



# Ashfield Girls' High School



**“Each different. Each talented. All valued.”**

## Pupil Wellbeing Policy

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## **Pupil Wellbeing Policy**

“Each Different. Each Talented. All Valued,” is our motto at Ashfield Girls’ High School. We believe that care should be at the heart of our school community. Every pupil is enabled to reach their full potential. Our mission statement is ‘Challenging girls today; creating women of value of the future’.

### **Core values**

At Ashfield Girls' High School, we promote and value:

- A thirst for learning
- Equality
- Intellectual, spiritual and moral values
- Honesty, integrity and respect for others
- Self-discipline, self-esteem and self-confidence
- Personal responsibility
- A positive attitude
- A healthy lifestyle
- Support of parents and the community
- Our committed and hard-working staff and pupils

At Ashfield Girls' High School, we are working for:

- Personal fulfilment
- An Information rich learning environment enabling pupils to reach their potential
- An accessible curriculum
- A positive/ safe environment
- Personal engagement
- New opportunities for all the community
- Continuous improvement
- A positive future and success for all

At Ashfield Girls' High School, we expect:

- Respect for all
- Commitment
- Cooperation
- Pride in the school
- High Standards
- Positive communication



Pupils are encouraged to reach their full potential and to be active participants in their communities, supported by staff in a variety of roles. The 'Six Steps to Success' shared with pupils are:

- Show respect and consideration to all members of our school community.
- Value the opportunity to learn – set personal goals and always work to achieve your full potential.
- Ensure high standards of safety within the school community by behaving responsibly.
- Promote the reputation and positive image of our school at all times – take pride in our success.
- Show high standards of preparation for a successful school day in terms of equipment, homework, punctuality and attendance.
- Resolve worries or problems by asking for help.

We believe that by following these steps and by upholding our core values, wellbeing will be promoted and fostered. We understand that everyone can face life challenges that make us vulnerable and in need of additional support.

At Ashfield Girls' we:

- Help pupils to recognise and understand their emotions
- Encourage pupils to feel comfortable sharing worries or concerns
- Build positive relationships
- Promote self-esteem and self-worth
- Encourage pupils to be confident and to celebrate difference
- Learn about coping strategies and ways to build resilience

We promote a healthy school environment through:

- Promoting our school values
- Promoting pupil voice and leadership opportunities
- Celebrating difference and promote inclusion
- Encouraging exercise
- Celebrating academic and non-academic achievements
- Providing opportunities to develop a sense of worth through taking responsibility
- Encouraging reflection



## Aims of the Pupil Wellbeing Policy

The aim of the Pupil Wellbeing Policy is to outline key areas for young people and adults to work together to ensure that the school community has an ethos and environment that meets the needs of all the young people, whilst supporting their wellbeing.

## Objectives

This links closely to the school mission statement ‘challenging young people today, creating women of value for the future’.

Our wellbeing strategy is designed to:

- develop pupils’ resilience
- engage pupils in social and emotional learning
- provide pupils with opportunities to share their thoughts and take action on wellbeing issues
- develop pupils as contributors to the economy and environment, by giving young people opportunities to develop their wellbeing.

## Rationale

The iMatter Health and Wellbeing programme defines wellbeing as:

*Being mentally and emotionally healthy means that we believe in ourselves and know our own worth. We set ourselves goals that we can achieve and can find support to do this. We are aware of our emotions and what we are feeling and can understand why. We can cope with our changing emotions and we can speak about and manage our feelings. We understand what others may be feeling and know how to deal with their feelings. We also understand when to let go and not overreact. We know how to make friendships and relationships and how to cope with changes in them. We understand that everyone can be anxious, worried or sad sometimes. We know how to cope with, and bounce back from, changes or problems and can talk about them to someone we trust.*

Ashfield Girls’ use the World Health Organisation’s definition of mental health and wellbeing

*“a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community”.*



The Inspection and Self-Evaluation Framework states that effective quality of provision regarding care and wellbeing includes:

- working relationships are characterised by a climate of openness, trust, mutual respect and care for the pupils
- the arrangements for the care and welfare of the pupils contribute significantly to the identification and overcoming of barriers to learning such as: health, family circumstances, social and emotional factors;
- the taught personal and social curriculum (including e-safety) is effectively planned to meet the needs of the pupils and supports well their holistic development
- the needs of individual pupils, including those on the special educational needs register, inform the development and effective implementation of individualised educational programmes
- senior leaders having a shared, strategic vision for school improvement leading to high quality learning, teaching, standards and pupils' care
- a safe, secure environment for all members of the school community
- relationships for learning are characterised by mutual respect, openness and trust
- all pupils are supported effectively to overcome barriers to learning and to realise their potential
- the effectiveness of the personal development and preventative education curriculum is regularly reviewed to ensure that it is flexible and responsive to the needs of the pupils
- good behaviour is promoted positively and consistently
- there are high levels of attendance, punctuality and engagement throughout the school community, which are monitored so that issues can be identified and addressed promptly
- pupils are active contributors to the life and work of the school and to the local and global community
- relationships with the wider community, including employers, support the holistic development of the pupils
- pupils feel safe, secure and free from emotional and physical harm; they understand that their concerns will be listened to and appropriate action taken
- the school has and implements fully an appropriate child protection/safeguarding policy, which is in line with requirements and reflects the guidance issued by the Department of Education
- the pupils, parents/carers and all relevant parties are informed of policies and procedures relating to the protection of children and young people at risk
- the school regularly reviews policies, procedures and reporting arrangements,
- staff monitor and assess the extent to which pupils know how to keep themselves safe (including online) and how to seek help
- the school works effectively with a range of external agencies to support wellbeing
- staff and governors regularly receive training to promote wellbeing

At Ashfield Girls' High School, we provide opportunities for pupils to share their views on aspects of school life, these opinions are valued and acted upon.



## Links to other policies

Safeguarding and Child Protection Policy  
Positive Behaviour Policy  
Medical Needs Policy  
Community Relations Equality and Diversity Policy  
Special Educational Needs Policy  
Pupil Voice Policy  
Relationships and Sexuality Education Policy  
Health and Safety Policy  
Anti-Bullying Policy  
Healthy Eating Policy

## **Whole School Approach to Wellbeing**

We take a whole school approach to promoting wellbeing that aims to help young people become more resilient, happy and successful and to prevent problems before they arise.

We pursue our wellbeing aims through:

- Child centred provision
- High quality teaching and learning
- Supporting pupils
- Effective leadership
- Early intervention and tailored approaches to those with more complex difficulties
- Being connected to our school community

We also recognise the role that stigma can play in preventing understanding and awareness of wellbeing issues. We therefore aim to create an open and positive culture that encourages discussion and understanding of these.

## **Lead Members of Staff**

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

Mrs Louise Hanvey – Principal  
Mrs Beverley Cripps – Vice-Principal (Pastoral)  
Mrs Laura Christy – Personal Development Co-ordinator  
Mrs Nadine Christie / Mrs Fiona McGuigan – Healthy Eating Co-ordinator



## Early Identification

We understand the importance of identifying pupils who may be struggling with their wellbeing.

Methods of identifying pupils who are struggling with their wellbeing include:

- monitoring visits to the Pupil Welfare Auxiliary
  - monitoring visits to The Sanctuary
  - monitoring attendance
  - analysing PASS data
  - through staff raising concerns
  - through pupils raising concerns
  - through parents raising concerns
  - through outside agency contact
  - parent consultations
  - monitoring behaviour, including sanctions and suspensions
  - regular pastoral meetings
  - transition process and feedback
- Provide a safe environment to enable children to express themselves and be listened to.
- Ensure the welfare and safety of children are paramount.

## Teaching about Emotional Health and Wellbeing

The skills, knowledge and understanding needed by our students to keep themselves mentally healthy and safe are included as part of our Personal Development and preventative curriculum.

The specific content of lessons will be determined by the Personal Development curriculum, but also the specific needs of the pupils that we are members of our school community. We follow CCEA's guidance on Teaching Sensitive and Controversial issues focusing on emotional health and wellbeing issues in a safe and sensitive manner.





## Identifying needs and Warning Signs

All staff will regularly monitor the following aspects aimed at identifying a range of possible difficulties including:

- Attendance
- Punctuality
- Relationships
- Approach to learning
- Physical indicators
- Negative behaviour patterns
- Family circumstances
- Bereavement
- Health indicators

Signs of concern include:

- Changes in eating habits
- Changes in sleeping habits
- Becoming socially withdrawn
- Changes in activity and mood
- Struggling academically
- Discussion or signs of self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope
- Secretive behaviour
- Repeated physical pain or nausea with no evident cause
- Poor attendance or changes in attendance pattern or punctuality



### **Supporting those with Emotional Health and Wellbeing difficulties**

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

- Face to face conversations with pupils
- Identification of key adults
- Time out cards
- Staff / Parent / Carer communication
- Targeted use of Social and Emotional Learning resources
- Form time activities
- Managing feelings resources e.g. 'worry boxes'
- Personal Development lessons
- Secondary Pupil Support Service support (1:1 and group)
- Use of our 'Sanctuary'
- Involvement in Lunch club
- Assemblies with a wellbeing focus
- Promotion of extra-curricular activities
- Therapeutic activities including art, relaxation and mindfulness techniques
- Working with external agencies such as the Education Welfare Service and CAMHS

The majority of wellbeing difficulties can be supported within the school environment. Sources of support in school include:

- Form Tutors
- Pupil Welfare Auxiliary
- Heads of Progress
- Head of Pastoral Care
- Senior Leadership Team
- Special Educational Needs Co-ordinator
- Safeguarding Team
- Home School Liaison Officer
- School Counsellor (Familyworks)



## **Support for Parents / Carers**

To support parents / carers we will:

- Highlight sources of information and support about mental health and emotional wellbeing on our school website
- Share and allow parents / carers to access sources of further support e.g., through parent surveys and 'Parents and Friends'.
- Ensure that all parents/carers are aware of who to talk to, and how to get about this, if they have concerns about their child.
- Make our Wellbeing Policy easily accessible to parents / carers
- Share ideas about how parents can support positive mental health in their children.
- Keep parents informed about the mental health topics their children are learning about in Personal Development and share ideas for extending and exploring this learning at home.

## **Working with other agencies and partners**

We recognise that some pupils need more intensive support at times, and there are a range of professionals and organisations that provide this.

Sources of support include:

- Education Welfare Service
- Educational Psychology
- Education Authority Behaviour Support Team
- Secondary Pupil Support Service
- CAMHS (Child and Adolescent Mental Health Service)
- Familyworks and alternative counselling services
- Family Hub staff
- Education Authority Youth Service
- Social Services

## **Signposting**

We will ensure that staff, pupils and parents/carers are aware of what support is available within our school and how to access this.



It is the role of all staff to develop young people as individuals, contributors to society and contributors to the economy and environment. Teachers have a responsibility to provide opportunities for young people to articulate how they feel about their learning and their experiences in school as part of the self-evaluation process. Pupils have a responsibility to reflect on issues that affect them and share these reflections in forums focused on school self-improvement.

We believe that all staff have a responsibility to promote positive mental health, and to understand about protective and risk factors for mental health. Some children will require additional help and all staff should have the skills to look out for any early warning signs of mental health problems and ensure that children with mental health needs get early intervention and the support they need.

All staff understand about possible risk factors that might make some children more likely to experience problems, such as: physical long-term illness, having a parent who has a mental health problem, death and loss, including loss of friendships, family breakdown and bullying. They should also understand the factors that protect children from adversity, such as self-esteem, communication and problem-solving skills, a sense of worth and belonging and emotional literacy.

Staff are aware that mental health needs, such as anxiety, might appear as non-compliant, disruptive or aggressive behaviour which could include problems with attention or hyperactivity. This may be related to home problems, difficulties with learning, peer relationships or development.

If there is a concern that a pupil is in danger of immediate harm, then Safeguarding Procedures will be followed. If there is a medical emergency, then the school will follow the Medical Needs Policy.

### **Confidentiality**

We understand that it can be a stressful experience making a disclosure about poor mental health or raising a concern about a friend. The emotional and physical safety of our pupils is always paramount and it is the staff member's role to listen rather than advise. If a disclosure is made, then it must be made clear that the information will be passed on to a Designated or Deputy Designated Teacher, in order to provide the appropriate support to the pupil.

All disclosures are recorded and held on the pupil's confidential file.



## Wellbeing Opportunities

We believe school has a key role in promoting wellbeing helping to prevent health problems. Ashfield Girls; have developed and adopted a range of strategies and approaches including:

Area	Opportunity
School Development Planning	Pupils identifying issues to be included on the School Development Plan Pupils involved in the review of the School Development Plan
School Policies	Pupils involved in the creation and review of the Wellbeing Policy Pupils involved in the review of key policies e.g. Positive Behaviour Policy, Pupil Voice Policy, Anti-Bullying Policy, Relationships and Sexuality Policy, Attendance Policy, Teaching and Learning Policy, Special Educational Needs (SEN) Policy.
Learning	Marking for Improvement opportunities within the classroom (oral and written) will allow pupils to engage in dialogue with their teacher on how best to move their learning forward. Mid / End of topic feedback sheets (with teacher or HOD) Mid / End of topic focus groups (with teacher or HOD) Year 10 Option Choice Discussions / Feedback Year 12 Target Setting Discussions / Feedback Year 13 Options Choice Discussions / Feedback Feedback from events / fieldtrips Work Experience Visit Feedback Parental Consultation (accompanied by young person) Whole school surveys
Pastoral Care	Pastoral Care Team – discussions with pupils regarding individual concerns / issues P7 Visits to Primary Schools and discussions with pupils – Transition 6 <sup>th</sup> Form Discussions / Interviews - Transition SEN – Annual Reviews to include pupil's views SEN – Individual Education Plans are created with pupils and have opportunities for pupil comments Investors in Pupils – annual review of progress Rights Respecting Class Charters are created by pupils in Learning for Life and Work Classes Review of Preventative Curriculum involves pupils. Senior Leadership Team focus on Wellbeing Parent Consultations



Student Council	<p>Student Council Representatives</p> <ul style="list-style-type: none"> <li>• Participate in the creation and review of the Wellbeing Policy</li> <li>• Involved in wellbeing initiatives</li> <li>• Carry out tasks related to wellbeing – I.e. planters at the front of the school / development of the sanctuary</li> <li>• Seek views regarding wellbeing in their year group through the Student Council and feedback activities.</li> <li>• Represent the views and opinions of their year group at Student Council meetings.</li> <li>• Take action to make appropriate wellbeing improvements for the school community.</li> <li>• Campaigns and assemblies to raise awareness of mental health</li> </ul>
Anti-Bullying Ambassadors	<p>Anti-Bullying Ambassadors</p> <ul style="list-style-type: none"> <li>• Participate in the review of the Anti-Bullying Policy</li> <li>• Review and agree actions to promote the role of the Anti-Bullying Ambassadors.</li> <li>• Work to reduce the number of bullying incidents.</li> <li>• Work in partnership with the Student Council.</li> </ul>
Digital Leaders	<p>Digital leaders</p> <ul style="list-style-type: none"> <li>• Participate in the review of the e-Safety Policy</li> <li>• Promote the staying safe online message</li> <li>• Review and agree actions to promote the role of the Digital Leaders</li> <li>• Work to highlight safe practices online.</li> </ul>
House Representatives	<p>House Representatives</p> <ul style="list-style-type: none"> <li>• Agree a programme of events / competitions to achieve house points</li> <li>• Assist in arranging events such as Sports Day.</li> </ul>
Charities Committee	<ul style="list-style-type: none"> <li>• Promote the wellbeing of others through charity events</li> <li>• Agree a programme of events for fundraising</li> <li>• Agree charities</li> </ul>
Peer Mentors	<p>Peer Mentors</p> <ul style="list-style-type: none"> <li>• Support younger pupils in form time to help the transition into Year 8.</li> </ul>
Sixth Form Mentors	<ul style="list-style-type: none"> <li>• Year 8 Walk and Talk</li> <li>• Prefect Team, role models</li> </ul>
Reading Partnership	<p>Reading Partnership Buddies</p> <ul style="list-style-type: none"> <li>• Support younger pupils to help improve literacy and confidence in reading.</li> </ul>



Leadership Opportunities	<p>Prefect Team</p> <ul style="list-style-type: none"> <li>• Prefect Team are voted for and Head Girls interviewed.</li> </ul> <p>Form Captains</p> <ul style="list-style-type: none"> <li>• Form Captains are voted in by each Form Class.</li> </ul> <p>Student Council Chair and Vice Chair</p> <ul style="list-style-type: none"> <li>• As voted for by the Student Council.</li> </ul>
School Librarians	<p>School Librarians</p> <ul style="list-style-type: none"> <li>• Help maintain the wellbeing area of the school library.</li> </ul>
Pupil Welfare Auxiliary	<ul style="list-style-type: none"> <li>• Assists in supporting pupil medical needs</li> <li>• Provides support for emotional needs</li> <li>• Supports delivery of the preventative curriculum</li> </ul>
Home School Liaison Officer	<ul style="list-style-type: none"> <li>• Provides support to pupils, staff and parents</li> <li>• Aids in building home / school connections</li> <li>• Reduces the number of Education Welfare Service referrals</li> <li>• Signposts</li> </ul>
Classroom Opportunities	<p>Teacher focus during lessons</p> <p>Rewards / Praise</p> <p>Marking for improvement</p> <p>Learning about wellbeing topics</p> <p>Listening to pupil concerns regarding learning and to best support them</p> <p>Evaluation of lessons and schemes of work</p> <p>Form Time discussion</p> <p>Circle times</p>

Consultation

The Wellbeing Policy was written in consultation with the Student Council, pupil focus groups, parent focus groups, staff, Designated Governor for Wellbeing and the School Improvement Team for Wellbeing.

Communication

The Wellbeing Policy will be communicated to pupils, parents, staff and the Board of Governors on the school website. A hard copy of the policy is available, on request.

Monitoring and Review

The Wellbeing Policy will be monitored and reviewed every two years.



## ***Appendix 1***

***(Add sources of support leaflet <https://www.ashfieldgirls.org/LSGEB.pdf>)***

## ***Appendix 2***

***(Add Useful Resources page with phone numbers etc from school planner)***







**Appendix 1**

<b>Medical</b>			
<b>In an emergency, remember to call</b> <b>999</b>	GP Out of Hours (Belfast) 028 9079 6220	Ulster Hospital 028 9048 4511	Royal / Children's Hospital 028 9024 0503
Hollywood Road Surgery 90654668	Arches Health Centre 028 9504 7800	Mater Hospital 028 9074 1211	Belfast City Hospital 028 9032 9241
<b>Mental Health</b>			
<b>When someone's life is at immediate risk, call</b> <b>999</b>	Lifeline 0808 808 800	Samaritans 028 9066 4422	Young Minds <a href="http://www.youngminds.org.uk">www.youngminds.org.uk</a>
Childline 0800 1111	New Life Counselling 028 90391630	Victim Support 028 9024 3133	Familyworks Counselling 028 9182 1721
East Belfast Community Counselling 028 9046 0489	Aware Defeat Depression 028 9032 1734	OCD UK 0845 120 3778	Mindwise 028 9040 2323
Action Mental Health 028 9062 9759	PIPS 028 9075 5070	27/7 Contact Youth 0808 808800	Cruse Bereavement 028 9079 2419
<b>Mental Health Apps</b>			
Mindful Gnats	Mood Gym	Headspace	Rise Up and Recover
Mindshift	Calm	Smiling Mind	Super Better
<b>Safety</b>			
PSNI 101	PSNI (Emergency) 999	Gateway Services (Social Services) 028 9050 7000	Barnados NI 028 9067 2366



Woman's Aid 0800 917 1414	Childline NI 0870 336 2945	NSPCC 0808 801 0722	CEOP (Online) <a href="http://www.ceop.police.uk">www.ceop.police.uk</a>
<b>Local MLA Offices</b>			
Mr Chris Lyttle MLA 028 9047 2004	Mr Andy Allen MLA 028 9046 3900	Ms Joanne Bunting 028 9079 7100	Mr Robin Newton 028 9045 9500
<b>Other Help</b>			
Belfast City Council 028 9032 0202	Lisburn and Castlereagh Council 028 9250 9250	Housing Executive 03448 920 900	Citizens Advice Bureau (CAB) 028 9023 1120
East Belfast Independent Advice Centre 028 9096 3003	Simon Community 028 9023 2882	Bryson Energy Advice Line 0800 142 2865	Foster Care Associates 0800 434 6000
The Larder Foodbank St Christopher's Church Mersey Street	NI Direct <a href="http://www.nidirect.gov.uk">www.nidirect.gov.uk</a>	Job Centre NI <a href="http://www.jobcentreonline.com">www.jobcentreonline.com</a>	Community NI <a href="http://www.communityni.org">www.communityni.org</a>
Dundonald Foodbank 028 9543 5310	Extern 028 9033 0433	ASCERT (Substances) 028 9260 4422	Benefits Office 0800 022 4250
East Belfast Community Development Agency 028 9045 1512	Cara Friend (LGBT) 028 9089 0202	East Belfast Mission 028 9045 8560	Disability Network 028 9266 7227
Store House (Food) 028 9033 2230	Fareshare (Food) 028 9033 2230	Family Support NI <a href="http://www.familysupportni.gov.uk">www.familysupportni.gov.uk</a>	Parenting NI <a href="http://www.parentingni.org">www.parentingni.org</a>

Appendix 2

# If in crisis please contact

If your situation becomes more difficult or unmanageable please contact your GP in the first instance. Other sources of support include:

ChildLine 0800 1111  
Free 24/7 helpline or online at [www.childline.org.uk](http://www.childline.org.uk)

Lifeline 0808 808 8000  
Free 24/7 helpline

Samaritans 116 123  
Free 24/7 helpline  
or email  
[jo@samaritans.org](mailto:jo@samaritans.org)

Help lines in N.I.  
[www.helplinesni.com](http://www.helplinesni.com)

NSPCC 0808 800 5000  
Free 24/7 helpline

Parenting NI 0808 8010 722  
Freephone support line

GP Out of Hours (By appointment only)  
028 7186 5195  
Mon-Fri 6pm-8.30am  
24hr on weekends/bank holidays

young

person's

mental

health

a guide...







# ***Challenging girls today; creating women of value in the future***



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