

Student Wellbeing Policy



This policy includes definitions and/or guidelines related to the wellbeing of students.

Updated September 2024

References to Hartland children should be read as Pupils in the Primary phase and Students in the Secondary phase of the school and are interchangeable.

Wellbeing Policy Statement for Students

Overview

At Hartland International School, we are committed to fostering a safe and nurturing environment where the physical, mental, and emotional wellbeing of our students is one of our key priorities. Our Wellbeing Policy serves as a comprehensive framework that outlines our commitment to promoting the overall health and happiness of our students. We believe that a holistic approach to wellbeing is essential for the development of well-rounded individuals, and we strive at all times to empower our students to thrive academically, emotionally, and physically.

We are committed to creating a supportive and inclusive school community that prioritises the wellbeing of our students. This policy serves to guide the development of initiatives, programmes, and practices that will promote physical health, emotional resilience, and a positive learning experience. This Wellbeing Policy Statement is a testament to our commitment to the wellbeing of every student in our care.

Key Principles

1. Inclusivity

We ensure that all students have equal access to wellbeing resources and support, regardless of their background, abilities, or needs.

2. Prevention

We focus on proactive measures to prevent physical and mental health issues and to create a nurturing environment that reduces stress and anxiety. This is done daily through our PSHE curriculum, assemblies, dedicated class and form tutors, our school counsellors, our academic careers counsellor and through our Heart to Hart discussions. We do not use homework in the primary phase to ensure that students can enjoy a balance between school and home. Homework is gradually introduced during Year 6 to support the transition to Key Stage 3. Home learning in the secondary phase is set through a timetable to ensure academic benefit and the opportunity for students to engage with their own interests and passions outside of school.

3. Partnership

We collaborate with parents, guardians and external organisations to provide comprehensive support for our students. This includes our membership of COBIS, BSME and DASSA as well as informal networks and links.

4. Promotion of Positive Mental Health

We promote resilience, self-esteem and emotional intelligence as fundamental components of positive mental health. This is further reinforced through our focus on HPL theory and practice this year.

5. Counselling and Support

We provide professional counseling through our two on site school counsellors, form tutors, our medical team alongside external support services to assist students with their emotional and mental wellbeing. Senior leaders monitor this carefully to ensure that all support services work together in a cohesive manner in supporting students.

6. Physical Health

We emphasise the importance of physical health through our school canteen, our advice to parents on what makes up a nutritious and health lunchbox, exercise, sport, and regular health check-ups as per the DHA guidance and requirements. Our unique and broad enrichment programme offers students opportunities to engage in physical exercise every day, a known leading factor in improving wellbeing.

Key Components

1. Mental Health and Wellbeing

We promote mental health education through awareness campaigns, workshops, and seminars as well as our PSHE curriculum, assemblies, and tutor time. We have two full-time designated counsellors available to assist students with emotional and psychological challenges. We encourage open communication and provide a safe space for students to express their concerns.

2. Physical Health

We provide nutritious meals in the school cafeteria, emphasizing balanced diets. Physical education is a mandatory part of the curriculum to encourage physical fitness. DHA policy is adhered to and required health check-ups and vaccinations are conducted as per guidance. Sixth form students have free supervised access to the school gym.

3. Emotional Resilience

We offer peer mentoring support programmes, mentoring, and guidance to build emotional resilience. Teachers are experienced practitioners and are guided through Heads of Year and members of the Leadership Team to recognise signs of emotional distress and offer appropriate support. If in doubt, our pastoral programme encourages staff to seek guidance and support. Mindfulness is offered as an enrichment club after school and Yoga is a key element of our Early Years curriculum.

4. High Achievement and Expectations

We support all students and believe that all can achieve in a high challenge yet supportive environment. Endeavour and achievement brings a sense of purpose and wellbeing. We have a wide range of programmes eg MAGT, and a range of systems eg house systems and rewards, that both promote and recognise personal achievement which supports that sense of purpose and happiness. Our Student Leadership groups further support this sense of high achievement.

5. Financial Health

Through PSHE and through programmes such as 'Squirrel' we provide guidance intended to safeguard and promote financial health and wellbeing in our upper primary and secondary students, seeking to achieve financial wellbeing when older. This is especially important in our VESPA and Hartland Diploma for 6th Form students.

6. Friendships and Happiness

We offer a wealth of opportunities for students to foster new friendships, from enrichment to class mixing to an ethos centered on living the Hartland Values outwardly towards others. We also run multiple lunchtime clubs such as own language clubs, peer mentoring and games clubs for students that might be struggling to find their friendship group or who are in need of some social guidance.

7. Volunteering and Giving Back

It is statistically proven that people who volunteer regularly are healthier both physically and mentally. In addition to the health benefits, volunteering gives people a sense of purpose. Our environmental and philanthropic commitment is a key facet of day-to-day life at Hartland. We have not only built a curriculum around sustainability but our Hartland Values and the opportunities we create to support students in volunteering towards helping others eg peer to peer mentoring, mental health peer training for students, enrichment clubs run by students for students and the impact of the charity committee are significant components of the school life.

8. Inclusivity and Diversity

We promote a culture of respect and inclusivity, ensuring that students from all backgrounds feel valued and supported. Our EDIJB student and staff committee guide the work to break down barriers and create another conduit for student voice. The spiritual and cultural wellbeing of students is fundamental to this work as we support all marking of key events and develop greater cultural appreciation and respect through events such as Cultural Awareness Day.

9. Support Systems

We have a Student Support Team dedicated to identifying and assisting students with specific needs. This team consists of a variety of key staff including members of the Leadership Team, pastoral leaders, the Inclusion Team (SEND, EAL and G&T), Educational Psychologists who visit school, Occupational Health Team who are in school two days a week, our medical staff and counsellors. We collaborate with external professionals, when necessary, to provide specialised support. Our careers guidance and support ensure that future educational and occupational wellbeing is considered through careers days, open days for universities and work shadowing. Regular student surveys occur giving students an important voice and we are responsive to their feedback – e.g. hair and PE kit which ultimately impacts on student wellbeing. We have invested in an online wellbeing platform YouHQ to track and monitor students' wellbeing via bi-weekly check-ins, allowing us to more accurately target support and identify trends or patterns.

10. Parental Engagement and Involvement

We have an 'open door' policy at Hartland. To reduce student stress levels and promote well-being parents/carers can email their son's or daughter's academic teachers directly for subject specific support or feedback at any time. Pastorally we involve parents as early as possible through regular communication regarding their child's well-being and attitude to learning. To supplement this partnership; workshops and forums guide parents in every phase of their child's school experience and personal development. This systemic approach means that students can be supported more effectively to reach their full potential and to get back on track when problems arise.

Roles and Responsibilities

Senior Leaders, Heads of Year, teachers and support staff are responsible for implementing the wellbeing policy and fostering a supportive environment. Students are responsible for actively participating in wellbeing programmes and seeking help when needed. Parents and carers are encouraged to support their children's wellbeing and engage with school initiatives.

Review and Revision

We continuously assess and adapt our wellbeing initiatives based on feedback from students, parents, and staff with an aim of always improving any of the wellbeing programmes carried out.

This Wellbeing Policy, our curriculum and our programmes are under constant and ongoing review to ensure that they remain current, relevant and effective. Any necessary updates and revisions will be made to align with best practices in the field of student wellbeing.

Date for review of policy

September 2025

Signed.....Date.....

School Principal