

Mental Health/Wellbeing at ALMOND HILL JUNIOR SCHOOL 2025-2026



Mental Health/Wellbeing Lead: Miss Porter

Deputy Mental Health/Wellbeing Lead: Mrs Barker

Pastoral Lead: Mrs Wright

Almond Hill takes a therapeutic approach to positive behaviour management and feel this is well established in our school. This approach is based on the following shared principles:

- A focus on inclusion of children and young people.
- Values and beliefs around understanding behaviour.
- Clear communication around expected behaviours.
- A commitment to diversion and de-escalation.
- Reparation, reflection and restoration.
- Risk management.
- Consistency.

At AH we believe in giving children what they need to learn and thrive and promote the understanding of this ethos in our children.

Our Almond Hill Ethos:

- Promoting a culture of care and concern for children and staff, which means everybody accepts responsibility for their own and others' wellbeing.
- Encouraging a culture of open conversation so we talk about our wellbeing and mental health, positive and negative and make support available when colleagues may be struggling.
- Putting in place a system of management practice and controls, which enables staff to enjoy a healthy work-life balance, whilst recognising the impact of personal choice and lifestyle.
- Ensuring the promotion and maintenance of the highest degree of physical, mental and social wellbeing.
- Making sure working environments are healthy, safe, secure and suitable.
- Identifying areas of risk to physical and mental health so that they can be minimised and managed appropriately.
- Giving opportunities for staff to express their views regarding general wellbeing and, where possible, taking action in relation to these concerns.
- Celebrating the diversity in our community
- Taking part in regular CPD on a range of current topics including inclusive language choices and unconscious bias

Implementation (staff)

- All staff know the importance of mental health awareness and have received training via the Mental Health First Aider. This includes adult Mental Health.
- There is a wellbeing group which meet regularly to discuss any concerns and encourage good practice within staff.

- CPD for staff about how they can take responsibility for their own mental health and strategies that can be implemented to support positive mental health

Implementation (pupils)

- We have comprehensive safeguarding procedures in place. Our safeguarding team are displayed around the school and children are aware of who they can go to if they have any concerns.
- Ensuring children have regular access to specialist provision, E.g. music, art, sport and mindfulness, shows the importance placed on the wider curriculum in our curriculum offer.
- Ensuring children have regular opportunities to take part in learning beyond the classroom demonstrates the importance placed on the wider curriculum in our curriculum offer. E.g trips, sporting fixtures, swimming, visitors.
- Children access weekly PSHE lessons and assemblies. This enables open and free discussions around key issues and helps children to develop their emotional literacy.
- Ensuring mental health problems are identified early and appropriate support provided through our Mental Health Lead/First Aider Miss Porter.
- The computing curriculum provides pupils technology skills, including e-safety awareness which is also covered in the PSHE curriculum.
- We empower the children where possible to help deliver solutions and build across school networks, for example play leaders and peer mentoring.
- We hold weekly celebration assemblies where individual and team successes are celebrated alongside singing - designed to raise the spirits of all - all staff encouraged to attend where possible.

Adaptations for SEND pupils:

As a school, we aim to provide an inclusive curriculum, which is accessible for all pupils. Provision may need to be differentiated to provide appropriate provision for pupils with SEND and EAL. This could be in the form of any of the following:

- Adapted tasks.
- Adapted resources / equipment.
- Reduced / extended space to use.
- Additional support.

PSHE taught Across the Key Stage

	Autumn	Spring	Summer
3	Friendships Personal safety Enterprise	Mental Health Online safety Emotions Families	Rights and responsibilities Achievements Bullying Resilience
4	Friendships Online safety Diversity Democracy	Keeping safe Online safety Managing risk Trust	Growing & changing Staying healthy Emotions Relationships
5	Resilience Stereotypes Equality Discrimination	Healthy choices First Aid Democracy Online safety	Growing & changing Online safety Jobs and the future
6	Friendships Relationships Human rights and Laws	Mental health Online safety Belonging Money	Relationships and sex education Drugs Transition

Schools have a central role to play in enabling their pupils to be resilient and to support good mental health and wellbeing for all pupils. A schools approach to mental health and behaviour should be part of a consistent whole school approach to mental health and wellbeing.

Wellbeing/Pastoral provision provided at Almond Hill include...

Pastoral TA in every year group	DESTY	NESSIE	Friendship Room
Let's talk about school	Peer mediation	Mindfulness	Feeling Good Week
School Council	Nurture breakfast club	Resilience Programme	Reflection
ELSA	Brick Club	Miya the school dog	Relaxation
Drawing and Talking	My Time	Settling Activity	Transition work with year 2 & 6 and internally
Restorative Conversations	Protective Behaviours	Social Stories	Comic Strip Conversations
Bereavement Support	Play Leaders	Girls on Board	NSPCC Workshops

For more information, see the pastoral area on our school website:

[Almond Hill Junior School - Pastoral Care](#)

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Our buddy bench



Staff Wellbeing

At Almond Hill, the wellbeing and mental health of everyone is one of our highest priorities. Staff representatives across the school meet once every half term. Our head teacher chairs the meeting and there is a member of the teaching staff, a teaching assistant, cover supervisors/pastoral team and the office admin team so a range of opinions and thoughts are heard and listened to. The group aims to provide staff with a chance to discuss wellbeing concerns or positives from the half term that staff have informed them of. Minutes and actions are then shared with the whole staff. Well being days are offered to all staff to enable them to take leave during term time to undertake activities that promote positive mental health. Teachers are facilitated to take PPA at home and support staff are able to apply for unpaid leave during term time for holidays. Leadership including governance prioritise staff wellbeing and workplace satisfaction and are always trying to find ways to maximise this e.g recent staff room and working area renovation and IT upgrades.

Going Home Checklist

- Take a moment to think about today
- Acknowledge **one** thing that was difficult today: let it go
- Be proud of the children you helped today
- Consider **three** things that went well
- Check on a colleague before you leave: are they OK?
- Are you OK? Your senior team are here to listen and support you
- Now switch your attention to home: **Rest and Recharge**

THANK YOU!



Development Areas

We are always looking to improve our provision and last year staff were trained in 'Girls on Board' which is being rolled out this year.

Staff have been trained in 'Unconditional Positive Regard' to further strengthen our therapeutic approaches to behaviour.

We are developing our 'kindness ambassadors' to become leaders in our school that promote kindness towards all. We have a kindness jar and select an act of kindness each week for pupils to practise.

We are also focusing on embedding outdoor learning into our curriculum and getting outside more frequently. Classes in the upper school have been buddied up with a class in the lower school to take part in some outdoor learning together. This not only promotes positive mental health from being outside but also promotes positive peer relationships between year groups.

Teaching assistants are undertaking a programme of peer led reflective conversations designed to improve staff well being