



Mental Health and Wellbeing Policy

POLICY FOR	Mental Health and Wellbeing Policy
PERSON RESPONSIBLE	Head of Pastoral/ Assistant Principal Pastoral
REVIEW DATE	February 2026
REVIEWED BY	Assistant Principals and Head of School/Deputy CEO
APPROVED DATE	June 2026
APPROVED BY	ELT
DATE OF NEXT REVIEW	June 2027
RELATED POLICIES	Rewards and Sanctions Policy, Social Media Policy, Safeguarding Policy, Online Learning Policy, E-safety Policy, Attendance and Punctuality Policy, Anti-Bullying Policy, Teaching and Learning Policy

Executive Principal / CEO and Brand



Ambassador for GEMS Westminster Schools

MENTAL HEALTH AND WELL-BEING POLICY

Declaration of Policy:

TWS endeavours to be a caring community that promotes to the best of its ability the personal, social, emotional, physical and intellectual development of its students and staff. The school is committed to promoting positive well-being across the key stages in a holistic way thereby imposing an open-door policy for all stakeholders where everyone can share their thoughts and emotions by adhering to the policies and procedures to ensure a safe and supportive learning environment for all students.

Wellbeing Vision: To empower each other to lead happy and fulfilling lives in a culture of tolerance, innovation and creativity. To create a safe, respectful and equitable learning environment where everyone is free to express their opinion fully respected.

Goals:

The Well-being policy ensures to:

- Develop a whole school approach for students and staff in promoting a caring, child-friendly and inclusive environment that supports students and staff well-being in different facets.
- Recognize the interplay between the positive experience of school life, student achievement and long-term well-being.
- Provide curriculum that supports students to develop knowledge, understanding and skills to manage their own health and well-being and support others.
- Be aware of common well-being related issues faced by the students.
- Facilitate staff to recognize and respond immediately to the early signs and warnings of well-being related issues of students.
- Offer accurate support tailored to the needs of the students with well-being related issues.
- Create a holistic and multi-disciplinary approach for students identified with special needs.
- Foster respectful and caring relationships between staff and students, students and students, staff and parents.
- Value and support home-school partnership between parents and school management as a means of supporting students' learning and well-being.

Definition of Well-being:

“Well-being is described as the state of being comfortable, healthy, resilient and happy!”

Well-being is the experience of health, happiness, and prosperity. It includes having good mental health, high life satisfaction, a sense of meaning or purpose, and the ability to manage stress. More generally, well-being is just feeling well.

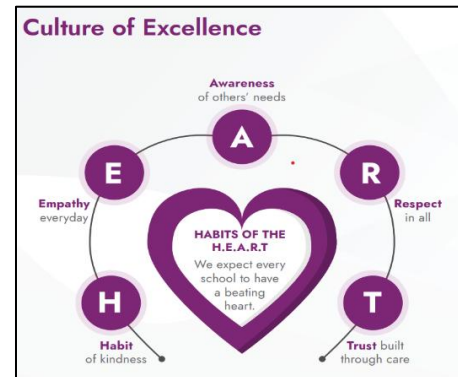
Well-being is something sought by just about everyone because it includes so many positive things — feeling happy, healthy, socially connected, and purposeful.

Culture of Excellence and Be A GEM Ethos

At TWS, wellbeing is deeply embedded within our Culture of Excellence. This culture is shaped by our core values of Care, One Team, Always Learning, and Excellence, and is brought to life each day through our *Be a GEM* ethos.

The *Be a GEM* approach ensures that positive behaviour and character development remain at the heart of school life:

- **Accentuating the Positive:** We intentionally recognise, praise, and reward behaviours that reflect our values, ensuring that positive reinforcement consistently outweighs negative consequences.
- **Finding the Genius:** We actively seek opportunities to highlight each student’s strengths and achievements, nurturing confidence, resilience and a strong growth mindset.
- **Shared Routines:** Consistent whole-school practices—such as warm morning greetings and purposeful, positive endings to the day—create a sense of structure, security, and belonging for every child.
- **Celebration and Recognition:** Students are regularly acknowledged through certificates, postcards, GEM of the Week, Sparkling GEM awards, and Leadership Gemstone celebrations, reinforcing our commitment to recognising effort and achievement.



Through this ethos, TWS fosters a supportive and aspirational environment where every student is empowered to become the best version of themselves—respectful, resilient, and ready to succeed.

Leadership Gemstones

At **TWS**, the Leadership Gemstones framework is a cornerstone of our character development and wellbeing provision. Each month, a dedicated Gemstone theme—such as Resilience, Respect, Compassion, Integrity, or Responsibility—provides a unified focus across the entire school community.

This framework:

- Establishes a consistent and shared language around character, leadership, and personal growth.
- Encourages students to intentionally practise leadership habits that nurture trust, courage, accountability, and empathy.
- Aligns closely with our *Stand Up, Speak Out* anti-bullying approach, reinforcing that true resilience includes speaking up for oneself and advocating for others.
- Is delivered through our structured Curriculum and enriched by student-led initiatives, including classroom sessions, assemblies, leadership opportunities, and home-learning activities that strengthen our Family First partnership.

Through the Leadership Gemstones, TWS ensures that character education is not an isolated initiative, but a lived experience woven into everyday school life.

The 13 Leadership Gemstones and their values

<p>REFLECTION MOONSTONE Encourages deep thinking and setting meaningful goals for growth.</p> <p>JAN</p>	<p>COMPASSION EMERALD Inspires kindness, understanding and care toward others.</p> <p>FEB</p>	<p>INTEGRITY DIAMOND Emphasises honesty and staying true to one's values, even in tough situations.</p> <p>MAR</p>	<p>VISION LABRADORITE Promotes goal-setting and planning for future success.</p> <p>APR</p>
<p>ADAPTABILITY AQUAMARINE Helps students embrace change with resilience and flexibility.</p> <p>MAY</p>	<p>SERVICE PERIDOT Encourages generosity and prioritising the needs of others.</p> <p>JUN</p>	<p>EMPATHY RUBY Fosters understanding and valuing others' perspectives.</p> <p>JUL</p>	<p>RESILIENCE ONYX Builds strength and persistence during challenges.</p> <p>AUG</p>
<p>RESPECT SAPPHIRE Encourages fairness, dignity and appreciation for all.</p> <p>SEP</p>	<p>DIVERSITY FLUORITE Celebrates unique perspectives and fosters inclusivity.</p> <p>OCT</p>	<p>GRATITUDE CITRINE Promotes recognising and appreciating contributions.</p> <p>NOV</p>	<p>UNITY GARNET Highlights the importance of teamwork and collaboration.</p> <p>DEC</p>
<p>PURPOSE AMETHYST</p>	<p>RAMADAN Reflect, serve and hold oneself accountable.</p>		

Five Aspects of Well-being:

Each of the five aspects of well-being has been considered in the development of this policy and the feedback and information gained will be incorporated into the well-being programme/support plan.



CULTURE

- School mission and ethos
- Physical environment
- Classroom culture
- Teaching, learning and assessment

POLICY & PLANNING

- School Policies
- SEF (Self Evaluation Form)
- Subject and whole school planning
- CPD (Continuing Professional Development) planning

CURRICULUM

- Guidance
- Other subjects and learning experiences
- Extra-curricular and co-curricular learning
- Designated well-being curriculum

RELATIONSHIPS

- Staff –student relationship
- Peer relationship
- Student Voice
- Partnership with parents and community

HEALTH

- Adopting a healthy lifestyle
- Being physically active, mentally balanced, emotionally stable and socially connected with family and friends
- Promoting and participating in international events

Resilience:

At TWS, Resilience is embedded into Well-being. Systems of Resilience help cultivate a positive and thriving learning environment where learners can grow, learn and succeed despite facing various challenges along the way. These are ensured in the following ways:

1. **Building Life Skills:** Implementing programs that focus on teaching important life skills such as stress management, conflict resolution and problem solving, to empower students to navigate difficult situations effectively going forward.
2. **Establishing support systems:** Implementing support systems such as counsellors, mental health resources, and peer support groups to help students and staff cope with challenges and build resilience.
3. **Emergency preparedness:** Developing and regularly practising emergency response plans to ensure the safety and well-being of students and staff during crisis, such as natural disasters or other emergencies, helping them adapt and bounce back from challenging situations.
4. **Promoting mental health:** Educating the learners about Resilience:
 - a) Helps create a supportive environment that fosters positive mental health and well-being among students and staff. It teaches individuals how to cope with challenges and bounce back from setbacks effectively.
 - b) Promotes a culture of support, empathy and understanding within the school community and encourages individuals to seek help when needed and fosters a sense of belonging and connection, which are crucial for overall well-being.

Well-being Team:

Well-being is a shared responsibility of all stakeholders; including Local Advisory Board (LAB) members, parents and students. Whilst all senior leaders and staff have a responsibility to promote well-being, staff with specific relevance would include:

- Executive Principal/CEO & Brand Ambassador for GEMS Westminster Schools
- Head of School/ Deputy CEO
- Assistant Principals
- School Doctors
- Head of Inclusion
- Student Counsellors
- Heads of Pastoral/Key Stage Leaders

- Heads of House
- Safeguarding Team
- Senior Vice President (LAB representative)

Teaching about Mental and Emotional Health:

“Mental health is 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 his or her community.” (World Health Organization)

At our school, we aim to promote positive mental health for every member of our staff and student in the following manner:

- Promote positive mental health.
- Increase understanding and awareness of common mental health issues.
- Alert staff to early warning signs of mental ill health.
- Provide support to staff working with young people with mental health issues.
- Provide support to students suffering mental ill health and their peers and parents or carers.

Roles and Responsibilities of the Well-being Team:

- Initiate information dissemination of programmes and organize activities for the protection of students.
- Establish a system for identifying students at risk and experiencing well-being concerns.
- Monitor the implementation of positive measures and effective procedures in providing the necessary support for the students.
- Ensure that students' rights are heard, respected and upheld in all matters and procedures affecting their welfare.
- Ensure that students and school staff, both teaching and non-teaching, are aware of the Well-being Policy.
- Keep written records (referral, action taken, etc.) of cases for future references.
- Follow up reported cases.

Early identification and warning signs:

Despite the ups and downs, most of the students enjoy their time in school. However, there are instances when these students struggle more than is expected and have difficulty in coping. All staff will be vigilant in identifying a range of possible difficulties that may be contributing to a student's poor mental health and emotional well-being, including;

- Attendance
- Punctuality
- Relationships
- Attitude to learning

- Physical indicators
- Negative behaviour patterns
- Family circumstances
- Recent bereavement
- Health indicators

The following warning signs are indicators that students have well-being issues:

- Persistent lack of energy or feelings of tiredness/fatigue
- generalized feelings of restlessness and agitation
- Feeling fearful
- Not wanting to talk to or be with people (Withdrawn)
- Not wanting to do things they usually enjoy (change in behaviour)
- Using alcohol or drugs to cope with feelings
- Finding it hard to cope with daily routine
- Unhealthy and unhygienic appearance
- Changes in eating/sleeping habits
- 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

Well-being Challenges of Students:

Student well-being strengthens all facets of students' learning journey, from their capability to learn the subjects, to their capability to build positive relationships. Academicians have recently understood that well-being is an essential factor of school experience like academic learning. Thus, it is vital for the school to be aware of the different well-being challenges students face:

- Feeling stressed
- Bereavement
- Separation anxiety
- Academic anxiety
- Disruptive behaviour
- Relationship issues
- E-Gaming addiction
- Domestic abuse
- Substance abuse
- Bullying

- Internet and social media safety
- Obsessive Compulsive Disorder (OCD) about germs and cleanliness
- Managing emotions including emotionally based school avoidance/refusal
- Health and lifestyle issues such as healthy eating, sleep patterns, exercise, and screen time exposure.

Well-being Challenges of Staff:

Several aspects of the job can present challenges to the mental health and well-being of school staff. Among these challenges are work-life balance:

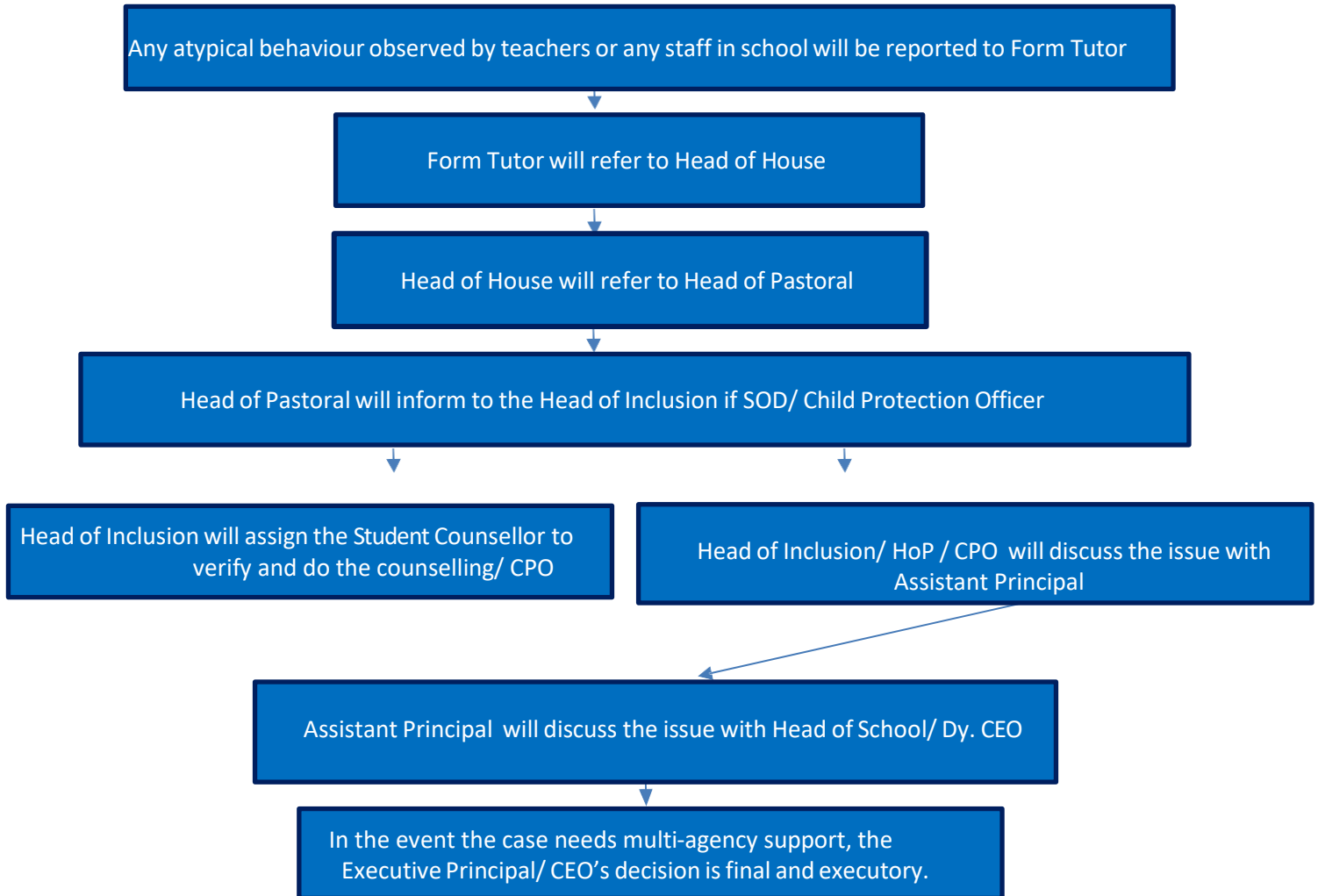
- Workload and work-life balance
- Relationship with parents
- Different stressors at home
- Administrative tasks
- Relationship with line managers
- Pastoral concerns related to students like mental health and safeguarding
- Relationship with colleagues

Reporting Process:

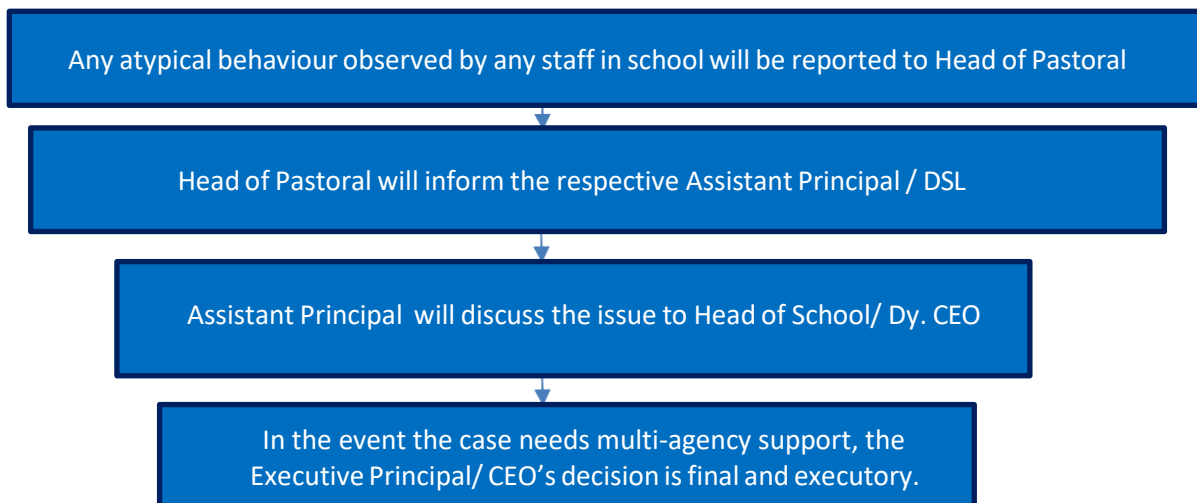
Any school staff or teacher who believes, on reasonable grounds based on the warning signs stipulated in this policy, may report the case to Well-being Team following the reporting protocol:



Student:



Staff:



Preventive/ Supportive Measures:

- The school will follow a strict policy in recruiting highly qualified professional school personnel.
- School counsellors will provide specialised and targeted interventions for students who have been identified as requiring counselling, particularly at the tertiary level of intervention, through individual counselling, emotional support, crisis intervention, and collaboration with families, pastoral staff, and external professionals where needed.
- Establish and maintain an environment conducive to study, by way of providing the student with safe and sanitized school facilities such as laboratories, a library, clean and tidy classrooms.
- Provide the employees with the necessary training to enhance their teaching skills/performance and equip them with updated modalities to address the issues and concerns affecting the student.
- Provide guidelines/procedures for identifying individuals at risk and experiencing well-being concerns.
- Provide assistance to individuals who are at risk and experiencing any well-being issues in accordance with the guidelines set forth by the Well-being Team.
- Establish a safe environment where students can learn and develop their potential, skills and knowledge.
- Create Students and Staff Well-being Team which serves as a voice in bridging the gap between student to student, student to teacher and teacher to teacher.
- Provide information campaigns through newsletters/ bulletins and advisories.
- Revisit the curriculum and incorporate life skills highlighting the Socio-Emotional Learning (SEL) as part of a cross-curricular link.
- Regular engagement with parents through coffee morning, family day and quarterly meetings.
- Establish linkages/networks with relevant government agencies and non-government organizations that handle well-being matters.

Teaching and Learning:

Across the entire school, a structured and research-informed approach is adopted to support students' personal development alongside their academic learning. The programme focuses on nurturing emotional literacy, resilience, self-awareness, positive relationships, and responsible decision-making. The **Oxford Wellbeing Curriculum** developed by Oxford University Press is used across Key Stages 1-3 ensuring that wellbeing is intentionally woven into the school experience and supports students in thriving both personally and academically.

Through carefully weekly sequenced lessons, reflective activities, and guided discussions, students of Primary, Secondary and Sixth Form are encouraged to understand their thoughts and emotions, develop healthy coping strategies, strengthen empathy, and cultivate a growth-oriented mindset. These sessions align with whole-school wellbeing priorities and supports students in becoming confident, reflective, and socially responsible young people, well-equipped to navigate both academic challenges and everyday life.

Confidentiality:

Maintaining honesty with students, staff and families should be adhered to considering the safety and well-being of the students. However, rules of confidentiality will be applied at all times.

Referral:

The school may refer the student to the agency concerned if deemed necessary.

Monitoring and Evaluation:

Wellbeing Team will update the Policy and Procedures in the light of any further legislation as deemed necessary and review annually. Ongoing evaluation will ensure the effectiveness of the Policy.