



Pupil Wellbeing Statement

Approved: 12th March 2026

Review date: Spring 2028

Rationale

At Ravenbank School, the wellbeing of our pupils is fundamental to their ability to learn, develop and thrive. We recognise that positive mental health and emotional wellbeing are essential foundations for successful learning, strong relationships and personal development.

We are committed to creating a safe, inclusive and nurturing environment where every pupil feels value, respected and supported. Our school promotes a culture where children are encouraged to talk about their feelings, develop emotional awareness and build the resilience to manage challenges both in school and beyond.

We recognise that children may experience social, emotional and mental health (SEMH) needs at different times in their lives. Through a proactive and preventative approach, we aim to identify needs early and provide appropriate support so that barriers to learning are reduced and children are able to achieve their full potential.

Supporting pupil wellbeing is a shared responsibility across the whole school community and is embedded within our curriculum, pastoral care systems and safeguarding practices.

Our Whole School Approach

We take a whole-school approach to mental health and wellbeing, ensuring that emotional wellbeing is promoted consistently through our curriculum, school culture and daily routines.

To support the emotional development of all pupils we:

- Deliver a high-quality PSHE curriculum which supports pupils' understanding of relationships, emotional wellbeing, personal safety and healthy lifestyles.
- Implement the myHappymind programme which teaches pupils about how the brain works and supports the development of positive mental health habits such as mindfulness, self-regulation, gratitude and resilience.
- Use the Zones of Regulation daily to help pupils recognise, understand and regulate their emotions, supporting the development of self-awareness and emotional literacy.
- Promote a positive school culture.
- Encourage pupil voice ensuring that pupils feel listened to and involved in shaping the school community.

Through these approaches, pupils develop the skills and language needed to understand their emotions, manage challenges and build positive relationships.

Early Identification and Targeted Support

We recognise the importance of early identification and timely support for pupils who may experience difficulties with their emotional wellbeing or mental health.

Staff are supported through training and pastoral systems to identify pupils who may benefit from additional support. When concerns arise, we work collaboratively with families and appropriate professionals to ensure pupils receive the help that they need.

Targeted support may include:

- ELSA (Emotional Literacy Support Assistant) sessions to help pupils develop emotional understanding, resilience and coping strategies.
- Access to the Schools Link Service, providing specialist mental health advice and support.
- Small group interventions focusing on social skills, emotional regulation and confidence building.

Support is delivered through a graduated and needs-led approach ensuring that interventions are carefully matched to individual pupils.

Safe and supportive spaces

We recognise that pupils sometimes need additional support throughout the school day to regulate their emotions and reflect on challenges.

We have dedicated wellbeing spaces: The Nest and The Hub. They provide calm and supportive environments where the children can access:

- 1:1 sessions
- Small group activities
- ELSA sessions
- SLS sessions
- Opportunities to reflect, rest and return to learning successfully

Pupil Leadership

Children play an important role in creating a positive school culture and we have lots of opportunities for pupil leadership roles:

- School council
- Happiness Heroes
- Year 6 prefects
- OPAL ambassadors
- Lunch leaders
- Red hats
- Waste Watchers

These groups of children help promote wellbeing across the school by:

- Modelling kindness, care and positive behaviour
- Taking part in pupil voice
- Promoting the school values
- Encouraging a culture of inclusions, empathy and respect

These initiatives empower pupils to take an active role in school life and contributes to a strong sense of belonging within the school community.

Safeguarding and wellbeing

Pupil wellbeing is closely linked to our safeguarding responsibilities. All staff understand that changes in behaviour or emotional presentation may indicate that a child needs additional support.

Where concerns arise, these are addressed in line with the school's safeguarding procedures ensuring that children receive the appropriate care and support.

We work closely with families and external agencies when necessary to ensure that pupils' needs are fully understood and supported.

Positive relationships and recognition

Positive relationships and recognition of pupils' efforts are central to promoting wellbeing and building confidence and self-esteem.

Our behaviour approach focused on encouragement, recognition and positive reinforcement which helps pupils feel valued and motivated in their learning.

To support this we:

- Use positive noticing boards to recognise and celebrate pupils' efforts, behaviour and achievements.
- Give out praise postcards to celebrate success and share positive moments with families.
- Use house points to reinforce positive behaviour and teamwork.
- Encourage staff to model respectful and supportive relationships with pupils.

These approaches help pupils to develop self-esteem, confidence and a sense of belonging which are essential for positive mental health and successful learning.

Monitoring and reviewing impact

To ensure our wellbeing provision is effective and continues to meet the needs of our pupils, we will:

- Monitor pupils' social, emotional and mental health through pastoral systems and staff observations
- Review the impact of targeted interventions such as ELSA.
- Gather pupil voice through discussions and surveys.
- Work collaboratively with families and external agencies.
- Regularly review wellbeing provision as part of the school's self-evaluation.

Through this ongoing reflection and review, we aim to ensure that our school remains a safe, supportive and nurturing environment where every pupil can flourish.

SEND

We recognise that pupils with Special Educational Needs and Disabilities (SEND) may experience additional challenges in relation to emotional wellbeing, communication and self-regulation. We are committed to ensuring that all pupils with SEND feel safe, understood and supported so that they can participate fully in school life and meet their potential.

In line with the SEND Code of Practice, we aim to identify needs early and provide appropriate support through a collaborative approach involving class teachers, the SENDCO, support staff and families. Where appropriate, we also work with external professionals to ensure that pupils receive the right support for both their learning and wellbeing.

To support pupils with SEND, we provide a range of inclusive and flexible strategies to support and promote wellbeing. These strategies include sensory circuits to support regulation and readiness for learning, soft landings to support a calm transition into school and access to quiet areas of the classroom. Staff use personalised strategies and

reasonable adjustments to ensure children are able to access learning and feel emotionally supported throughout the school day.

Our approach follows a graduated response ensuring that support is carefully planned, monitored and adapted to meet the individual needs of each pupils. Through this process we aim to remove barriers and promote positive wellbeing for all pupils with SEND.

Pupils with SEND may also access additional support through our wellbeing spaces (The Hub and The Nest) where they can receive targeted interventions 1:1 support, quiet spaces or opportunities to regulate and return to learning successfully.