

The Golden Thread Alliance

# Pupil Wellbeing and Emotional Health Policy

<b>Date Reviewed</b>	<i>Spring 2026</i>
<b>Next Review Date</b>	<i>Spring 2028</i>

*This policy has been adopted by all schools within The Golden Thread Alliance*



*As united as we are different.*

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### 1 Context

“Schools to have a clear offer to promote pupils’ mental health and wellbeing, and to protect them from bullying”- Mental health and behaviour in schools- DfE 2018.

In The Golden Thread Alliance, we work towards positive emotional health and wellbeing in the whole of our school community for adults as well as children. This policy is to be read alongside the following policies:

- Safeguarding and Child Protection Policy
- Colleague Wellbeing Policy
- Behaviour and Anti-bullying Policy
- SEND Policy
- Online Safety and Acceptable Use Policies

Good emotional health and wellbeing helps pupils to succeed and improve by:

- Promoting improved pupil engagement in learning, positive behaviour, social inclusion and improving attendance.
- Helping pupils and colleagues feel happier, more confident, and more empowered to make appropriate choices in line with the Trust values.

It is our aim to secure positive outcomes in the following areas:

### **Teaching and Learning**

- Pupils who are more engaged in the learning process.
- Pupils who can concentrate and learn more effectively.
- Improved standards in all subjects, including literacy and numeracy.
- Improved attainment.
- Parents and carers more involved in school life and learning.

### **Behaviour and Attendance**

- Pupils with high self-esteem and confidence.
- Fewer disaffected pupils, disengaged from learning.
- Improved behaviour and attendance.
- Less bullying.
- Lower rates of truancy.

## **2 Wellbeing Provision in The Golden Thread Alliance**

### **2.1 The Trust promotes and provides a range of services to pupils:**

- Embedding emotional wellbeing throughout the curriculum and wider curriculum.
- Wellbeing Team with a mixture of teaching and non-teaching pastoral colleagues who meet termly to devise and review wellbeing plans for children with an identified need.
- Wellbeing rating scales can be used to identify children who may require support but who may not otherwise be identified as vulnerable.
- Qualified Senior Mental-Health leader in each school.
- Qualified Mental-Health first aiders in each school.
- Wellbeing champions in each school.
- Co-ordinated support from a range of multi-agency external organisations.
- Welcome days and transition events.

### **2.2 The Trust promotes an anti-bullying culture through:**

- Trust Values which promote Respect, Equality, Courage, Integrity, Ambition, Kindness and Responsibility.
- High profile of anti-bullying procedures and policy assemblies and events such as national anti-bullying week and day to day curriculum.
- Active listening adults including classroom colleagues, Senior Leaders, Wellbeing Team members and other colleague roles within the school such as Midday Supervisors and Sports Coaches to whom the child may turn.
- Promotion of outside support such as NSPCC, Childline, CEOP, Think You Know and a variety of local resources to support children during times of remote learning or out of school hours.

### **2.3 The Trust promotes and strengthens the pupil voice through:**

- A democratic process for the election of school council representatives.
- Timetabled meeting time for members of the school council.
- Opportunities in assemblies.
- Regular monitoring opportunities are provided in each school to measure pupil's wellbeing and attitude towards school.

#### **2.4 The Trust promotes the involvement of parents and carers in the life and learning of the school through**

- Parent and Carer questionnaires.
- Regular consultation about change and development through questionnaires and special meetings.
- Subject Focus evenings, Sports and Theme Weeks and Concerts/Music Events.
- Regular communication and involvement over pupil progress, behaviour, and pastoral issues through Parent Consultation events
- School newsletters and websites.

#### **2.5 The Trust facilitates a context for learning through:**

- Enhancing school and classroom layout, facilities and resources.
- Recognising the background of individual pupils and their physical, social, cultural, and emotional needs.
- Establishing clear rules, routines, and expectations about behaviour for learning and social cohesion.
- Encouraging positive, caring, and constructive relationships.

#### **2.6 The Trust enhances pupil motivation and learning through:**

- Consistent support for vulnerable children and those with SEND from trained teams of colleagues including teachers, support colleagues, external professionals and specialists such as Educational Psychology, Speech and Language, Occupational therapy and other agencies where appropriate.
- A range of challenging opportunities for all pupils
- An exciting and varied range of extra-curricular events and trips.
- A balanced curriculum with opportunities for intellectual, physical, and expressive development.
- Recognising a range of learning styles.
- Encouraging independence in learning.
- Understanding diversity and how cultural needs are to be acknowledged in children's school experiences.
- Using a range of teaching styles such as circle time appropriate to pupils' age, ability, and level of maturity.
- Using PSHE materials to raise self-esteem and confidence levels.

#### **2.7 The Trust enhances pupil self-esteem and personal development through:**

- Curriculum which includes healthy relationships are discussed through PSHE. Guidance on sex and relationships education is provided through the Golden Thread's Relationship and Sex Education Curriculum. All schools take the wellbeing and vulnerability of pupils into consideration when delivering these lessons.
- Opportunities for pupil leadership through school council and peer mentoring.
- An emphasis on praise and reward behaviour systems.
- Opportunity for reflection and spiritual development through art, literature and the RE curriculum.

**2.8 The Trust enhances colleagues motivation, learning and professional development through:**

- Curricular planning time within the school week.
- Whole school training events, including safeguarding.
- Access to appropriate internal and external training.
- Involving all colleagues in decision making and proposed change e.g., timing of the school day, frequency of reporting to parents and so on.
- Provision of non-contact time to allow for planning, delivery, and evaluation of school activities.
- Consultation on training and support needs through regular review.

**3. Monitoring/Review**

Trustees and Governors are committed to reviewing the impact of the Emotional Health and Wellbeing policy as part of their responsibility to safeguarding.



West Hill Primary Academy  
Dartford Road,  
Dartford, Kent,  
DA1 3DZ



01322 296140



[hello@golden-thread.org](mailto:hello@golden-thread.org)



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**Golden Thread**  
Alliance

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