

Wellbeing Policy

January 2026



Date of previous review	November 2023
Review frequency	Every two years
Date of next review	January 2028

Statement

At JRCS we are committed to supporting the wellbeing of all members of our community. We believe that everyone has a voice and a value and, when needed, there should be a space where their needs can be communicated. We note that it is especially important to support staff to enable them to thrive and thus, provide the best environment for learning. Success will allow us to foster an environment that supports student wellbeing at all stages of their academic journey.

Our culture is caring, supportive and respectful of the wishes of individuals. Our approach to wellbeing hopes to encourage open communication whilst respecting individual members' right to privacy. We know that everyone experiences different challenges and will manage them in a variety of ways. We are determined to ensure that support is in place to allow **all members** of the community to thrive. At JRCS positive wellbeing is the responsibility of all members to ensure **Success For All**.

Aims

At JRCS we aim to create an environment that promotes positive wellbeing for everyone in our community by:

- Supporting everyone to understand their own wellbeing
- Alerting staff and students to the early warning signs of poor wellbeing
- Providing opportunities for staff and students to care for their wellbeing
- Providing holistic support for staff and student wellbeing
- Increasing understanding and awareness of common mental health issues

The 5 ways to Wellbeing

JRCS believes in the 5 ways to wellbeing as basis to positive mental health for all:

				
Connect	Be Active	Take Notice	Keep Learning	Give
Send a message, meet for a coffee	Run, walk, wiggle!	Use your senses, listen to the calm	Try something new	Your time, words, skills

Defining 'wellbeing'

A state of wellbeing in which every individual realises their potential, can cope with the stresses of life, work productively, and is able to contribute to their community

Here are some contributing factors to positive wellbeing:

- Feeling secure in your home, family, and school/job – sense of belonging
- Having access to a support network of people, hobbies, or interests
- Management of stress, achievable goals, and sense of purpose
- Financial stability in a fair and democratic society
- Success of relationships (inc. friendships, romantic relationships, and family)
- Sleep and exercise routines are healthy

Key Staff

Whilst all members of our community hold a responsibility to promote and support the wellbeing of our community, we have specified members with a responsibility:



Senior Mental Health & Wellbeing Lead: Ms Draisey



Designated Safeguarding Lead: Ms Howe



Headteacher: Ms Keane

Any member of staff with a green '*Wellbeing @ JRCS*' attachment on their lanyard has specific mental health and wellbeing training.

Everyone in the JRCS community will adopt a whole school approach to wellbeing by:

- Promoting positive wellbeing and engaging in opportunities designed to do so
- Celebrating success (See Behaviour Management Policy)
- Being aware of support available and their role (Appendix D)
- Promoting JRCS values and encouraging a sense of belonging
- Taking time to assess and care for their wellbeing
- Being open to discussing wellbeing (see guidance in Appendix B)
- Providing opportunities for community members to develop a sense of worth
- Raising concerns for the wellbeing of themselves or others
- Considering the impact of their actions on the wellbeing of themselves/others
- Being aware of the early warning signs of poor wellbeing (Appendix A)
- Support individuals when their mental health has declined, where appropriate

Line managers and senior leadership will support the whole school approach by:

- Ensuring all staff are aware of this policy and contribute to its review
- Actively encouraging the implementation of this policy in their teams
- Working with their team to promote staff maintaining a 'work life balance'
- Promoting effective communication and dealing direct to encourage belonging
- Being open to discuss factors that may impact on wellbeing (including SEND, LGBTQ+ and issues relating to equality and diversity)
- Promoting initiatives and events that promote positive wellbeing and health

Support for wellbeing at JRCS

Whilst we hope that our policy will allow our community to thrive, we are aware that at times more targeted help is required. All members of our community should feel secure in the knowledge that they can get support if/when the time comes to seek it. We are aware that there are a range of protective factors and challenges to mental health and wellbeing and thus, we must be open to dealing with them all. For more details, please see the school website under 'Wellbeing Hub'.

Support for staff wellbeing

At JRCS we are committed to fulfilling the aims of the Education Staff Wellbeing Charter ¹ to ensure that we promote positive wellbeing. The charter gives us a guide to promoting positive wellbeing and allows us to evaluate our progress in this area.

At JRCS we value the positive impact of flexible working on any workforce. Thus, we encourage staff to communicate where there are times that they require such flexibility; for example, when attending appointments. We have a very clear and well documented leave of absence policy. To aid positive communication Ms Keane runs a weekly 'surgery' in her office Wednesday at 8am, outside of this, she operates an 'open door' policy to encourage our 'deal direct' approach to challenging times.

As a member of our school community there are also dedicated spaces to encourage staff to take time to reflect and build on their wellbeing. These include the staffroom, Wellbeing Room (in the library) and Wellbeing Garden. Staff are encouraged to use these when they need time for reflection or a space to talk to a trusted colleague.

Our universal pledge to all staff highlights the things we do to support wellbeing in our workplace. **We pledge that we will:**

- Tackle the stigma around mental health by promoting and open, understanding culture that finds opportunities to raise awareness (for example, Time2Talk day)
- Consolidate clear communication routines. Including guidance to all stakeholders on working hours, when it is and is not reasonable to expect a response to a query and the freedom for staff to choose whether to respond to emails during 'unsociable' hours if this suits them personally
- Support and check in with staff following any period of absence, asking whether staff are okay or in need of any additional support
- Provide free tea, coffee and biscuits in the staff room every day to increase connection between staff members

¹ Department for Education (2021). *The Education Staff Wellbeing Charter*.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/984134/Education_staff_wellbeing_charter_2021.pdf

- Birthday cards from the Headteacher for all staff
- Recognise the challenges that we may face throughout our life that can impact on mental health and wellbeing including maternity/paternity leave, menopause, grief and much more.
- Give the same consideration to physical and mental health, including in the management of staff absence
- Provide a free gym membership to all staff
- Promote 'Secret teacher' where staff anonymously celebrate others
- Fulfil our legal duty to control the risks associated with work-related stress in the education setting so far as is reasonably practicable
- Attempt to keep email traffic to a minimum, including the encouragement of specific email addresses (eg, – Teachersofyear11)
- Continuous review of all policies to remove bureaucracy where possible and to involve staff in the development of new policies/structures in school
- Plan and monitor the calendar to ensure work and deadlines are as evenly spread out as possible to support the management of workload. Including the reduction in data entry points to reduce staff workload
- Acknowledge success through initiatives such as the unsung hero and Headteacher's letter of thanks
- Invest in staff motivation and celebrate via events such as, Thank A Teacher Day, Christmas carols and Jack Petchey leadership awards
- Provide opportunities for self-development during CPD; we want and support our staff to prioritise their professional development
- Nurture talent and provide staff with opportunities to increase their professional repertoire. This includes providing additional support and training opportunities to our Early Career Teachers/new staff
- Build wellbeing into our CPD calendar, including opportunities to develop personal wellbeing and giving time back to staff where practically possible
- Encourage an open culture and remind staff that their Head of Department is always available to offer support in line with our deal direct approach
- Ensure effective supervision is available to those whose role is known to have a significant emotional component.

- Empower staff to take ownership of their own wellbeing and look out for others (Appendix C). We will signpost guidance, support, and tools
- Provide opportunities for open consultation on changes in school, such as those to the timetable or payback for open evening
- Ensure there is a wellbeing lead in the school who is suitably trained

We will not, however, expect managers to provide professional wellbeing support for which they have no professional training, and will ensure that there are clear routes in place to escalate for further support. **This is known as our targeted offer:**

- Staff have access to the Employee Assistance Programme which is a 24-hour support line that can give you guidance, counselling, and support for all the potential challenges to positive wellbeing. For details of this, please see one of the many posters around our staff areas.
- Staff who are on the safeguarding team, and beyond this where appropriate, have access to supervision with the clinical leads of our school Mental Health Support Team.
- Staff can also be referred to Occupational Health if a further layer of support is needed and this is done via your line manager/SLT.

Support for student wellbeing

Student wellbeing is paramount at JRCS; it is important not to underestimate how positive wellbeing can enable students to thrive in their learning and social skills. A sense of belonging is a protective factor for wellbeing; thus, we encourage a positive school environment that praises effort, promotes Out of Hours School Learning, champions leadership, celebrates diversity, encourages individuality, rewards commitment and actively challenges bullying (please see our Anti-Bullying Policy). There is also recognition of the impact of a healthy diet on wellbeing, and this is considered in the food prepared by our school catering team.

Developing your whole self is paramount in developing positive wellbeing and students are encouraged to do this through student voice, DofE, trips, peer mentoring, taking part in the Pride group and more. Furthermore, there is a robust package of support for those on the SEND register where they have can be supported by a key worker, nurture groups, use of the calming room, and our educational psychologist.

In light of the updates to the [Suicide Prevention Strategy](#) (2023) we have now added an alert system to our IT network called 'R;pple'. This programme takes over the screen of any computer on site when harmful content is searched and encourages the user to breath in line with an on-screen prompt. At the end, support lines are given, and an alert is sent to our school IT team who will ensure the safeguarding team are aware of this report.

In school there are several dedicated spaces to aid in the promotion of wellbeing:

- The Wellbeing Hub (school website) – Guidance and links to further support

- The Wellbeing Wall (Library) – Fiction and non-fiction books on wellbeing
- Wellbeing Boards (Main St/6th Form common room) – Information
- Wellbeing Room (Library) – Space for 1:1 support and calming
- Wellbeing Garden – Space for quiet reflection
- Cubbie – Space for reflection, calming or revitalising
- Calming Room (SDD/ARP) – Space for calm when overwhelmed (SDD Only)

At JRCS we have invested in a Cubbie, which is a dedicated space for students who are finding things more challenging than usual. Cubbie can be programmed for individual students and offers them a safe space for calming or revitalising their emotions. The Cubbie has been a welcome addition to our other services (internal and external) which includes Youth League, LifeLine, You & Me Counselling, Youth Work, YARM, West Ham, Peer 2 Peer and more (appendix D).

At JRCS we have now set up a dedicated team of students who were voted in via 'student voice' to their position as ambassadors for mental health. This team is managed by Mr Watts.

Further to the support we offer in school, at JRCS we regularly access additional external opportunities to support our young people. A list of which can be seen in Appendix D. Importantly, we work with our local Mental Health Support Team (MHST), a team of trained wellbeing practitioners who work in school to support students with low mood or generalised anxiety. Referrals to the MHST are made via the Head of Year and initial meetings are completed with a view to set a 6–8-week plan of 1:1 support. This service bridges the gap between school and CAMHS. The MHST also offer workshops, group work and parent support.

Support for parents/carers

To ensure that our school community is successful it is vital that we value the wellbeing of all members of our community. This includes our parents/carers and the wider families of our students. At all times we will communicate with parents/carers our concerns for their child's wellbeing and expect that parents will do the same.

We understand the variety of challenges families may face in our borough, including poor mental health, low income, domestic violence, grief and much more. Where appropriate pastoral teams may suggest further support for families where wellbeing is being negatively impacted. This could be giving parents/carers access to parenting support, external agencies or by referring to local services designed to support positive wellbeing.

As a family the impact of one or more members of the family unit experiencing negative wellbeing can be challenging. Thus, it is important for parents/carers to know where to access support. This could include community groups, the year team, the school website, or other professionals in the community. It is vital that school and home communicate effectively to ensure wellbeing is maintained or restored.

To support parents/carers to maintain positive wellbeing, we will:

- Update our resources to provide up to date information about support
- Ensure all parents/carers know who to talk to regarding concerns

- Make our Wellbeing Policy accessible to parents/carers
- Give parents/carers time to discuss their concerns
- Encouraging parents/carers to share their opinions via parent feedback forms
- Offer parent coffee mornings with the MHST
- Offer training opportunities for parents to develop awareness of mental health

Wellbeing in the JRCS Curriculum

At JRCS we recognise the importance to **teach** our community about wellbeing; what it means, how to achieve positive wellbeing, where to get support and much more. Wellbeing comes into our school curriculum in three ways.

1. In all subjects there is an awareness of the impact that the topics of study may have on student wellbeing. All staff are responsible for ensuring students are sufficiently prepared for challenging topics, assessments, and feedback.
2. In the tutor time programme. Each year group will have their own approach to the weekly schedule for tutor time, this will include regular opportunities to focus on student wellbeing.
3. In the PSHE/PDE curriculum wellbeing is considered throughout, this includes building foundations in Year 7; tackling issues relating to wellbeing in Years 8 and 9; and a PSHE rotation in Year 10 which covers a wide range of global issues. In Year 11 we find regular opportunities to embed wellbeing into assemblies/tutor time and for KS5, weekly 'spangle' sessions cover a range of issues relating to keeping yourself well.

Policy Review

This policy will be reviewed every two years as a minimum and its impact will be evaluated through:

- Feedback from staff, students, and parents/carers
- Review by Mental Health Lead, SLT and Governors to determine whether aims of the policy are being met.

Appendix A – Early warning signs

It is important for all members of the JRCS community to be aware of some of the early warning signs that someone is struggling to maintain positive wellbeing. Importantly, the best thing we can do to help others is ask about wellbeing more often and more than once.

- Talking or joking about self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope
- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating or sleeping habits
- Increased isolation from friends or family
- Becoming socially withdrawn
- Changes in activity or mood
- Lowering of academic achievement
- Abusing drugs or alcohol in the family
- Changes in clothing e.g. long sleeves in warm weather
- Secretive behaviour
- Skipping PE/Games or getting changed secretly
- Lateness or absence from school
- Repeated physical pain or nausea with no evident cause
- Increase in lateness or poor attendance

Appendix B – Talking about wellbeing

The following pieces of advice are taken from a range of articles on supporting wellbeing and should be considered in line with our other school policies for safeguarding and supporting others. Whilst we encourage you to discuss wellbeing more, we are aware that this can also impact the wellbeing of the individual who has become a source of support. **You are never alone here**, please do share your concerns about others with senior staff to ensure that all community members are supported well. Always remember to follow our Safeguarding and Child Protection Policy in line with the below too:

Focus on listening

If a colleague/student has come to you to discuss a concern it is because they feel safe to do so. Therefore, the important part is to listen, ask open questions and let them 'pour out' their emotions. Sharing that there is a problem is the first step in improving wellbeing.

Don't talk too much

When someone has come to us for advice, we can think we need to respond with a solution. Wellbeing does not always have a solution, instead, talking is as much a part of the cure. Consequently, the individual should talk for 75% of the time at least. Sometimes, the conversation might go silent and this is okay, it could be that the individual needs more time to think. If the silence continues it could be a good time to ask open questions such as, 'what are you thinking about now' or 'how has opening up today made you feel now'.

Offer support

It is useful to end a wellbeing conversation with some next steps. By this, we don't mean a solution, but more of a 'this is what we can do next' to move towards a more positive state of wellbeing. This might include, arranging another time to meet, contacting someone else, trying something new, etc. This will ensure that all parties leave the conversation feeling like there is progress to be made and something to aim for.

Acknowledge that it is hard to talk about wellbeing openly

We would all be lying if we said that talking openly about wellbeing and health is easy. Simply recognising that the conversation you're having is really challenging can go a long way in making the individual feel more comfortable to open up.

Never break your promises

Regardless of how positive or difficult the conversation seems to have felt, remember the individual has chosen **you** to be open with. The most important thing is that you stick to your word. If you have agreed to speak to someone else or meet them again at it is crucial that you stick to that agreement. Remember there are things you cannot promise, for example, promising not to share the information in the event of a safeguarding concern.

Appendix C – Judging my own wellbeing

Thriving "I have got this"	Surviving "Something isn't quite right"	Struggling "I can't keep this up"	In crisis "I can't survive this"
Calm and steady in my approach to daily tasks	Nervousness, sadness, mood seems to fluctuate a lot	Persistent fear, panic, anxiety, anger, sadness or hopelessness	Disabling stress and loss of function
Able to take any changes in my daily routine without concern	Inconsistent performance in the workplace	Exhaustion	Panic attacks
My performance in work is consistent	More easily overwhelmed by challenge or irritated	Poor performance and ability to make decisions	Nightmares/flashbacks
I can take feedback from others and adapt to meet changing needs	Increased need for control	Lack of concentration	Unable to fall or stay asleep
Able to focus	Finding it challenging to adapt to any changes	Avoiding interaction in work and at home	Intrusive thoughts, possibly of self-harm or suicide
Able to communicate effectively with others	Trouble sleeping/eating	Fatigue, aches and pains	Easily aggravated and sometimes aggressive
Normal sleep patterns	Activities usually enjoyed seem stressful or less enjoyable	Restlessness, disturbed sleep	Careless mistakes are made and an inability to focus
I feel happy in my working environment	Relationships with others are more taxing	Self-medicating with food/substances/other	Feeling out of control or numb
I am able to enjoy my usual activities outside work	Muscle tension, low energy, headaches	Inability to plan for more than the day ahead	Withdrawal from most/all relationships
			Dependent on food/substances/other to cope

Appendix D– Intervention Map

<i>Support</i>		<i>Internal Referral (Child raised at SSP)</i>		<i>External Referral</i>
Classroom Teacher	Head of Department	SENCO	Attendance Officer	
Ensuring all students can access learning	Department report	Key workers	Home visits	MHST LifeLine
Have calm conversations & follow SWAT	Relocation	SEN assessments	SAM process	Box Up Crime
Celebrate success	Parent communication	EHCPs & reviews	Refer to LA	West Ham mentoring
View behaviour through a trauma lens	Intervention & lesson drop ins	ELSA	Celebrate success	CAMHS (Inc. HOT clinic & Bereavement clinic)
Give SMART targets	Refer to HOY/SLT	Parent meetings	Attendance monitoring	Early Help
R&R with student	Celebrate success	Access arrangements	EAL co-ordinator	Social care
Speak with parents	Restorative conversations in detentions	Learning profiles	Celebrate success	YARM
Refer concerns to year team	Head of Year	Curriculum support	Intervention groups	Young carers
Discuss with SENCO/EAL co-ordinator		Groups (Inc. HW club & Social skills)	Learning profiles	School nurse
Restorative conversations in detentions	Celebrate success	Lead Mentor/Mentoring		SALT
Pastoral Assistant	Intervention groups	1:1 Pick ups	Key working	Safer London
Regular pick-ups & lesson drop ins	Regular pick-ups	School counselling	Parent calls	Subwize
Intervention groups (Inc. HW club)	Restorative conversations in detentions	Parent communication	SNAP B	Peer to Peer
Round Robins	Referrals	Peer mentoring	Lesson drop ins	Wobbles & Hot Heads
Communication with parents	Assistant Headteacher	Stepping stones	Further support	Young person's advocacy service
Self-monitoring reports		Senior MH & WB Lead	Wings	DEM1 (Youth Work)
RAG timetable	Meet with parents	MHST clinic	OHSL	Girls supporting girls
Referrals	Respond to on calls & drop in lessons	Referrals to MHST	Student Voice	Educational psychologist
Facilitate R&Rs	SLT report	Parent communication	DofE	Construction Youth
Restorative conversations in detentions	Referrals	Pick ups	WH Hub officer	University outreach
	Celebrate success			Youth League