines followed.
5. **Review:** Monitor outcomes and update individual plans.

Emergency Support

In cases of immediate risk or safeguarding concern, follow school's Safeguarding Policy and contact:

- Powys Children's Services Front Door Team: 01597 827666
- Out-of-hours Emergency Duty Team: 0845 607 3288
- Police (999) if urgent risk of harm.

External Partnerships

Ysgol Golwg Pen y Fan maintains close links with:

- Powys Educational Psychology Service
- School Counselling Service
- Powys Healthy Schools Team
- CAMHS Mid Wales
- Early Help Team & Family Information Service
- Local Voluntary and Community Wellbeing Projects

Confidentiality and Information Sharing

All information is managed in accordance with GDPR and Welsh Government safeguarding guidance. Consent is sought before referrals, unless there is immediate risk of harm.