



## Pupil Wellbeing Policy

*The Corporation of Oundle School includes both Oundle School, a boarding and day School for pupils aged 11 – 18 and Laxton Junior School, a day School for pupils aged 4 - 11. This policy applies solely to Laxton Junior School.*

### Introduction

This policy sets out the ways in which the school promotes and supports pupils' wellbeing and their mental health. Pupils' wellbeing is at the front and centre of all we do at Laxton Junior School. We care deeply about our children's health and wellbeing, alongside their academic achievements.

The World Health Organisation defines mental health as 'a state of wellbeing in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.'

We acknowledge that children are not immune from difficulties, in this regard, so we actively promote the positive wellbeing of all our pupils as well as respond to and support individual concerns about their mental health and wellbeing; our approach aims to ensure that all our children can lead happy and successful lives, both now and in the future. Our Golden Thread of Nurture flows through everything at Laxton Junior School.

### Our Values and Mission

Our School Values support the development of pupil wellbeing; we want our children to have a Love of Learning, take Opportunities, Care for themselves and others, be a part of Community and strive for Quality in all that they do. Our School's Mission promotes the development of pupils' personal development and wellbeing by encouraging children to be Confident and Resilient, Kind and Respectful, Open-Minded and Well-Rounded, Collaborative, and Independent.

### The Equality Act

As outlined in the Equality Act 2010, we promote the needs and interests of all pupils, irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. The school encourages pupils to respect other people, even if they choose to follow a lifestyle that one would not choose to follow oneself. Through discussion, teachers will promote equality of opportunity for all, and challenge comments or views which undermines this. Our pupils can show regard for the needs of others, respect the choices of others, and understand their own rights and responsibilities. Our Learning for Life programme supports the government's requirement to actively promote British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

## Integrating the PERMA Model at Laxton Junior School

At Laxton Junior School, we believe that flourishing and wellbeing go beyond simply the absence of ill-being; they involve empowering every child to thrive academically, socially, emotionally, and personally. Our wellbeing approach is underpinned by the PERMA model of positive psychology, which provides a holistic framework for understanding and supporting human flourishing.

- **Positive Emotion**

We cultivate an environment in which pupils regularly experience joy, gratitude, hope, and pride. This is evident in our celebration assemblies, rewards systems, themed events such as Anti-Bullying Week, and nurturing spaces like The Oasis and classroom Calm Corners which provide opportunities for relaxation and emotional recharge. These experiences help foster a positive school culture where children feel valued and supported. Children are taught to name and manage emotions through Learning for Life, Zone of Regulation and mindfulness sessions, helping them understand the value of emotional awareness and expression.

- **Engagement**

Pupils are encouraged to engage deeply in learning and school life through a wide-ranging curriculum, extra-curricular clubs, outdoor learning, and creative experiences in music, drama, and sport. We nurture the “flow” state by providing opportunities that are challenging, varied, and catered to individual strengths and interests.

- **Relationships**

Warm, trusting relationships are the cornerstone of wellbeing at LJS. From the moment pupils enter school, Form Teachers and Tutors build strong bonds within forms and houses, creating a sense of belonging and community. Our House system plays a key role in promoting cross-year group interactions, where pupils from different stages come together to form connections, support one another, and celebrate achievements collectively. Pupils are encouraged to participate in a variety of activities that foster team spirit and collaborative learning, such as sports teams, ensembles, and school clubs. These activities create valuable opportunities for pupils to build lasting friendships and meaningful relationships. The support networks within these groups provide an essential foundation for pupils to feel valued, connected, and part of a larger community. Relationships are actively fostered through collaboration in lessons, leadership roles such as the School Council, Heads of House, and the Eco Team, as well as through restorative practices. These practices encourage pupils to repair and strengthen relationships through open, empathetic conversations. By focusing on communication, understanding, and shared responsibility, we equip pupils with the tools to build positive, supportive relationships that enhance their well-being and contribute to a positive and inclusive school culture.

- **Meaning**

We support pupils in discovering a sense of purpose by connecting their learning to broader societal values such as equality, kindness, British values, and social responsibility. Our assemblies provide regular opportunities to reflect on these themes, fostering a collective sense of shared purpose. Through activities like charity work, community engagement, and our Learning for Life programme, pupils are encouraged to see the value in contributing to the world around them. Leadership roles further reinforce their importance as active, valued

members of both the school and society. By nurturing these connections, we help pupils build a strong sense of meaning, purpose, and pride in their contributions, empowering them to grow into responsible, compassionate individuals.

- **Accomplishment**  
Success is celebrated in diverse and meaningful ways at Laxton Junior School, extending beyond academic excellence and co-curricular achievements to include personal growth, resilience, and contributions to the wider community. We ensure that every pupil has the opportunity to experience success through a rich and varied curriculum, complemented by a broad range of extracurricular activities that cater to diverse interests and talents. Pupils are encouraged to set and pursue personal goals, supported by a growth mindset that fosters perseverance and the belief that effort leads to improvement. Our dedicated staff play an integral role in nurturing self-confidence, offering both guidance and positive reinforcement, ensuring each pupil feels valued, capable, and proud of their unique achievements. Through this holistic approach, we equip pupils with the skills and mindset necessary to face challenges with resilience and celebrate their success in all its forms.

By embedding the PERMA framework into our policy and practice, we establish a whole-school approach that is both structured and adaptable, designed to support the wellbeing of every child. This model reflects our core belief that wellbeing is not an optional add-on, but a central component of education and a fundamental contributor to lifelong success and happiness.

## Aims

The aim of this Policy is for all pupils to:

- Be happy and successful
- See diverse cultures represented in our school environment, through displays and material we use
- Be kind and courteous to everyone
- Be involved more fully in the operations of the school
- Develop self-knowledge, self-esteem, self-confidence, self-discipline, and resilience, including an understanding of how to improve their own learning and performance, so that they are well prepared for the next stage of their lives
- Develop an understanding that the decisions they make are important determinants of their own success and well-being
- Develop spiritual understanding and an appreciation of non-material aspects of life, whether religious, philosophical, or other
- Know and understand the difference between right and wrong, understand and respect systems of rules and laws, and accept responsibility for their own behaviour, including towards others
- Be socially aware and able to work effectively with others within school, the local community and wider society
- Fulfil responsibilities and contribute positively to the lives of others within the school, the local community and wider society
- Respect and value diversity within society, show respect for and appreciation of their own and other cultures, and demonstrated sensitivity and tolerance to those from diverse backgrounds and traditions
- Know how to stay safe, including online, and understand how to be physically and mentally healthy, particularly in terms of diet, exercise, and a balanced lifestyle

## The LJS Pastoral Team

Our Pastoral Team is led by the Assistant Head Pastoral, who is also the Mental Health Lead for LJS. The Pastoral Team includes the Designated Safeguarding Lead, the Deputy Designated Safeguarding Lead, the Head of Educational Support, our Therapeutic Pastoral Mentor, the Wellbeing Mentor for Pre-Prep and Prep and, with support, our Pupil Wellbeing Ambassadors.

Our Pupil Wellbeing Ambassadors meet regularly with an adult Wellbeing Mentor to discuss ways in which positive wellbeing can be promoted, encouraged and supported. We value their pupil voice, and their initiatives contribute to our proactive approach to promoting the wellbeing of pupils.

Our safeguarding and pastoral teams work closely together, meeting regularly to review pupil wellbeing, behaviour, and progress, which ensures that pupil wellbeing is kept as a focus, and any support needed is quickly identified and acted on.

## Our Approach

Our approach to promoting positive wellbeing and responding to individual concerns about our children's mental health is organised as follows:

- Promoting positive wellbeing
- Identifying concerns
- Active listening
- Early intervention, responding quickly to concerns
- Referral to our Pastoral Team through CPOMS and use of our Pastoral Pathway
- Communicating with parents and carers
- Reaching out to professionals for support, when needed

## Promoting Positive Wellbeing

We have a proactive approach to developing positive pupil wellbeing and we believe that healthy relationships are key to this. Positive relationships begin from the moment children join LJS as they quickly learn that they belong to a Form, a House and LJS. A child's Form Teacher or Tutor is the main support for pupil wellbeing on a day-to-day basis. Form Teachers/Tutors quickly work to develop cohesion within these groups and respond promptly to individual needs.

## Safeguarding

Keeping Children Safe in Education (KCSIE) sets out that schools should ensure children are taught about safeguarding, including how to stay safe online. Our Learning for Life programme, which includes Relationships, Health and Wellbeing, Living in the Wider World, Sex Education (Year 6), assembly themes, and our wider curriculum, teach pupils about safeguarding. This enables children to learn about happy and safe relationships, making positive choices and avoiding situations which may compromise their wellbeing.

## The Curriculum

Our Learning for Life programme is taken partly from the PSHE Association. Pupils are taught how to:

- Develop healthy relationships, including online
- Develop positive health and wellbeing, including mental wellbeing and first aid
- Live in the wider world

Learning for Life is carefully planned and delivered by Form Teachers/Tutors and covers a wide range of topics (refer to the Learning for Life policy for further details). Our wider curriculum is broad and

balanced and there is a wealth of opportunity to try new skills and to develop interests and strengths. The Social, Moral, Spiritual and Cultural (SMSC) development weaves through our school life and contributes to pupil wellbeing.

### Online Safety

We treat online safety seriously. We teach our children how to stay safe online in all lessons but especially Computing and Learning for Life.

Online Safety is taught discretely as well as embedded into our curriculum. It is this approach that ensures pupil's knowledge is as strong as possible in relation to how to keep themselves safe online, inside, and outside of school. The curriculum will make children aware of some of the threats the pupils may face, inside and outside of school, including:

- Access to illegal, harmful, or inappropriate images or other content.
- Unauthorised access to / loss of / sharing of personal information.
- The risk of being subject to grooming by people they have met online.
- The sharing / distribution of personal images without an individual's consent or knowledge.
- Inappropriate communication / contact with others, including strangers.
- Cyberbullying.
- Access to unsuitable video / internet games.
- The potential for excessive use which may impact on the social and emotional development and learning of the young person.
- Harmful online challenges and online hoaxes.

The curriculum will also give the children resilience and skills that they can use beyond their time at Laxton Junior School to protect themselves and their peers by encouraging them to:

- Use technology safely, respectfully, and responsibly.
- Recognise acceptable and unacceptable behaviour.
- Identify a range of ways to report concerns about content and contact.
- Become critical thinkers through fostering habits of questioning, analysing and verifying digital content, rather than passively consuming it.

### Extra-Curricular

Alongside the wider curriculum runs our extensive extra-curricular programme, including clubs, which supports the development of pupils' personal and social skills, such as: collaboration, cooperation, resilience, self-confidence, self-discipline, self-knowledge, and self-esteem. There is a wide range of opportunities to cater for all pupils. Periodically, our Pastoral Team and other staff members will run clubs specifically aimed at developing and supporting pupil wellbeing, for example Managing Change, Lego Links, Mindfulness and Time to Talk.

### Visits, Residential and Visitors

Visits and Residential contribute to developing positive wellbeing by giving children the opportunity to practise the skills learnt in school within wider society. Visits provide:

- New and memorable learning experiences which enrich the children's education (curricular and co-curricular) in ways that are not possible in the classroom
- A wide range of experiences in the local and wider world
- Opportunities to develop personal and social skills in an alternative environment

- Opportunities to promote the independence and resilience of all our children as learners, and enable them to grow and develop in new learning environments

All year groups have several visits a year, and residential trips begin in Year 3. These are planned well in advance, and the health and safety of pupils always forms part of our risk assessment.

Visitors to assemblies or lessons can include our School Constable, School Nurse and Mental Health Lead, NSPCC, E-safety talks, and inspirational leaders.

### Themed Events

We plan and integrate annual themed events, which focus on pupil wellbeing and safety, including Anti-Bullying Week, Children's Mental Health Awareness week, and charity events organised by Young Minds and the NSPCC. Votes for Schools, used as a resource for our Learning for Life programme, often focuses on such events. These special events raise the profile of our ongoing message of self-care and the message to, 'Speak Out, Stay Safe.'

### Transition

We have a strong pathway for transition, whether a child is joining LJS at any stage, moving year groups or transitioning to other schools. We have welcome days, when children can visit LJS to find out more about us and move up afternoons, towards the end of the academic year, for children to familiarise themselves with the environment and staff for the forthcoming academic year.

Reception children have several days for visits, prior to the academic year in which they will join, to ease them into their first year at LJS. Parents are encouraged to stay for some of these sessions to aid transition and reassure children when needed.

All new children are supported by their Form Teachers/Tutors, the Assistant Head Admissions and the Assistant Head Pastoral, who ensure that children are happily settled into their new school and have made friends.

When children move onto other schools, we wish them every happiness in their new school and information about wellbeing is shared between LJS and other schools, including Scott House, Oundle School. This is to aid transition and to enable the highest quality support to be quickly established in new settings.

### Countering Bullying

The school promotes a countering bullying culture through a strong school ethos which empower tolerance and respect, including respect for difference and diversity. Teaching and learning about anti-bullying take place through our Learning for Life programme, SMSC education, corporate posters, assemblies, and events such as the national Anti-Bullying Week. All staff are required to act swiftly if an accusation of bullying is made and report this to our safeguarding team. Allegations of bullying are investigated and action taken to ensure that every child feels happy in school.

### Context for Learning

The environment in which the school is located enables children to appreciate nature and we know that being outdoors aids pupil wellbeing. Our beautiful town offers opportunities to explore our local environment, whilst our own school setting, including playground space to play imaginatively, fields, and woodland garden, supports the development of pupil wellbeing. Our indoor spaces are light and airy, which promotes a good working environment, thus enabling a sense of wellbeing for all.

The school facilitates a context for learning through:

- Recognising the differences of individual pupils and their physical, social, and emotional needs
- Establishing clear rules, routines, and expectations about behaviour for learning and social cohesion
- Encouraging positive, caring, and constructive relationships
- Outdoor learning opportunities
- Opportunity for playtime outdoors
- Staff training including Safeguarding and Prevent

### **Pupil Motivation**

We actively promote our school mission and values with all our children, but we want them to be self-motivated and resilient, leading to greater independence as they progress through our school. This is important as they will require the skills of self-motivation when they enter secondary education and the world of work.

The school enhances pupil motivation and learning through:

- Wide ranging opportunities for pupil voice
- Consistent support for all children
- A range of challenging curricular and extra-curricular opportunities, including trips and residential
- A balanced curriculum with opportunities for intellectual, physical, and expressive development
- Encouraging independence in learning
- Using a range of teaching styles, appropriate to pupils' age, ability, and level of maturity
- Using a range of resources, including the PSHE Association and Votes for Schools materials, to raise self-esteem and confidence levels
- Praise for progress through challenging work and effort
- A range of rewards, including verbal praise, house points, certificates, prizes, and responsibilities
- Celebration assemblies
- Displaying pupils' work, which reflects the pupil population
- Recognising when pupils have gone above and beyond
- Positive and collaborative staff culture, visible to pupils
- Positive and open parental engagement
- Positive school culture with opportunities for building up our school community
- Equal opportunities; for example: democratic process for elections onto School Council and Eco Team
- Teaching about mental wellbeing and how to manage emotions
- The language of Growth Mindset, resilience, grit, determination, and perseverance

### **Pupil Personal Development**

The personal development of pupils is as important as academic development. Children need to feel happy, secure, and safe to fulfil their potential.

The school enhances pupil personal development through:

- Ensuring that children feel that they belong to our school community
- The Learning for Life programme
- The wider curriculum, including Mindfulness through the Mindfulness in Schools Project

- Assemblies, including year group assemblies
- Opportunities for pupils to lead through School Council, Eco Team, Head Boy and Head Girl, House Captains, Sport Captains, and Form responsibilities, to name but a few.
- An emphasis on praise and reward
- An emphasis on restorative practice, in relation to behaviour
- Opportunities for reflection and spiritual development through art, literature and the RE curriculum
- Opportunities for drama and music competitions, including music and drama exams
- Democratic process for School Council and Eco Team elections
- Opportunities to engage in a range of extra-curricular activities from clubs and charity fundraising to community music events and competitions
- A choice of lunch
- A choice of play equipment for break time
- A wide choice of clubs and activities from Canoeing and Rock Climbing to Drama and Lunchtime Library
- Actively promoting British Values

## Pupil Voice

There are many ways in which pupils can contribute to school life and responsibility is one of our key mission objectives. We actively seek pupils' opinions, and how they feel about their learning, teaching, relationships, opportunities, and self-esteem. We also welcome pupil suggestions through the channels of School Council, The Eco Team, Play Leaders, House Meetings, Wellbeing Ambassadors and Form Time.

The school promotes and strengthens pupil voice through:

- The Eco Team, School Council, Play Leaders, Wellbeing Ambassadors, House Captains, and Heads of School
- School Council run by the Heads of School
- Opportunities in assemblies
- Pupil surveys and interviews about the development of key policies and processes
- Actively seeking the views of our children

## Identifying Concerns

### Raising Concerns

Concerns about a pupil's wellbeing can be raised by teachers from across the school, by family members, by other pupils or by the pupil themselves.

### CPOMS

We use CPOMS to log concerns about a pupil's wellbeing; it is also used to track and monitor pupil wellbeing. Teachers record concerns on CPOMS, and concerns raised through CPOMS are discussed in weekly meetings between the Deputy Head, Assistant Head Pastoral, the Head of Educational Support and the Therapeutic Pastoral Mentor.

### Pupil Pastoral Needs Assessment

LJS pupils are proactive in seeking support for themselves, or for others, through our open channels. Support is offered without stigma and with appropriate confidentiality.

On a day to day, week by week basis we see happy, thriving children. However, in some cases, children may not speak out about their feelings to a trusted adult. To ensure that we can support children with

early intervention, we assess pupil wellbeing from Year 2, using PASS, which is part of the GL suite of assessments. PASS provides us with information related to:

- Feelings about school
- Perceived learning capability
- Learner self-regard
- Preparedness for learning
- Attitude to teachers
- General work ethic
- Confidence in learning
- Attitudes to attendance
- Response to curriculum demands

In addition to PASS, we ask children to fill in a Pupil Pulse questionnaire, which gives us an insight into friendships, safety, sleep and their confidence to speak to a trusted adult. Following PASS or Pupil Pulse assessments, our Tutors/Form Teachers will set aside time to talk with individuals or groups of children.

Positive feelings of school connectedness have a positive influence on young people, improving academic outcomes and reducing the risk of developing mental health issues or engaging in risky behaviours. PASS and Pupil Pulse help us to identify any student, who may not feel inwardly as positive as they seem on the outside. This insight enables us to respond to aspects of pupil health and wellbeing and offer intervention if it is needed.

## **Responding to Concerns**

### **Pastoral Pathway and Support**

Our proactive approach to pupil wellbeing ensures that most of our children have positive wellbeing. If a child needs pastoral support beyond the day-to-day support given by Form Teachers and Tutors, we will use our pastoral pathway. Children will be placed on the pastoral pathway and offered support in relation to their need. There are three stages to our pathway, green, amber and red. We would anticipate that most of our pupils, with pastoral needs, will be placed on green, with support being offered by their Form Teacher or Tutor, and with guidance from the Assistant Head Pastoral. If children move to the amber stage on the pastoral pathway, they will be offered support from one of the members of the staff pastoral team. We may seek support from Oundle School's Mental Health Lead.

If children are placed on the amber pathway, intervention can include:

- Small group or 1:1 work from either a Teaching Assistant, the Wellbeing Mentor, a member of our Educational Support team, Assistant Head Pastoral, Deputy Head or our Therapeutic Pastoral Mentor. These sessions can be a single session or can form a series of sessions
- Time to Talk through art, play and drawing, aimed at developing time to draw or play whilst talking about feelings
- Managing Change club, primarily aimed at older pupils as they approach transition into secondary education
- Family support
- Play Leaders and Wellbeing Ambassadors, which aim to offer children the opportunity to improve self-esteem through a leadership role

CPOMS acts as a tool for assessing the impact of interventions. We would expect children to move, in a reasonable period, off the pastoral pathway once intervention has been completed.

## External Support

Should our concerns about a pupil's mental health require specialist support beyond that which we are able to provide, we liaise with Oundle School's Mental Health Lead and we support the family to make a referral to the GP, NHS School Nurse, CAHMS or other external professionals.

## The Oasis

The Oasis is a multi-sensory room situated next to the Assistant Head Pastoral's office. It is a space which is used for pastoral 1:1 or small group work. This room was requested by our pupils through School Council, the request was for a 'different' space and the name, The Oasis, was chosen by our pupils following a pupil vote in a democratic process. In response to pupil wellbeing concerns, The Oasis can be prebooked by any member of staff for small group work, or individual work, related to wellbeing. This is to ensure that there are minimal interruptions during wellbeing support and intervention work. Pupil wellbeing concerns can develop in the moment. The Oasis offers the space to listen to pupils' worries when they arise. Any pupil wellbeing concern takes priority and if The Oasis is being used for quiet reading, reflection, relaxation, talk, or peer support, an assessment of the needs of the children will take place and priority will be given to those with a wellbeing need.

## Home School Partnership

We value our strong home school partnership and recognise that parents, alongside Form Teachers and Tutors, are best placed to notice slight changes in a child's behaviour or emotions. Once a pupil wellbeing need has been identified, we will communicate with parents to work together so that the best support is available to our pupils. We have regular contact time when parents can connect with Form Teachers and Tutors. We report on personal progress in our written reports and, if needed, we arrange meetings to discuss pupil wellbeing. There may be occasions when we meet as a larger team to support pupil wellbeing and these meetings, Team Around the Child, may include members of the LJS Pastoral Team, parents of the child and qualified specialists from outside agencies.

Throughout the year, we host a range of topics for our Parent in Partnership sessions; some of these focus on pupil wellbeing and how parents can support their child's emotional development. These are planned following feedback from parents and according to need.

The school promotes the involvement of parents and carers in the life and learning of the school through:

- Parent questionnaires
- Regular consultation about change and development through questionnaires and special meetings
- Parent in Partnership sessions
- Subject Focus sessions
- Sports and Themed Weeks
- Concerts and Music Events
- Involvement in assemblies, school trips and extracurricular activities
- Regular communication and involvement over pupil progress, behaviour, and pastoral matters
- Tooled Up Education, an online evidence based resource for parenting, education and family life

## Mental Health Concerns and Safeguarding

When pupils talk about their feelings and emotions, there may be occasions when a disclosure is made, which is deemed by a member of staff to be of a safeguarding nature. In these circumstances, staff will follow processes laid out in the Safeguarding Policy and their safeguarding training and will inform the Designated Safeguarding Lead, whose responsibility it is to act accordingly on information shared.

## Responsibility

It is the responsibility of everyone at LJS to ensure that pupil wellbeing is monitored and assessed and to inform the Assistant Head Pastoral, through CPOMS, as quickly as possible if there is a cause for concern. Specific responsibility lies with Form Teachers and Tutors, Subject Teachers, and Teaching Assistants to monitor day-to-day emotional wellbeing and with the Assistant Head Pastoral to ensure that appropriate support is actioned as quickly as possible. It is the responsibility of every pupil to have care for themselves and to care for others. All staff have a responsibility to alert the Designated Safeguarding Lead in the event of a safeguarding disclosure made by a child.

## Staff Training

LJS recognises the link between staff training and pupil wellbeing. We offer training to all staff for developing pupils' social, emotional, and mental wellbeing. The school:

- Plans whole school training events, including Safeguarding
- Provides access to appropriate external training
- Consults on training and support needs through our CPD process
- Provides regular updates; for example: via briefings
- Provides access to training and resources through Tooled Up Education

## Linked Policies

This Pupil Wellbeing policy is informed by the school's safeguarding policy and should be read in conjunction with the following policies:

- Learning for Life
- RSE
- SMSC
- Safeguarding
- Countering Bullying and Cyber-Bullying
- Behaviour
- Curriculum
- Teaching and Learning
- Equal Opportunities
- Online Safety
- Educational Support
- Collective Worship and Assemblies
- Health and Safety
- First Aid

<b>Reviewer</b>	Mrs J Ormston
<b>Post of Reviewer</b>	Assistant Head Pastoral
<b>Review Date</b>	Lent 2026
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<b>Next Review (max 3 years)</b>	Lent 2027