KING EDWARD VI FOUNDATION BIRMINGHAM

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KING EDWARD VI ACADEMY TRUST BIRMINGHAM

Wellbeing Policy

Policy Type	School Policy
Policy Owner	Assistant Headteacher - Pastoral
Statutory	No
Publish Online	Yes
Last Review Date	September 2026
Review Cycle	Annual This policy will not expire but will be reviewed as per its designated cycle. This policy remains effective whilst the review is taking place and will only become non-applicable once the updated version has been approved.
Next Review Date	September 2027
Expiry Date	October 2028
Version	4

Date Agreed: **September 2026**	**Date for review:** **September 2028**
Chair of Governing body: Nicola Smith	**Date signed:** **September 2026**

King Edward VI Northfield School for Girls Wellbeing Policy

Introduction:

At King Edward VI Northfield School for Girls, we are committed to creating a safe, supportive, and nurturing environment that promotes the wellbeing of all members of our school community. This Wellbeing Policy outlines our school's commitment to the physical, emotional, and social wellbeing of our students, staff, and parents/carers.

We will ensure we are fulfilling our statutory duty to 'promote children's welfare and prevent concerns from escalating' and 'preventing the impairment of children's mental health and physical health or development' (Keeping Children Safe in Education; Sept 2026).

Whole-School Approach

Our approach to wellbeing is based on prevention, early identification, appropriate intervention and effective partnership working. Wellbeing is the responsibility of the whole school community and is embedded across school culture, curriculum, pastoral provision, safeguarding, SEND provision, behaviour, attendance and relationships.

We recognise that wellbeing needs vary between individuals and may be affected by factors including family circumstances, relationships, bereavement, bullying, social media, academic pressures, attendance, additional needs, physical health and wider contextual factors.

We will seek to identify concerns at the earliest opportunity and provide support proportionate to need, while recognising that school-based wellbeing support does not replace specialist medical or mental health treatment.

Aim: The aim of this Wellbeing Policy is to:

1) Create a positive and inclusive school culture that prioritises the wellbeing of all individuals.
2) Promote the physical, emotional, and social health of students, staff, and parents/carers.
3) Provide support and resources for those who may be struggling with their wellbeing.
4) Foster a sense of belonging and connectedness within our school community.

Wellbeing and Safeguarding

We recognise that concerns about a pupil's wellbeing may be an indicator of wider safeguarding concerns. Changes in behaviour, mood, presentation, attendance, relationships, self-care or engagement may indicate that a pupil is experiencing difficulties or may be at risk of harm.

Staff should not attempt to diagnose mental health conditions or determine whether a concern meets a safeguarding threshold themselves. Concerns should be recorded and shared in accordance with the school's safeguarding procedures so that an appropriate assessment of need and risk can be made.

Where there is concern about immediate risk of significant harm, serious injury, suicide or serious self-harm, staff must follow the school's emergency and safeguarding procedures immediately.

Early Identification

The school will seek to identify emerging wellbeing concerns through:

- pastoral and form tutor observations;
- attendance and punctuality monitoring;
- changes in behaviour, engagement or academic progress;
- pupil self-referral;
- parental/carer concerns;
- information from external professionals;
- safeguarding and pastoral records;
- SEND and additional needs processes;
- pupil voice and wellbeing surveys;
- patterns or changes identified at cohort or whole-school level.

Information from these sources will be considered alongside the individual circumstances of the pupil and shared appropriately in accordance with safeguarding and information-sharing procedures.

Responsibilities:

School Leadership:

- The school leadership team will lead by example by prioritising their own wellbeing and ensuring that wellbeing is embedded in the school's culture. The school recognises that staff wellbeing is essential to sustaining a positive culture and providing effective support to pupils.

The school will seek to promote staff wellbeing through:

- clear communication and expectations;
- appropriate workload management;
- opportunities for professional development;
- access to support where staff experience difficulties;
- opportunities to raise concerns about workload, working practices or wellbeing;
- appropriate signposting to occupational health, employee assistance and other professional support where available;
- a culture in which seeking support is encouraged and not stigmatised.
- Staff are encouraged to recognise their own wellbeing needs and seek appropriate support when required.

- They will allocate resources and support necessary to implement and maintain wellbeing initiatives.

Staff:

- All staff members are responsible for promoting a positive and inclusive environment that supports the wellbeing of students and colleagues.
- Staff members should seek professional development opportunities to enhance their understanding of wellbeing issues and support strategies.
- They should also recognise and report any wellbeing concerns among students or colleagues.
- If any member of staff is concerned about the wellbeing of a student, they should raise this on the school safeguarding system ‘MyConcern’ and inform a DSL. If, however there is a concern that the

student is in imminent danger or harm, the schools' safeguarding procedures should be followed and the designated senior safeguarding lead should be notified immediately. If the student is presenting as needing immediate medical care, relevant first aid procedures should be followed, including involving the emergency services where necessary.

- School staff provide pastoral, educational and early-intervention support but are not responsible for diagnosing or treating mental health conditions. Where specialist assessment or treatment is required, the school will work with parents/carers and relevant professionals to support appropriate referral and information sharing.

Students:

- Students are encouraged to actively engage in activities and practices that promote their own wellbeing.
- They should be aware of the school's support systems and seek help when needed.
- Students are encouraged to support one another and report any concerns about the wellbeing of their peers.

Parents/Carers:

- Parents/carers are valued partners in promoting the wellbeing of our students.
- Parents/carers are encouraged to seek appropriate professional advice, including from their GP or other relevant health services, where they have concerns about their child's physical or mental health.
- Parents/carers should also prioritise their own wellbeing and model healthy behaviours for their children.

Wellbeing Initiatives:

1. Mental Health Support:

- The school has a Senior Mental Health Lead who will provide opportunities for mental health support for pupils both one to one and in groups depending on need. They will also provide a whole school approach to wellbeing by strategically planning for workshops and information sessions for particular year groups as need arises.
- The school, also employ additional wellbeing support services to come into school on a weekly basis to support students in managing their mental health and wellbeing, through 1:1 sessions that include discussion and hands on activities. This is for targeted students referred by the pastoral team.
- Where a pupil's needs cannot be appropriately met through universal or targeted school-based support, the school will work with parents/carers and relevant professionals to consider appropriate external support or referral. Depending on the nature and severity of need, this may include the school nursing service, GP, mental health services, Birmingham Children's Trust, Early Help, educational psychology or other relevant specialist services. Where a pupil's needs escalate, the school will review the level of support and consider whether further safeguarding or multi-agency action is required.
- We will promote mental health awareness through educational programs in PSHE lessons and relevant workshops, alongside assemblies and form time activities.

2. Physical Health:

- The school will encourage physical activity through our extensive extra-curricular sports program and extracurricular activities.
- Healthy eating options will be available in the school cafeteria.
- Regular health check-ups and vaccinations will be promoted, referrals to the school nurse may be appropriate.
- We will promote physical health awareness through educational programs in PSHE lessons, alongside assemblies and form time activities

3. Emotional Wellbeing:

- The school will create a nurturing and inclusive environment where students feel safe to express their emotions.
- We will provide training for staff in emotional support.
- Anti-bullying, behaviour and safeguarding policies will be in place to ensure emotional safety.
- The school's RSHE and wider PSHE curriculum will support pupils to develop knowledge and skills relating to mental and physical wellbeing, including understanding and expressing emotions, managing everyday worries and stress, developing healthy relationships, sleep, physical activity, healthy eating, time outdoors, connection with others, accessing support and recognising when additional help may be needed.
- As well as curriculum opportunities, school will use the assembly programme to promote good wellbeing, resilience and raise awareness of what is available to pupils and parents to support their own well-being.

4. Social Support:

- Peer mentoring programs will be established to promote a sense of belonging for our Year 7 pupils through the use of our Year 11 Leadership Team.
- An extensive transition program will be in place for new Year 7 students to help them feel happy and safe by the end of their induction period.
- We will encourage student involvement in clubs, societies, and community service to build positive social connections.
- New students will be given a 'buddy' to help them integrate into school life.

5. Mental Health Crisis and Significant Risk

- Where a pupil presents with significant concerns relating to self-harm, suicidal thoughts, suicide attempts or other immediate risks to their safety, staff must follow the school's safeguarding and emergency procedures immediately.
- Staff should not attempt to manage significant risk independently. Appropriate safeguarding leaders, parents/carers and emergency or specialist services will be involved in accordance with the circumstances and relevant procedures.
- Further information is contained within the school's Safeguarding and Child Protection Policy and relevant risk-management procedures.

6. Signposting:

- Form tutors and our pastoral team will be available to speak to any parents/ carers who are concerned about the wellbeing of their child.
- Our website will be kept updated with some useful sources of support.

- Information will be sent out to parents regularly through Headteacher letters and monthly safeguarding newsletters that support wellbeing and help to signpost to external support.
- The pastoral and safeguarding team will use the pastoral support kit which includes KEVI NSG early help offer and KEVI NSG Mental Health Offer documents to discuss appropriate in school support and relevant signposting as appropriate (found in the behaviour policy as an Appendix).

7. Monitoring and Review:

The effectiveness of the school's wellbeing provision will be monitored throughout the academic year and formally reviewed annually.

Evaluation may include:

- pupil wellbeing surveys and pupil voice;
- uptake and accessibility of wellbeing support;
- pastoral and safeguarding trends;
- attendance and persistent absence data;
- review of referrals to internal and external support;
- feedback from pupils, parents/carers and staff;
- impact of targeted interventions;
- feedback from external agencies and professionals where appropriate.

Findings will be used to identify emerging needs, evaluate the effectiveness of existing provision and inform the school's wellbeing priorities and action planning.