



Wellbeing Policy

ASPIRE ACHIEVE ADVANCE

Policy statement

At our school, we are committed to supporting the mental health and wellbeing of our students and staff. Our culture is supportive, caring, and respectful. We encourage students to be open and we want each student to have their voice heard. At our school, we know that everyone experiences different life challenges, and that each of us may need help to cope with them sometimes. We understand that anyone and everyone may need additional emotional support. At our school, positive mental health is everybody's responsibility. We all have a role to play.

Policy Scope

This policy is a guide to all staff, including teachers and non-teaching staff. It outlines our approach to promoting student mental health and wellbeing. It should be read and understood alongside our other relevant school policies.

Policy aims

The aim of our policy is to demonstrate our commitment to the mental health of our staff and students. At our school, we will always:

- Help children to understand their emotions and experiences better.
- Ensure our students and staff feel comfortable sharing any concerns and worries.
- Help children to form and maintain relationships.
- Encourage children to be confident and help to promote their self-esteem.
- Help children to develop resilience and ways of coping with setbacks.



These aims will be met through direct contact of form tutors twice a day and through dedicated contact hours of SEAL, which is two hours every week for secondary school and one hour per week for primary school.

We will always promote a healthy environment by:

- Promoting positive mental health and emotional wellbeing in all students and staff.
- Celebrating both academic and non-academic achievements.
- Promoting our school values and encouraging a sense of belonging and community.
- Providing opportunities to develop a sense of worth and to reflect.
- Promoting our students' voices and giving them the opportunity to participate in decision making.
- Celebrating each student for who they are and making every student feel valued and respected.
- Adopting a whole school approach to mental health and providing support to any student that needs it.
- Raising awareness amongst staff and students about mental health issues and their signs and symptoms.
- Enabling staff to respond to early warning signs of mental-ill health in students.
- Supporting staff who are struggling with their mental health.

Key staff members

All staff members have a responsibility to promote the mental health of students and each other. However, certain staff members have a specific role in the process. These are:

- Our Designated Safeguarding Officers: **Ms. Zainab**
- Pastoral Staff: **Form tutors, class teachers, wellbeing team**

If a member of staff is concerned about the mental health and wellbeing of a student, then in the first instance they should speak to: **Ms. Zainab**.



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If a child presents a medical emergency then relevant procedures will be followed, including involving the emergency services.

Teaching about mental health

Our SEAL curriculum is developed to give students the skills, knowledge, and understanding they need to keep themselves mentally healthy. This includes resilience techniques and training.

We will regularly review our SEAL curriculum and lesson content to ensure that they're meeting the aims outlined in this policy. We'll also implement this into our curriculum at all stages to provide students with strategies to help keep them mentally well.

Support at school and in the local community

We have a range of support available in school for any students struggling, as listed below:

- Counselling service with Ms. Zainab
- Policies on bullying and wellbeing on the school website.
- Wellbeing team
- Peer mentors
- Wellbeing week
- SEAL program
- Students can speak to their tutors.

Signposting



We will ensure that all staff, students, and parents are aware of the support that's available in our school for mental health. This includes how to access further support, both inside and outside of school hours.

Identifying needs and warning signs

All of our staff will be trained in how to recognise warning signs of common mental health problems. This means that they will be able to offer help and support to students who need it, when they need it. These warning signs will always be taken seriously and staff who notice any of these signs will communicate their concerns with the Designated Safeguarding Officer as appropriate. Staff will be able to identify a range of behaviour and physical changes, including:

- Physical signs of harm.
- Changes in eating and sleeping habits.
- Increased isolation from friends and family and becoming socially withdrawn.
- Changes in mood.
- Talking and/or joking about self-harm and/or suicide.
- Feelings of failure, uselessness, and loss of hope.
- Secretive behaviour.
- Clothing unsuitable for the time of year, e.g., a large winter coat in summer.

Negative behaviour patterns, e.g., disruption.

Staff will also be able to identify a range of issues, including:

- Attendance and absenteeism.
- Punctuality and lateness.
- Changes in educational attainment and attitude towards education.
- Family and relationship problems.

Finally, staff will be well placed through relevant CPD to identify any additional needs arising from difficulties that may impact a child's mental health and wellbeing, such as bereavement and health difficulties.



Managing disclosures

If a student discloses concerns about themselves or a friend, to any member of staff, then all staff will respond in a calm, supportive, and non-judgemental manner. All disclosures will be recorded confidentially and only shared with the appropriate authorities if it's necessary to keep the child safe, in line with our Safeguarding Policy.

The disclosure record will contain:

- The date of the disclosure.
- The name of the staff member to whom the disclosure was made.
- The nature of the disclosure and the main points from the conversation.
- Agreed next steps.

Students:

1. If a child discloses that they are at a risk of harm or there is a major cause for concern, go straight to **Ms. Zainab** as the designated safeguarding leads. In **Ms. Zainab's** absence please go straight to **Ms. Delphine**.
2. Further, if students ask that you do not disclose what has been shared, this must also go to **Ms. Zainab**. Students should be made aware that all disclosures must be passed on to the **DSL**. All necessary information is kept in secured files in **Ms. Zainab's** office. In **Ms. Zainab's** absence please go straight to **Ms. Delphine**.
3. If neither Ms. Delphine or Ms. Zainab are available, please go to the next member of the Senior Leadership Team (**Mr. Juned or Ms. Nisreen**).
4. If the disclosure is not a high risk, then it should be written up in a **concern form** and put in the student files which is located in the head of primary/secondary office. For early years the records are kept in the class teachers room. Please also notify the form tutor.

Staff



1. If a staff member discloses anything that is a cause for concern, please follow steps 1-3 above.

Confidentiality

If a member of staff thinks it's necessary to pass on concerns about a student, either to somebody inside the school or somebody outside it, then this will first be discussed with the student. They will be told:

- Who the staff member is going to tell.
- What the staff member is going to disclose.
- Why it's necessary for somebody else to be told.
- When the contact will be.

However, it may not be possible to gain the student's consent first, such as in the case of students who are at immediate risk. Protecting a student's safety is our main priority so we would share disclosures if we judged a child to be at risk.

Whole school approach

We take a whole school approach towards the mental health of our students. This means working with parents and carers and with other agencies and partners, where necessary.

Working with parents and carers

We aim to support parents as much as possible. This means keeping them informed about their child and offering our support at all times. To support parents, we will:



- Highlight sources of information and support about mental health and emotional wellbeing that we have in our school.
- Share and allow parents to access further support.
- Ensure that parents are aware of who to talk to if they have any concerns about their child.
- Give parents guidance about how they can support their child's/children's positive mental health.
- Ensure this policy is easily accessible to parents.
- Keep parents informed about the mental health training our school staff receive and how mental health is covered in our school curriculum.

Working with other agencies and partners

As part of our whole school approach, we will also work with other agencies to support our students' emotional health and wellbeing. This might include liaising with:

- The school nurses.
- Paediatricians.
- Counselling services.
- School therapists.

Supporting peers

We understand that, when a student is suffering from mental health issues, it can be a difficult time for their peers. In response to this, we will consider, on a case-by-case basis, any peers that may need additional support. We will provide support in a one-on-one or group setting. These sessions will be guided by the student, but they will discuss how peers can help, how peers can access support themselves, and healthy ways of coping with any emotions they might be feeling.

Training

All staff will receive regular training in child mental health so that they can recognise and respond to mental health issues. This will form part of their regular safeguarding training and is a



requirement to keep children safe. Training records will be held in staff files. We will post all relevant information, and additional information, on our school website so staff can learn more about child mental health. We will consider additional training opportunities for staff and we will support additional CPD throughout the year where it becomes appropriate due to developing situations with pupils

Policy review

This policy will be reviewed every year. This is so that it remains up to date, useful, and relevant. We will also regularly review it in accordance with local and national policy changes.



Wellbeing concerns flowchart IBS

Step 1 – Child makes a disclosure.

Reassure them but do not promise confidentiality, explain that concerns must be passed on.



Step 3 - If students ask that you do not disclose what has been shared, this must also go to Ms. Zainab. Students should be made aware that all disclosures must be passed on to the DSL. All necessary information is kept in secured files in Ms. Zainab's office. In Ms. Zainab's absence please go straight to Ms. Delphine.

Step 2 - If the disclosure is not a high risk, then it should be written up in a concern form and put in the student files which is located in the head of primary/secondary office. For early years the records are kept in the class teachers room. Please also notify the form tutor.



Step 2 - If a child discloses that they are at a risk of harm or there is a major cause for concern, go straight to Ms. Zainab as the designated safeguarding lead. In Ms. Zainab's absence please go straight to Ms. Delphine.



Step 4 – If neither Ms. Delphine or Ms. Zainab are available, please go to the next member of the Senior Leadership Team (Mr. Juned or Ms. Nisreen).



Addendum

Strategies or ideas that IBS would like to implement in the upcoming academic year

- Promoting positive mental health and emotional wellbeing in all students and staff.

1. Display boards have been created to promote awareness around the school.
2. Conducting wellbeing week and wellbeing days for students and staff.
3. SEAL time
4. Dedicated school counsellor.

- Celebrating both academic and non-academic achievements.

1. Birthdays are regularly celebrated.
2. Rewards for excellent behaviour e.g. Breakfast with teachers and games time.
3. Masterclasses for Gifted and Talented students.
4. Primary and Early-years weekly behaviour chart.
5. Showcasing talents during assembly.
6. Art exhibitions and IBS got talent shows.
7. Achievements both in and outside school are recognised.
8. Staff have teacher of the month achievements that are consistent and ongoing.
9. Students are given achievement and punctuality certificates.
10. There is direct communication with parents to recognise outstanding work/behaviour.

- Promoting our school values and encouraging a sense of belonging and community.

1. There is a whole school slogan of Aspire, Achieve, Advance.
2. Interaction with other schools for sport and academic events.
3. School badges to highlight our community
4. School houses of Wales, England, Scotland and Northern Ireland.
5. Teachers are referred to by their first name to encourage approachability.

- Providing opportunities to develop a sense of worth and to reflect.

1. School council and student representatives



2. Students are given extra responsibilities outside the curriculum. This includes community service with younger years.
3. Students are given a say in how they want events to be run, for example there is a school committee for the graduation ceremony.
4. Students are given opportunities to give their thoughts and opinions on how events have been running. They then work together with staff to ensure that there are improvements.

- Promoting our students' voices and giving them the opportunity to participate in decision making.

1. School council
2. Events meetings
3. Extra-curricular activities.

- Celebrating each student for who they are and making every student feel valued and respected.
 1. Birthdays are celebrated
 2. In school and after school achievements are celebrated and recognised during morning assembly.

- Adopting a whole school approach to mental health and providing support to any student that needs it.

1. Wellbeing team created that meets weekly.
2. Creation of a wellbeing policy.
3. Multiple relevant policies on topics such as bullying, safeguarding.
4. CPD on mental wellbeing
5. Informing staff on the regular updates that have been discussed in weekly meetings and sharing minutes.
6. School wide survey on mental wellbeing and actions taken based on results.
7. SEAL time and dedicated school counsellor.

- Raising awareness amongst staff and students about mental health issues and their signs and symptoms.

1. CPD on mental wellbeing



2. Wellbeing day where we teach students about how to look out for their own and others mental wellbeing.

- **Enabling staff to respond to early warning signs of mental-ill health in students.**

1. CPD for whole school staff on how to look out for students.
2. Providing students opportunities to voice their concerns.

- **Supporting staff who are struggling with their mental health.**

1. Open door policy with management
2. Wellbeing policy set out with who to turn to with safeguarding or wellbeing issues.

Reviewed by Wellbeing team

Date: Sept 2025