

Student Wellbeing Policy

Purpose

Riverside International School is committed to promoting the mental, emotional, social, and physical wellbeing of all students. Wellbeing at Riverside encompasses a sense of belonging, purpose, achievement, and safety, underpinned by the school's Strategic Values of Challenge, Community, and Care. Positive, trusting relationships between staff and students are central to this approach, as these relationships enable students to thrive academically, socially, and emotionally.

Scope

This policy applies to all students from Early Years through High School. It complements other school policies relating to safeguarding, pastoral care, curriculum, and student support.

Definitions

Wellbeing is the experience of health and happiness. It includes mental and physical health, physical and emotional safety, and a feeling of belonging, sense of purpose, achievement and success.

Wellbeing is a broad concept and covers a range of psychological and physical abilities.

Five major types of wellbeing are said to be:

- **Emotional wellbeing** – the ability to be resilient, manage emotions, and generate positive feelings.
- **Physical wellbeing** – the ability to improve physical health and functioning through healthy habits and exercise.
- **Social wellbeing** – the ability to communicate, develop meaningful relationships, and build a supportive network.
- **Workplace/academic wellbeing** – the ability to pursue personal values, interests, and learning in ways that lead to meaning and satisfaction.
- **Societal wellbeing** – the ability to participate actively in community and culture.
- **Spiritual wellbeing** – the human need for meaning, purpose, and connection to something greater than oneself.

(Based on "Improving Well-being at School: Council of Europe, 2022")

Aims & Values

Riverside aims to promote positive mental health and wellbeing for all students and ensure that each child feels safe, valued, and supported. We recognise that mental and emotional health is just as important as physical health and is crucial to learning, achievement, and personal development.

Key aims include:

- Creating an ethos, policies, and behaviours that support mental health and resilience.
- Promoting **positive relationships** between staff and students, grounded in trust, empathy, and respect.
- Helping students develop social relationships, support one another, and seek help when needed.
- Teaching social, emotional, and mental health skills.
- Early identification of students with mental health needs and planning interventions, including specialist support where required.
- Engaging parents and carers effectively in student wellbeing.
- Supporting and training staff to develop skills that nurture resilience and wellbeing in students.

Open Door Policy: Riverside is committed to maintaining an 'Open Door Policy', where students feel comfortable seeking support and communicating concerns.

Student Wellbeing

Student wellbeing and the culture created at Riverside encompasses numerous aspects throughout the school, including development of our Curriculum, Pedagogy, Measuring Wellbeing, Response & Intervention for Wellbeing, providing Support Programs and Tracking Wellbeing.

Curriculum

Early Years School

Our focus on the children's wellbeing, including social emotional health and development, is paramount in the Early Years Foundation Stage curriculum. Children need to feel safe and secure in their environment before learning can take place. Establishing positive, trusting relationships between the children and their teachers is our first priority.

Our weekly assemblies focus on skills such as personal health, making good choices, being kind and patient, being a good listener and being tolerant. These assemblies also include our religious education focus, which builds on Riverside School's values of politeness, respect for others, kindness, responsibility, self-control, honesty, and faithfulness. Through our PSED curriculum we help the children to develop a sense of community; grow in confidence in new social situations, learning to be appropriately assertive; find solutions to conflicts and rivalries; and recognize and talk about their own feelings, as well as their friend's feelings. Our First Step programme focuses on giving the children the tools they need to keep themselves safe. Our goal is that the combination of these programmes will support the Early Years children as they develop their sense of self and how to better understand others.

Primary School

Through PSHE we teach the knowledge, social and emotional skills that will help students to be more resilient, better understand their mental health and help reduce the stigma of mental health problems. PSHE curriculum units are outlined below with reference to various wellbeing, self-efficacy and growth mindset topic connections. A full [overview](#) of the curriculum is also available, as well as access to the Primary's Learner Profile [overview](#).

The Curriculum Coordinator collaborates with the Student Welfare and Assessment Coordinators to ensure that the curriculum is relevant, maintained and reflective of the needs of the students and school. This includes overview and mapping of specific PSHE units, as well as research-based curriculum related to Growth Mindset.

Units of study

- We are Reflective: Growth Mindset (Years 1,2,3,4,5,6)
- We are Communicators: Relationships (Years 1,2,3,5,6)
- We are Principled: Responsibility (Years 1,2,3,4)
- We are Open-Minded: Celebrating Diversity (Years 4) Anti-Racism (Years 2,6)
- We are Balanced: Feelings (Years 3,5)
- We are Healthy: Well-Being (Year 6)
- We are Caring (Years 2,4,6)
- We are Global Citizens (Years 2,5,6)
- [We are Safe: Child Protection](#) (Years 1,2,3,4,5,6)
- We are Safe: E-Safety and First Aid (Year 5)

High School

The High School implements a range of effective procedures that ensures that students have the opportunity to understand and discuss openly the various aspects of their wellbeing. These are overseen by the Curriculum and Welfare Coordinators and incorporate:

- safeguarding procedures within school, including systems for recording incidents/wellbeing concerns [including self-harm] that require careful monitoring.
- a strong tutor team who are assigned to each tutor group focusing on the needs of students within it.

- a strong pastoral team led by welfare coordinators, that includes Heads of Year, Tutor Teachers, Emotional Support Counsellor, Qualified First-Aiders, School Nurses and a Career and Higher Education Counsellor.

The curriculum is designed to ensure that students are educated on issues regarding their wellbeing. These are delivered through:

- A PSHE curriculum, covering a range of age-appropriate topics, with three core themes: Relationships, Health and Wellbeing and Living in the Wider World. There is a strong focus on Safeguarding and educating students with regard to Digital, Physical and Emotional Safety.
- Religious Education classes (mandatory for KS3) that encourage tolerance and an understanding of different ideas and beliefs.
- Sessions from staff or visiting specialists throughout the year covering Health and Nutrition, Mental Health and Internet Safety.
- Week long focus or special day activities where an aspect of wellbeing is given a particular focus e.g. Mental Health Week, Internet Safety Day.

The school promotes an anti-bullying environment by ensuring:

- a strong school ethos which empowers tolerance and respect - this is underpinned in assemblies and the PSHE programme but is supported across the school through its Code of Conduct and pastoral system.
- clear procedures on how to deal with reported incidents of bullying
- approachable, supportive staff who are encouraged, through their role as Tutors, to develop positive relationships with their students

In addition, the promotion of student self-esteem and personal development is incorporated into curricular and extracurricular activities. These include:

- Opportunities for student leadership through the Student Council. House Captains, Head Boy and Girl, Library Leaders, Early Years assistance provided by senior students and student-led assemblies.
- Students are encouraged to take ownership of clubs and to promote them within the school.
- Performance and competitive opportunities e.g. Science Fair, Maths Competition, Dramatic and Musical Performances, Art Exhibitions and Sports Competitions.
- Promotion and encouragement of healthy lifestyles through the Skills for Life programme.

Pedagogy

Teaching staff regularly incorporate and advocate Riverside Values, Growth Mindset, and mental health through direct lesson planning, assessment practices, and communication with students. Staff receive professional development, training, and exposure to current research related to self-efficacy, student wellbeing, and social/emotional support, including training on the following systems and practices:

- PASS Data and Interventions
- Student Portraits assessment application
- Student Support (SEN, EAL, Emotional Counseling)
- Fluid Setting practices
- Marking & Feedback Policy (based on Growth Mindset)

Measuring Wellbeing

Riverside tracks the wellbeing and self-efficacy of its students through the annual **Pupil's Attitude to School and Self (PASS) survey**, which is one of the three foundation assessments used throughout the school. The PASS survey is triangulated against student potential and attainment to identify how wellbeing is being impacted.

The PASS survey measures 9 factors, normed against British and international student populations:

1. Feelings about School
2. Perceived Learning Capability

3. Self-Regard as a Learner
4. Preparedness for Learning
5. Attitudes to teachers
6. General Work Ethic
7. Confidence in Learning
8. Attitudes to Attendance
9. Response to Curriculum Demands

Response & Intervention to Wellbeing

Riverside analyses, reflects, and responds to measured progress and effectiveness of data through the following system of intervention:

- Annual Assessment Analysis of PASS data
- Triangulation of PASS data through the Student Portraits application
- Whole School and Year Level PASS review and exercises
- Development of PASS Intervention Resources for teaching staff
- Referral to Student Support
- Referral to Emotional Counseling

The PASS data allows for the identification of potential **Fragile Learners**: students who have below average perception about their learning capabilities that does not match their above average baseline competency. These students are at high risk of disengaging and often need support that is not academic in nature.

Support Programmes

Student Welfare Coordination

The Welfare Coordinator has an overview of Student wellbeing, mental health, and safety. The coordinator oversees induction of new students, buddy systems, PASS data, wellbeing curriculum mapping, and the student Concerns and Suggestions system, providing an avenue for support and referral of students with social/emotional needs.

Wellbeing Counselling

Further support is overseen by the school's Wellbeing Counsellor, who may support students and/or parents in single or regularly scheduled meetings, potentially developing therapeutic plans. Referrals are overseen by the wellbeing counsellor in coordination with a senior leadership member, and a register of students being referred is kept in conjunction with the SEN register. Referrals may also arise through the school's safeguarding policy and CPOMS, PASS data analysis, and teacher feedback.

Strategies for emotional wellbeing and further support are developed by the emotional counsellor, involving various staff as needed, including the senior leadership team, SENCO, and classroom teachers.

Confidentiality: All disclosures regarding pupils are recorded on the pupil's confidential file, including the date, name of pupil and member of staff, summary of disclosure, and next steps.

Links to Agencies in the Local Community

For complex needs (such as anxiety, depression, or school refusal), the Wellbeing Counsellor may refer students and families to specialist agencies within the community.

Designated Safeguarding Leads (DSL)

The DSL will coordinate support for students flagged on CPOMS, which links safeguarding and mental health, potentially involving both external and/or local agencies.

Student Support

Social, Emotional and Mental Health is identified as one of the four areas of Special Educational Need. Student Individual Educational Plans (IEPs), overseen by the SENCO, include reference to various wellbeing needs, and strategies for wellbeing are recognized, included in IEPs, and reviewed each term.

School Tracking Systems

Referral Systems

Online referral systems for both [Student Support](#) and [Wellbeing Counselling](#) (Primary) [Wellbeing Counselling](#) (High School) are used so that teachers can document concerns, feedback and seek further support for students. Upon receiving referrals, both staff members reach out to teachers to arrange meetings, review documentations and make observations if needed. A register of students who have been referred are kept, as well as those students who will go on to receive more formal support (e.g. Individual Education Plans or scheduled therapy sessions). Both referral systems include space and questions related to students' social and emotional wellbeing.

CPOMS

Student safeguarding concerns, including mental health concerns, are chronologically tracked using the CPOMS platform, with the DSL coordinating the response.

PASS survey

Every student completes the PASS survey so that feelings of self-efficacy, self-perception, and feelings towards school can be monitored and measured. This data is analysed on a whole school, year group, and individual basis, and feedback, training, and professional development are provided to teachers.

Student Portraits Application

This application provides visual year-on-year individual PASS survey results to track trends in a student's wellbeing. It also triangulates specific PASS data with Baseline and Attainment data to identify further cohorts of students displaying academic impact from self-efficacy, wellbeing, or mental health issues (*Fragile Learners*).

Student Concerns and Suggestions Forms & Boxes

Available online (JH & SH Week in Brief) and in boxes (Primary). Checked weekly by Student Welfare Staff who oversee the appropriate follow-up.

Promoting Wellbeing at Riverside

The school uses a range of strategies to promote pupils' positive mental health:

- **Pupil-led activities:** House Captains, Student Council, Suggestions or Concerns Cards.
- **Whole School:** Mental Health Week, Kindness Week, Anna Freud based assemblies, Celebration Assemblies, Quality Cards, House System/House Points, and Student Recognition award systems.
- **Enrichment:** For Life Programme, Outdoor Adventure, Primary CAS.
- **Involving Parents:** Parent Seminars, Guest Speakers (e.g., Jonathan Taylor - E-Safety), and Parent Coffee Mornings (Early Years).

Roles & Responsibilities Related to Student Wellbeing

The following roles and responsibilities have direct and linked connections to the wellbeing of our students:

- Designated Lead for Mental Health (DLMH)
- Wellbeing Coordinator
- Designated Safeguarding Lead (DSL)
- School Emotional Counselor
- Student Support Coordinator

- Assessment Coordinator
- Curriculum Coordinator
- Tutor Teachers

Staff Professional Development

Continued and ongoing professional development opportunities exist to bring awareness, development, and support to wellbeing within the school. Areas of professional development provided to staff include:

- PASS training, overview and exercises
- Student Portraits training and overview
- School Counseling
- Anna Freud Overview
- Presenting Mental Health topics
- Student Support presentation and insets led by SENCO

Resources

- An Emotional Counsellor to be used as a resource when supporting children
- Recommended external community professionals for [staff access](#)
- [Mentally Healthy Schools](#) members (Anna Freud)
- [Schools in Mind Network](#) members (Anna Freud)
- [PSHE Association](#) members
- Weekly topics surrounding Mental Health emailed by DLMH to staff bi-weekly

UK Legislation & Guidance

- [Mental Health and behaviours in School](#)
- [No Health without mental health](#)
- [Closing the Gap: Priorities for essential change in mental health](#)
- [Future in Mind](#)
- [The Five Year View for Mental Health](#)
- [Transforming Children and Young People’s Mental Health Provision: A Green Paper \(quick read\)](#)
- [Transforming Children and Young People’s Mental Health Provision: A Green Paper](#)

Links to Other Policies

- [Child Protection \(Safeguarding\) Policy](#)
- [Anti-Bullying Policy](#)
- Behaviour Policy
- [Student Support Policy](#)
- [Emotional Well-Being Counselling Policy](#)

Review Date: November 2025

To Be Reviewed: November 2027 by Designated Mental Health Leads / Wellbeing Team