

PROVIDENCE ENGLISH PRIVATE SCHOOL

WELLBEING POLICY 2024 - 2025

'At PEPS we are committed to fostering a supportive and inclusive environment that prioritizes the physical, emotional, and mental wellbeing of our students, staff, and wider school community.'

S.NO.	CONTENT	PAGE NO.
1	Aims & Objectives	3
2	Policy Statement Mental Health & Wellbeing Promotion	3
3	Roles & Responsibilities Staff, Students & Parents	6
4	Implementation / Action Plan	10
5	Monitoring & Evaluation	11
6	Appendices /Annexures	12

1. Aims & Objectives:

The wellbeing of all members of the PEPS community is at the centre of our vision and values. We try to foster a culture where all stakeholders are equipped with the knowledge, experiences and support to enable them to take care of their own wellbeing as well as support the wellbeing of others. We believe that embedding wellbeing practices into our daily routines and teaching wellbeing techniques both implicitly and explicitly will positively impact individuals and the School community in a range of ways.

- To demonstrate the ways in which we embrace and acknowledge wellbeing as an integral part of daily life and all decision-making.
- To describe the ways in which we approach wellbeing through the ‘Learn, Live, Teach, Embed’ Model.
- To explain the strategies, we have in place should stakeholders feel their needs are being met.

2. Policy Statement:

At PEPS, we are committed to supporting the positive mental health and wellbeing of our whole school community (students, staff, parents and stakeholders).

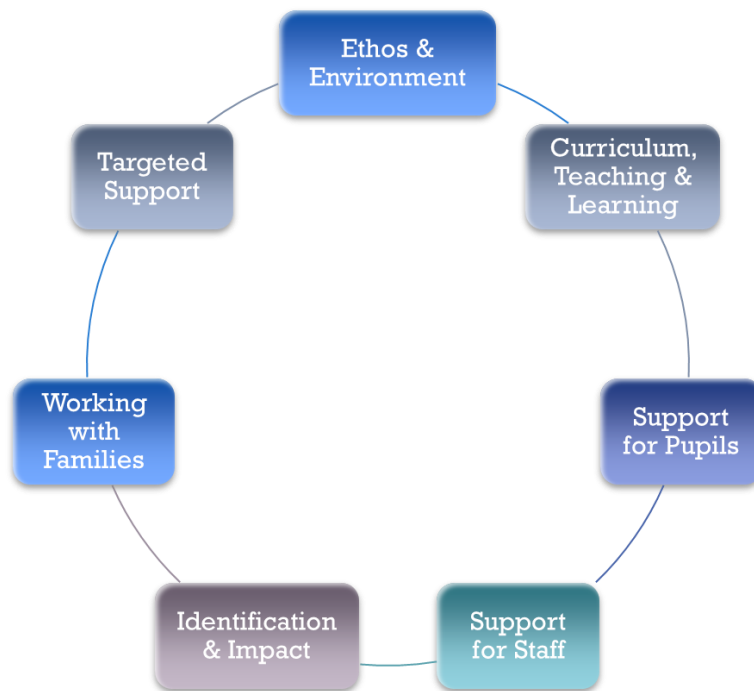
We have a supportive and caring ethos and our approach is respectful and kind, where each individual's contribution is valued.

We endeavor to ensure that students are able to manage times of change and stress and aim to ensure that they are supported to reach their potential or to access help when they need it.

We also have a role to ensure that students learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues, and where they can go if they need help and support.

At our school we know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the view that positive mental health is everybody's business and that we all have a role to play.

PEPS Health and Wellbeing Principles



Teaching about mental health

At PEPS we take a whole school approach to promoting positive mental health, aiming to help students become more resilient, happy and successful and to work in a pro-active way to avoid problems arising. We do this by:

- Creating and applying consistent ethos, policies and behaviors that support mental health and well-being.
- Adhering to a positive, restorative approach to behavior management.
- Helping students socially to form and maintain relationships.
- Helping students to feel comfortable about sharing any concerns or worries.
- Teaching emotional skills as an awareness of mental health so that they understand their emotions and feelings better.
- Promoting self-esteem and ensuring students understand their importance in the world.
- Helping all students to be resilient learners and to manage setbacks.
- Identifying students who have mental health challenges and planning support to meet their needs, including working with specialist services, parents and carers.
- Supporting and training staff to develop their skills and their own resilience.
- Developing an open culture where it's normal to talk about mental health.

We promote a mentally healthy environment through:

- Promoting our school values and encouraging a sense of belonging.
- Promoting pupil voice and opportunities to participate in decision-making.
- Celebrating academic and non-academic achievements.
- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others.
- Providing opportunities to reflect.
- Enabling access to appropriate support.
- Mental Health and PSHE (Personal, Social, Health Education) for all year groups.
- Wellbeing week and access to information around the school.
- Group physical and wellness activities.
- Peer support programs.

We pursue our aims through:

- Universal, whole school approaches.
- Support for pupils going through recent difficulties including bereavement.
- Specialized, targeted approaches aimed at pupils with more complex or long-term difficulties including attachment disorder.
- Nurture groups to focus on mental health, resilience and wellbeing.
- Stress management workshops.

Staff Roles and Responsibilities

PEPS STAFF:

- Staff at PEPS are expected to champion the wellbeing culture we promote, acting as a role model when it comes to wellbeing practices.
- Staff should monitor their own wellbeing and the wellbeing of colleagues, seeking help and guidance from relevant members of SLT or leadership should they need support.
- Staff are responsible for monitoring the wellbeing of students within their care, referring any concerns or observations to members of SLT or leadership if they see fit.
- Staff are expected to engage in wellbeing activities and respond to any implicit or explicit teaching or events positively.
- All staff must get involved in CPDs on wellbeing and safeguarding.
- Leadership involvement and commitment from Middles Leaders, Senior Leaders and Governors.

PEPS STUDENTS:

- Students at PEPS are expected to engage in all wellbeing activities that are provided at the school, both within the curriculum and during the school day.
- Students should consider their own wellbeing and the wellbeing of others at the school, communicating with staff, parents or peers if they need support.

PARENTS:

- Parents should support the wellbeing practices delivered at PEPS and support the wellbeing culture we promote.
- Parents are expected to communicate with SLT and other leaders at the School if they are concerned about the wellbeing of their child.
- Parents are expected to attend wellbeing session arranged by school.
- Parents to be involved in the Parents Council and representatives.

Whilst all staff have a responsibility to promote the mental health of students, staff with a specific, relevant remit include:

Key staff supporting Wellbeing & Happiness at Providence English Private School

Mental & Emotional Health	Social Workers
Health Promotion Education	School Nurses & Curriculum Head
Inclusion & Diversity Learning Support	Special Educator & Teachers
Physical Education & Sports	PE Department
Educational Counselling & Career Guidance	Academic & Career Counsellor & Senior Leaders
Human Resource & Staff Welfare	Human Resource Officer & Senior Leaders
Academic Support Services	Academic Head & Middle Leaders

Our Wellbeing Leads:

- Lead and work with all staff to co-ordinate whole school activities to promote positive mentalhealth and wellbeing.
- Work with the PSHE leader/Social worker re: teaching about Mental Health.
- Provide advice and support to staff and organizes training and updates.
- Liaise with mental health services and makes individual referrals to them.

Teaching about Mental Health

The skills, knowledge and understanding needed by our pupils to keep themselves mentally healthy and safe are included as part of our developmental PSHE curriculum.

The specific content of lessons will be determined by the specific needs of the cohort we're teaching but we will also use the PSHE Guidance to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner.

Targeted support

The school will offer support through targeted approaches for individual pupils or groups of pupils which may include:

- Circle time approaches or ‘circle of friends’ activities.
- SEN specific wellbeing support.
- Targeted use of SEAL (Social Emotional Aspects of Learning) resources ([The SEAL Communityresources](#))
- Managing feelings & emotions resources e.g. ‘worry boxes’ and ‘worry eaters.’
- Primary Group Work/Mental health and wellbeing groups/ELSA support groups.
- Therapeutic activities including art, relaxation and mindfulness techniques.

An additional identification assessment will highlight any gaps that may affect a pupil’s optimum emotional health. Targets and strategies will be set to address these needs and teach new skill.



The school will make use of resources to assess and track wellbeing as appropriate including:

- Strengths and Difficulties questionnaire
- Emotional literacy scales
- Wellness Lifestyle Assessment
- Career Assessment Test

Signposting

- We will ensure that staff, pupils and parents are aware of what support is available within our school and how to access further support.
- PEPS, will always communicate to parents, students and staff via all channels on all wellbeing and mental health programs, sessions and activities available, and ensure they are all aware on how to communicate and who to reach.

Early Identification and Warning Signs

All staff will be vigilant in identifying a range of possible difficulties that may be contributing to a pupil's poor mental health, including:

- Attendance
- Punctuality
- Relationships
- Approach to learning
- Physical indicators
- Negative behavior patterns
- Family circumstance
- Recent bereavement
- Health indicators

School staff may also become aware of warning signs which indicate a pupil is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns with the designated child protection and safeguarding officer or the emotional wellbeing lead as appropriate.

Possible warning signs include:

- Changes in eating/sleeping habits
- Becoming socially withdrawn
- Changes in activity and mood
- Talking about self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope
- Repeated physical pain or nausea with no evident cause

- An increase in lateness or absenteeism

Implementation / Action Plan

Assessment, interventions and support

All concerns are reported to the designated adults within school and needs are assessed through a triage approach with SLT, student's teachers and Wellbeing team to ensure the child gets the support they need, either from within the school or from an external specialist service, as quickly as possible.

Working with parents and carers:

Parents or carers can approach their child/children's teacher/social worker if they have mental health concerns. This will be cascaded to the Mental Health Lead for assessment.

To support parents and carers we will:

- Provide information online on mental health issues and local wellbeing and parenting programs.
- Share ideas about how parents and carers can support positive mental health in their children.
- Make our emotional wellbeing and mental health policy easily accessible to parents.
- Keep parents informed about the mental health topics taught in PSHE (Personal, Social, Health education) and share ideas for extending and exploring this at home.
- Organize workshops and presentations on mental health, anxiety, resilience and steps to wellbeing.

When a concern has been raised, teachers or the Mental Health Lead and Wellbeing team will:

- Contact parents to discuss the outcome of any assessment (Although there may be cases, parents and carers cannot be involved due to child protection issues.)
- Discuss any relevant referrals to external agencies.
- Signpost parents to further information or provide resources to take away.
- Create a chronology of actions and events.
- Agree mental health care and protection plan where appropriate including clear next steps.
- Discuss how parents can support their child through strategies or signposts to parenting support groups.

Working with specialist services

As part of our targeted provision, the school will work with other agencies to support children's emotional health and wellbeing. Children may be referred to one of the following services for additional support.

- Behavior support
- Educational Psychology Services
- School Nursing Service
- Children's and Family Services
- Family support workers
- Counselling Services

Training

As a minimum, all staff will receive regular training about recognizing and responding to mental health issues as part of their regular child protection training in order to enable them to keep pupils safe. The MindEd learning portal (free online educational resource UK) provides free online training suitable for staff wishing to know more about a specific issue.

Training opportunities for staff who require more in-depth knowledge will be considered as part of our performance management process and additional CPD will be supported throughout the year where it becomes appropriate due to developing situations with one or more pupils.

Related to other policies Link

This policy links to

- 1. Safeguarding & Child Protection Policy,**
- 2. Anti-Bullying and Behavior Policy.**
- 3. Health & Safety policy.**

Monitoring and Evaluation

Wellbeing Team is responsible to monitor & evaluate regularly.

This policy will be reviewed annually by Senior Leadership Team & Wellness Team.

Appendices / Annexures:

- Wellbeing Questionnaires
- Emotional literacy scales
- Wellness Lifestyle Assessment
- Parents Surveys
- Wellbeing Committee

Policy Reviewed By	School Counsellor & Wellbeing Committee
Policy Reviewed Date	December 2024
Policy Approved By	School Principal – Marwa Diao Vice Principal - Haitham Kanaan Chair of BoG – Dr Ahmad Badr