



Mental Health and Emotional Wellbeing Strategy



Together Everyone Achieves More

2026-27



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I. Vision for Wellbeing

At Tollgate, supporting children's social and emotional development is a whole-school priority, helping us to fulfil our driving vision that

Together **Everyone Achieves More**

National data show that **about 1 in 5 children aged 8–16 had a probable mental disorder in 2023**. Schools are increasingly recognised as key places for early help and prevention. ([Link](#))

Our Pastoral Support sits at the heart of our culture because every child's wellbeing is fundamental to learning, belonging and success. For many years we have used The Thrive Approach to help our pupils flourish. Thrive places positive, trusted relationships at the centre of every interaction. Staff focus on simple, powerful behaviours - listening, attuning, validating, and modelling calm repair when things go wrong - so that children learn "I am seen, I am safe, and I can get through this." This nurtures confidence and emotional regulation, helping pupils enjoy friendships, relate well to others, and be ready to learn.

This way of being is inseparable from our school values:

- **Compassion** – We listen to understand feelings first. Thrive's emphasis on attunement and validation ensures pupils experience empathy in action.
- **Equality** – Every class uses the same relational routines and shared language so that all pupils can access support, not just a few.
- **Friendship** – We coach pro-social skills and co-regulation so that friendships are taught, practised and restored.
- **Respect** – Boundaries are clear and predictable, and repairs after difficulties are done with dignity.
- **Forgiveness** – When things go wrong, we model how to make amends and move forward, turning setbacks into learning.
- **Honesty** – We teach pupils to name feelings accurately and seek help early, building a culture of trust.

Commitment to Our Staff

A thriving workforce underpins a thriving school. Well-evidenced increasing rates of stress within the school workforce drives our commitment to staff support, training and workload awareness as part of our whole-school approach. When adults feel well-supported, respected and connected as part of a strong team, pupils benefit.

In summary

Tollgate's wellbeing vision is simple and ambitious: every child known, safe, connected and ready to learn. By combining our values with the Thrive Approach, aligning with national evidence and guidance, we aim to foster a school culture where children - and the adults who serve them - can truly thrive.

2. Leadership and Management

Senior Mental Health Lead: Dan Getty (Head of School)

- *Place2Be Mental Health Champion*
- *MHFA Youth Mental Health First Aider*
- *ESCC Senior Mental Health Lead*

Deputy Senior Mental Health Lead: Ellen Brodigan (SENCo, Designated Teacher for LAC)

The below team meet on a termly basis as part of a school-wide *Mental Health and Emotional Wellbeing Team* to ensure provision and priorities are setting the conditions for strong MHEW for all.

SLT	Non-classroom	Pastoral Team	Class Teacher	Support Staff	Governor
Dan Getty		Jo Brink		Alana Coleman	Ryan Sumser-Ali

3. Pastoral Team

Pastoral Support Assistant	Pastoral Support Assistant	Pastoral Support Assistant	Family Liaison Officer	Therapy (Pets & Dog As Therapy)	Me and My Mind (MHST)
Jo Brink <i>Licensed Thrive Practitioner</i>	Sarah May <i>Licensed Thrive Practitioner</i>	Victoria Booth <i>Emotional Literacy Support Assistant ESCC</i> <i>TBC: Licensed Thrive Practitioner</i>	Lisa Brockman <i>TBC: Thrive Family Practitioner</i>	Chester & Fiona	Susi Bawn <i>Education Mental Health Practitioner</i>
Thrive Breakfast daily Thrive Lunchtimes Afternoon 1:1 Thrive sessions	Thrive Lunchtimes Afternoon 1:1 Thrive sessions	Afternoon 1:1 ELSA sessions	Daily support for families	Weekly afternoon of <i>Reading2Pet</i> programme Transition and start of term support	Weekly afternoon of small group intervention

4. Environment

We are committed to ensuring that Tollgate is a physically and emotionally safe space. Our routines, language and the environment as a whole are designed so that pupils feel predictability, connection and fairness. This commitment reflects national guidance that a coordinated, evidence-informed approach to wellbeing protects mental health and strengthens readiness to learn.

<p>Wider School Environment</p> <p>The school environment has been deliberately designed to ensure spaces are calming and welcoming for the children.</p> <p>Across the school, displays celebrate the children’s achievements and provide signposting to support for those who may need it.</p>	<p>Therapy Room</p> <p>A private room is allocated for the use of professionals engaging in more specialist work with children, including the weekly Art/Play Therapy sessions.</p>
<p>The Den</p> <p>A designated space has been established to support children who may need additional support to regulate throughout the day, with targeted resources provided within this room to be accessed when needed, aligning with the resources used as part of Thrive interventions and coordinated specifically with actions/resources for the different <i>Zones of Regulation</i>.</p> 	<p>Our House</p> <p>A specially set-up environment that is accessible throughout the day (identified children and on occasion as a walk-in), where our Thrive Team are based. High-quality resources provide a stimulating space for children to regulate and develop a sense of safety that allows for the building of secure relationships and opportunity to explore their needs holistically, either through play or more structured intervention.</p> 
<p>Outdoor Spaces</p> <p>The school grounds have been developed over time to establish varied opportunities and locations for exploring nature and engaging in mindful outdoor activities. Pastoral Support draws on the outdoor environment to help maximise the children’s potential.</p>	<p>Family Room</p> <p>A comfortable, welcoming room has been established within the heart of the school to ensure parent meetings enable families to feel part of the school and that they are being treated as valued members of the community.</p>

5. Identifying Need

Using the *Thrive-Online* tool, teachers assess whole-class social-emotional needs three times a year. This helps us identify where need is greatest and plan proportionate support - from small, responsive adjustments in class, to targeted small-group or 1:1 sessions in *Our House*.

All teachers and support staff receive Thrive training so pupils experience a consistent relational approach in every classroom.

Pastoral Tracker	Vulnerable Venns
All members of the Pastoral Team have access to this tracker document, with pupils added between reviews to be considered for future Pastoral Support following either concerns within school or raised by families or other professionals.	Plotted by SLT and then given to teaching teams, the Vulnerable Venns are a system of keeping in mind the most vulnerable children and recognising vulnerabilities beyond SEND and PPG, such as SEMH needs, bereavement or other significant risk factors. These form the basis of an Action Plan in each class, reviewed formally three times a year alongside the completion of new Thrive Assessments.
BASS Meetings	Pastoral Reviews
Weekly BASS (Behaviour Attendance SEND Safeguarding) meetings take place between members of the Senior Leadership Team and Designated Safeguarding Lead teams. As part of these meetings, initial concerns are raised about pupils and appropriate actions are planned. Additionally, those with protected characteristics or considered vulnerable are RAG rated to ascertain current level of concern and any necessary next steps.	A termly pastoral review is held between the SENCo (Deputy MHEW Lead) and members of the Pastoral Team to allocate formal intervention and establish the available provision for children with emerging or ongoing needs.

6. Pupil Support

Specialist (for few)

CAMHS referrals
SPoA referrals

Targeted (for some)

- Thrive (Breakfast, 1:1)
- Me and My Mind sessions
- ELSA provision
- Art/Play Therapy
- Pets as Therapy (reading dog)
- School Health support

Universal (for all)

- Annual Children's Views survey (with embedded MHEW focus)
- Annual *MyHealth, MySchool Survey* for all KS2 children
- Involvement of the wider community
- Ethos of inclusion and strong focus on wellbeing – nurturing relationships
- Mental Health focus days (e.g. Inside Out day)
- RSHE Curriculum
- Worry Boxes (all classrooms) and Reporting a Concern sheets (central, hall)
- Senior Mental Health Lead, two licensed Thrive Practitioners, ELSA
- Thrive Pupil Ambassador pupil group
- Assembly Schedule – relationships, self-care, belonging themes
- Enrichment Offer (*30 Things*)
- Check ins with trusted adults
- Safe spaces (e.g. The Den, Our House)
- Thrive lunchtime space



Our MHEW
Graduated
Response

7. Pupil Voice

At Tollgate, there is a genuine commitment to enabling and empowering children to develop opinions, express their views and influence decision-making within the school.

School Council		Digital Leaders	
Staff Support: Mr Berhane	Pupil Leadership Group: Izzy	Staff Support: Mrs Forte	Pupil Leadership Group: Charlie
Focus for year: <ul style="list-style-type: none"> Behaviour Policy New PTFA & Community Playtime Review 		Focus for year: <ul style="list-style-type: none"> 360 Safe Audit Zip, Block, Flag – raising awareness Pupil Acceptable Use review Reviewing curriculum & AI 	
Thrive Pupil Ambassadors		Sports Leaders	
Staff Support: Mrs Brink	Pupil Leadership Group: Cecily	Staff Support: Mrs Tye	Pupil Leadership Group: Harley and Eliza
Focus for year: <ul style="list-style-type: none"> Mindfulness (LL 3LT parent) Active Listening Zones of Regulation recaps 		Focus for year: <ul style="list-style-type: none"> Supporting Skittles coach Supporting running morning breaktime sports activities 	
House Captains		Student Librarians	
Staff Support: Mrs Wilson	Pupil Leadership Group: Myla	Staff Support: Mr Doak and Miss Stubbs	Pupil Leadership Group: Harriet
Focus for year: <ul style="list-style-type: none"> House Rewards House History Project 		Focus for year: <ul style="list-style-type: none"> World Book Day Review slips and displays for reading Book Swaps 	
Dinner Helpers		Lunch Clubs	
Staff Support: Year 6 Teachers / Hall Staff	Pupil Leadership Group: Zara	Staff Support: Mr Doak (Library) and playground MDSAs (Mobile)	Pupil Leadership Group: Nathan
Focus for year: <ul style="list-style-type: none"> Rotas Improving table manners Improving the lunch hall atmosphere – music, talking point on screen 		Focus for year: <ul style="list-style-type: none"> Leading on organisation of clubs (with support from rest of Team) Empowering other children to lead a club (<u>non Leadership Team</u>) Surveying the children and finding out what clubs to run for the term ahead 	

8. Teaching and Curriculum

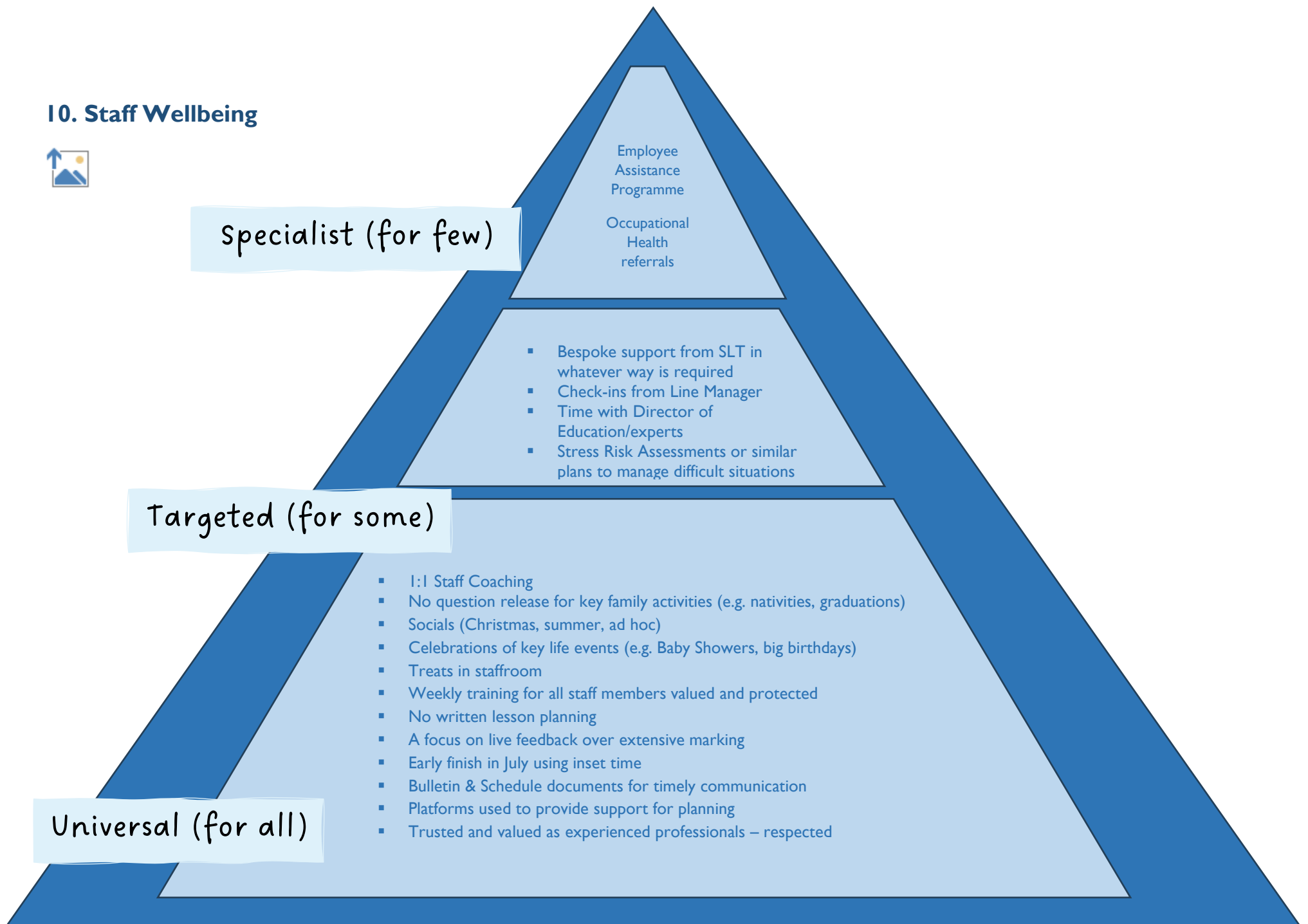
RSHE Curriculum	Circle Time
	
<p>Social emotional skills are explicitly taught across the school within a spiral RSHE curriculum, built upon the <i>Jigsaw</i> scheme. This includes significant time providing meaningful learning opportunities exploring themes which promote emotional wellbeing and positive mental health.</p>	<p>To enable teachers and classes to have the space within the busy curriculum timetable to pause and reflect together on matters and needs personal and specific to the class, a weekly ringfenced 'Circle Time' has been introduced for 26/27.</p>

Assembly Schedule			
Term One			
Wk 1	Welcome, 2025-26: Year Story	All staff	
Wk 2	... by showing kindness	3: WT, SM 4: MT 5: JE, NOK 6: MP, JBa INAs AW, EP, NW, TP, EF	
Wk 3	... by respecting democracy	3: LI 4: MG, CH 5: VA 6: LW INAs JD, HH, EE, LD, JC	
Wk 4	... by being selfless (Harvest Links)	3: RL 4: MT, CH 5: DU, NOK 6: LW INAs AW, EP, NW, TP, EF	
Wk 5	... by maintaining good mental health	3: WT, SS 4: HB 5: VA 6: MP, JB INAs LB AT, EE, LD, JC	
Wk 6	... by being a good friend (Values)	3: LI, SM 4: MG, LB 5: JE 6: AS INAs AW, EP, NW, TP, EF	
Wk 7	... by demonstrating tolerance	3: RL, SS 4: HB 5: DU 6: AS, JBa INAs JD, HH, EE, LD, JC	
Term One			
Wk 1	Five Trusted Adults	Lionesses	Positive Affirmations
Wk 2	Amazing Me: Autism		
Wk 3	Stewards of the Earth	Advocacy	
Wk 4	Yom Kippur	Black History Month: Martin Luther King	Black History Month: Rosa Parks
Wk 5	AI	AI	AI
Wk 6	National Album Day: The Beatles	National Album Day: Queen	National Album Day: ABBA
Wk 7	Diwali	Harold Godwinson	
<p>The mapping of assemblies over the course of the year is deliberately designed to increase children's knowledge and awareness of key themes to support their overall MHEW, with both whole-school and class assemblies tailored to this.</p> <p>Assemblies cover themes that are meaningful and resonate with the children, including bespoke sessions planned in response to ideas raised within the community. For example, a session focused on the importance of correct pronunciation of names to support a child feeling their name was not known properly.</p>			

9. Staff Development

<p>Leadership</p> <ul style="list-style-type: none"> ▪ Senior Mental Health Lead training sought for SENCo ▪ Licensed Thrive Practitioner – oversight of team and practices 	<p>Thrive - External</p> <ul style="list-style-type: none"> ▪ New ELSA – Licensed Thrive Practitioner training ▪ New FLO – local authority training on services and handling sensitive family matters
<p>Thrive - Internal</p> <ul style="list-style-type: none"> ▪ Internal dissemination ▪ Modelling to INAs to support EHCP provision 	<p>Whole-Staff</p> <ul style="list-style-type: none"> ▪ Attachment Training (PLAC, driving <i>Behaviour Policy</i> review)

10. Staff Wellbeing



11. Families

Me and My Mind	School-led Workshops
<ul style="list-style-type: none">▪ Termly coffee mornings▪ Tailored to needs of community (Tricky Mornings, children with SEMH needs)▪ Transition support (Years 2 and 6) – Term 6 and Term 1 sessions	<ul style="list-style-type: none">▪ Thrive practices▪ Family Hub coffee morning
Family Liaison	
<ul style="list-style-type: none">▪ Bespoke support to access services – e.g. housing, LOTUS, etc	