



LUX MUNDI

LIGHT OF THE WORLD ~ CATHOLIC ACADEMY TRUST

Wellbeing Policy

CARDINAL POLE CATHOLIC SCHOOL

Status Public 2026

APPROVED BY THE LOCAL GOVERNING BODY ON: 8th July 2026

CHAIR OF GOVERNOR'S SIGNATURE:..

Daniel Rhane

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Cardinal Pole School Vision

Cardinal Pole Catholic School is a learning community for all based upon partnership and respect. It is a strong and vibrant place which recognizes the importance and individual needs of every student and member of staff. Praise and encouragement is vital in creating a climate of learning and high expectations supported by teaching of the highest quality. The school is full of confident, creative and fulfilled young people and staff. They are celebrated as individuals – unique creations of God – who deserve our support, love and trust as they begin the great journey of life.

Mission Statement

Cardinal Pole Catholic School is a community of **service** guiding young people on a path to **opportunity**, **aspiration** and **reward**, founded on Catholic values.

Wellbeing Policy

The school is committed to a child-centred, whole-school approach to mental health and wellbeing. We believe that mental health is as important as physical health and is fundamental to a pupil's ability to thrive academically and socially.

Our approach is built on four key pillars:

- Promotion and Prevention: Building resilience and promoting good mental wellbeing through a robust curriculum and supportive culture.
- Early Identification: Training all staff to observe and identify pupils who may be experiencing, or are at risk of developing, mental health problems.
- Targeted Support: Providing internal pastoral interventions and coordinating with local services like WHAMS (Hackney's wellbeing service).
- Specialist Referrals: Maintaining clear pathways to specialist services such as CAMHS and Mental Health Support Teams (MHSTs) for pupils requiring intensive care

1. Purpose

This policy establishes a **whole-school, child-centred approach to wellbeing**, ensuring every pupil is safe, supported, and able to thrive academically, socially, and emotionally.

It is aligned with:

- [Children's Wellbeing and Schools Act 2026](#).
- [Keeping Children Safe in Education \(KCSIE\) 2026](#)
- [Children Act 1989 / 2004](#)
- [Equality Act 2010](#),
- [SEND Code of Practice 2015](#)

2. Aims

- Embed a holistic, whole-school approach to wellbeing that integrates mental, physical, social, and emotional health into all school policies and practice.
- Maintain a safe, inclusive environment consistent with the [Equality Act 2010](#), [SEND Code of Practice 2015](#), [KCSIE 2025/2026](#) and [Children's Wellbeing and Schools Act 2026](#).
- Ensure early identification, timely support, and clear referral pathways for wellbeing concerns.
- Strengthen family and community partnerships, including collaboration with WHAMS wellbeing service and Hackney's safeguarding partners.

3. Scope

This policy should be read in conjunction with our Medical Policy in cases where a student's mental health overlaps with, or is linked to, a medical issue and the SEND Policy where a student has an identified special educational need. Applies to all students, staff, outside agency staff, volunteers, and visitors on site and during off-site activities.

Covers PSHE/RSE, safeguarding, positive behaviour, attendance, digital wellbeing, and health promotion.

It encompasses safeguarding, mental health, behaviour, attendance, curriculum, and health.

4. Definitions

Wellbeing: A holistic state of physical, mental, emotional, and social health enabling students to thrive.

At-Risk: Students showing distress or risk factors requiring timely intervention.

Safeguarding: Actions to protect students from harm and ensure their safety and wellbeing.

5. Roles and Responsibilities

Increasing awareness and facilitating early intervention

To ensure early intervention, the school fosters a culture of professional curiosity. We aim to increase awareness through:

- Curriculum Integration: Mental health literacy and anti-stigma activities are embedded within PSHE and RSHE lessons, led by the Lead SLT, Mr. Matt Tisi.
- Staff Training: All staff, including non-teaching staff and governors, receive safeguarding and mental health training at induction, with updates at least annually.
- The Role of the Mental Health Lead: Our Lead Wellbeing SLT, Mrs. Gabriela Toma, coordinates with external agencies to ensure that support is provided as soon as a need emerges.
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Designated Safeguarding Lead (DSL): Mr. Peter McEvoy/ Deputy: Ms. Cynthia John liaise with Hackney safeguarding team. Coordinate wellbeing initiatives, track at-risk cases, champion trauma-informed approaches

Teachers and Staff: Deliver high-quality wellbeing education, observe/report concerns, implement safeguarding procedures.

Parents/Guardians: Engage in wellbeing planning and home-school partnership.

Students: Participate in wellbeing activities and uphold safe, respectful conduct.

Warning signs and risk factors

All staff and parents are alerted to be particularly vigilant for signs that a pupil may be struggling. **Warning signs** may include:

- **Significant changes in behaviour** or emotional state.
- **Ongoing difficulty sleeping.**
- **Withdrawal from social situations** and peer groups.
- **Loss of interest** in activities they previously enjoyed.
- **Physical signs of self-harm** or neglect.
- **Attendance.**

Staff must also consider **risk factors** that increase vulnerability, such as:

- Being a **young carer** or having **SEND**.
- Experiencing **domestic abuse** at home (recognising children as victims in their own right).
- History of **disrupted education**, suspensions, or being at risk of exclusion.

- Experiencing **adversity or trauma**, which can have a lasting impact on mental health.

6. Whole school wellbeing model - (see annexe 2- pathways on school website)

6.1 Safeguarding and protection

- Robust safeguarding systems in line with KCSIE.
- Clear reporting, recording, and escalation procedures.
- Participation in **multi-agency safeguarding arrangements**.
- Active role in **child protection processes and teams**.

6.2 Mental health and emotional wellbeing

- Universal, targeted, and specialist support available.
- Access to counselling and external services (e.g. CAMHS/WHAMS).
- Trauma-informed and relational practice.
- Anti-stigma and mental health literacy embedded in curriculum.

6.3 Pupil voice and participation

- Pupils' views are actively sought and acted upon.
- Decisions consider pupils' wishes, age, and understanding.
- Structured opportunities for participation (council, forums).

6.4 Inclusive and safe environment

- Zero tolerance for bullying, discrimination, or harassment.
- Equality of opportunity and reasonable adjustments for all.
- Strong online safety and digital wellbeing practice.

6.5 Physical health and lifestyle

- Access to nutritious food and healthy routines.
- Promotion of physical activity and health education.
- Compliance with statutory requirements (e.g. food standards, allergy safety-Benedict's Law).

6.6 Curriculum and learning

- Wellbeing integrated into PSHE/RSE and across subjects.
- Balanced workload and supportive learning environment.
- Support for SEND, EAL and vulnerable pupils to overcome barriers.

6.7 Family and community partnership

- Parents/carers engaged as partners in wellbeing.
- Use of **family group approaches where appropriate**.
- Collaboration with local authority and external agencies.
- Clear communication and accessible support routes.

7. Procedures and protocols

The school operates a **graduated response**:

1. **Universal support** (adaptive teaching, wellbeing curriculum)
2. **Targeted support** (pastoral interventions, monitoring)

3. **Specialist support** (referral to DSL, external agencies)

Any member of staff who is concerned about the mental health or wellbeing of a student should speak to a Head of Year (HoY), Pastoral Support Manager (PSM) or DSL. They will record on CPOMS under the category of 'Cause for Concern'. If there is a fear that the student is in danger of immediate harm, then standard safeguarding procedures should be followed with an immediate referral to the DSL or the Headteacher. If the student presents a medical emergency, the usual procedures for medical emergencies should be followed, including alerting a first aider and a DSL.

Individual safety plans

There will be a number of different sources of school-based support, including pastoral staff, behaviour and learning support, school counsellors etc.

Individual safety plans for students causing concern, or who receive a diagnosis pertaining to their mental health, will be drawn up through an individual plan in collaboration with the pupil, the parents/carers and relevant health professionals.

This can include:

- details of the student's needs;
- special requirements and precautions;
- medication and any side effects;
- what to do, and who to contact in an emergency;
- the role the school can play and the role parents/carers can play; and
- risk assessment based on the student's daily activities.

Attendance

If a student's attendance starts to be affected by their mental health and they identify that attending school is a difficulty due to their mental health, a member of staff will conduct a home visit. This will primarily be by the Head of Year or a member of the Inclusion team. This will be organised with the parents/carers in order to provide support for the family and the student.

A risk assessment will be arranged to support the student in returning to school, this will be reviewed every two weeks.

Teaching about mental health

The skills, knowledge and understanding needed by students to keep themselves and others physically and mentally healthy and safe will be included as part of the PSHE curriculum.

The specific content of lessons will be determined by the specific needs of the cohort being taught but there will always be an emphasis on enabling students to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others.

A part of this includes the promotion of resilience and coping skills, which is done through:

- providing opportunities for students to develop resilience through extracurricular activities, mentoring programmes, and pastoral support
- highlighting the importance of positive relationships, peer support and resilience strategies in the school curriculum
- encouraging healthy lifestyle choices, including regular exercise, nutritious diet, and adequate sleep.

Parents/carers will be informed as to the topics being taught and any concerns will be addressed via parent forum.

The school will endeavour at all costs to teach health and emotional wellbeing topics in a sensitive and safe manner which helps rather than harms.

Support will also be available to students or staff who may disclose concerns after these lessons.

For students this will be through discussion with their form tutor, or pastoral staff, in the first instance or the mental health champion. Teachers will approach a DSL or their manager.

Safeguarding and promoting wellbeing is everyone's responsibility.

For Teaching and non-teaching staff:

- **Observe and Report:** Staff should not attempt to diagnose mental health problems but must report any "nagging doubt" or low-level concern to the **Designated Safeguarding Lead (DSL), Mr. Peter McEvoy**, or the Deputy DSL, Ms Cynthia John.
- **Confidentiality:** Staff must never promise absolute confidentiality to a pupil; concerns must be shared with the DSL if it is in the child's best interest.
- **Supportive Environment:** Maintain a safe classroom or office environment where pupils feel heard.

For Governors:

- **Strategic Leadership:** Governors provide strategic challenge to ensure that the school's wellbeing policies and procedures are effective and robust.
- **Training:** Governors must receive appropriate training to support a whole-school approach to safeguarding and wellbeing.

For Pupils:

- **Trusted Adults:** Pupils are encouraged to identify a trusted adult they can talk to.
- **Safe Spaces:** Provision of physical spaces for pupils to withdraw to if they are feeling overwhelmed.
- **Peer Support:** Encouraging respectful peer relationships and a culture of zero tolerance for bullying or harassment.

For Parents and Carers:

- **Partnership Working:** We treat parents and carers as partners in their child's wellbeing. Parent wellbeing forum offer.
- **Consultation:** In the vast majority of cases, we work with parents to establish what is in the best interests of the child.
- **Signposting:** We provide guidance and signpost families to local services like [CAMHS](#), [Hackney Ark](#), [Family Hubs](#), [Hackney's local authority services](#), and national resources such as [NHS Every Mind Matters](#)

The school will endeavour to work with parents and carers in a sensitive and supportive manner. The main point of contact for parents/carers is the student's Head of Year or form tutor.

If a face to face meeting is arranged, the aim of the meeting will be clear, a point of contact from the school will be named, agreed next steps will be recorded and reviewed together. In addition, the school will:

- highlight sources of information and support about common mental health issues on the school website;
- ensure that all parents/carers are aware of who to talk to;
- ensure that the school's mental health policies are easily accessible to parents/carers;
- share ideas about how parents/carers can support positive mental health in their children through regular information evenings; and
- keep parents/carers informed about the mental health topics their children are learning about in PSHCE and share ideas for extending and exploring this learning at home. [Parent](#) booklet is published on school website.

8. Information Sharing and Record Keeping

The school will follow rules of confidentiality as per the Safeguarding Policy. From the outset and

onwards students will be informed as to who will be told of the information they disclose, what will be said and why it needs to be said. If a student gives us reason to believe that there may be underlying child protection issues, the DSL will be informed immediately who will implement child protection procedures.

- Information is shared **lawfully, proportionately, and in the child's best interests**.
- Staff follow statutory duties to share safeguarding information.
- Records are securely maintained in line with GDPR and data standards.

9. Monitoring and Evaluation

We monitor:

- Attendance and engagement
- Safeguarding patterns and referrals
- Behaviour and bullying incidents
- Pupil and staff wellbeing data.

Leaders report regularly to Governors and set improvement priorities.

10. Staff Wellbeing

We recognise staff wellbeing is essential to pupil outcomes:

- Manageable workload and supportive culture
- Access to wellbeing support
- Staff wellbeing forum
- Ongoing training in safeguarding, inclusion, and mental health.

11. Compliance and Review

- This policy is implemented in line with statutory duties.
- It is reviewed annually or following legislative change.
- Practice is quality-assured through audits and safeguarding reviews.

SLT Lead for Mental Health and Wellbeing (Wellbeing Coordinator): Mrs G

Toma Email: gabrielatoma@cardinalpole.co.uk , Phone: 2188

Designated Safeguarding Lead (DSL): Mr P McEvoy,

Email: petermcEvoy@cardinalpole.co.uk Phone:

WAMHS Wellbeing Service Liaison (Hackney-wide WAMHS

contact): Neofita Christou, Email: neofita.christou@nhs.net Phone: 02032225600

MHTS Liaison (Hackney CAMHS pathway point of contact): Miss Berin

Sari Email: berin.sari2@nhs.net Phone: 02032225600

MHT (Mental Health Team) Liaison at LA level: Helena Burke

Appendix 1 Continuum of support for students and families



Dual continuum after Stop Change: mentally healthy universities, by John de Pury with Amy Dicks (May, 2020), Universities UK.



Appendix 2: Response to Self-Harm Chart

Level	Lead Staff	Trigger/ Situation	Required Actions
Level 1	HOY	Parent/carer reports incident of self-harm outside of school.	- Meeting requested with parents and student - Advise parents to make appointment with GP - Provide mental health helplines info - Draw up individual safety plan for risk - Communicate info to relevant staff - Reviewed each half term by HOY
Level 2	HOY, DSL,	Incident of self-harm in school or student notifies staff.	- Meeting requested with parents and student - Provide mental health helplines info - Assessment of vulnerabilities in school - Safety plan drawn/monitored by DSL team/HOY/PSM - Provide support details to teaching staff - Review of plan every two weeks
Level 3	DSL, NHS	Incident of self-harm resulting in hospital admittance.	- Request TAF meeting with parents, CAMHS/health professionals - Meeting before student returns to school - Provide mental health helplines info - Student support pathway with RA and adjustments - Meeting with School nurse on return - Key worker assigned for regular meetings - Meeting with teaching staff for relevant info - Review of plan every week

Appendix 3: Inclusion Support

Mission Statement: Every student deserves an exceptional experience. We aim to identify and remove barriers to participation, providing high-quality educational experiences and exceptional pastoral care

1. Neurodiversity (Targeted Intervention)

Pre and post teaching

ASD support

Small groups work for English and Maths

Strategies and techniques delivered through specific intervention

Lego Group

2. Language and Literacy (Closing the Gap)

Dyslexia Gold

Pre and post teaching

Speech and Language therapy (SALT)

Accelerated Reader

Lexia Power Up and Flash Academy

3. Alternative Curriculum (Specialist Offer)

Small Maths groups

Wellbeing curriculum

EBSA (Emotionally Based School Avoidance) group - MHTS

4. SEMH (Social, Emotional and Mental Health)

Thrive strategies and ELSA

Emotional resilience - 1:1 mentoring

Self Esteem and Social Skills

Zones of Regulation

Conflict resolution / anger management

Work with WAMHS/ MHTS / Educational Psychologist

5. Wellbeing (Group & External Support)

Aspace

Home school link support

School nurse sessions

Friendship and Transition groups

EBSA group

Breakfast and Lunch Club

6. Pastoral Support (Universal Support)

Head of Year / Deputy HoY / PSM / Form tutor

Year group ethos, vision, and rewards

Monitoring of academic progress, attendance, and behaviour

PHSE /RSE Curriculum

Big brother Big sister Programme

Year 11 mentoring

Appendix 4

School Wellbeing Checklist

A. Policy and Governance

- Wellbeing policy published on the school website.
- DSL and safeguarding deputies identified; roles documented.
- Policy aligns with KCSIE, SEND Code of Practice, Equality Act 2010, Children's Wellbeing and Schools Act 2026 and Hackney safeguarding practices.
- GDPR/data privacy considerations referenced.
- Annual wellbeing report prepared for Governors/Board.

B. Mental Health and Emotional Support

- Access to school-based counselling or WHAMS partnership services.
- Trauma-informed practice embedded in teaching and pastoral routines.
- Clear, age-appropriate referral pathways for mental health concerns.
- Anti-stigma activities and mental health literacy in curriculum/assemblies.
- Baseline wellbeing survey conducted; data reviewed and acted upon.

C. Safeguarding and Protection

- All staff have current safeguarding training with regular refreshers (KCSIE-aligned).
- Up-to-date safeguarding policies, reporting channels, confidential processes.
- Regular safeguarding audits and practice reviews (including whistleblowing).
- Clear timelines for safeguarding responses and escalation.

D. Safe, Inclusive Environment

- Anti-bullying/harassment policies including online safety; communicated.
- Support for students with protected characteristics and diverse needs.
- Accessibility audits for site and digital platforms; reasonable adjustments provided.
- Curriculum content inclusive and representative.

E. Physical Health and Nutrition

- Health screening programs/referrals (vision/hearing) in place.
- Nutritious meals and structured times for meals and physical activity.
- Health promotion integrated in assemblies, PE, and curriculum.

F. Curriculum and Learning Conditions

- Wellbeing themes integrated into PSHE/RSE and across subjects.
- Workload/assessment schedules reviewed to minimise stress.
- Reasonable adjustments available (SEND, EAL, mental health).
- Clear processes for assessment accommodations.

G. Family and Community Engagement

- Regular forums for family input on wellbeing matters.
- Transparent wellbeing indicators reported to families.
- Active partnerships with local services (Hackney services, CAMHS, WAMHS, youth services).

H. Data, Monitoring, and Accountability

- Wellbeing indicators tracked (attendance, incidents, referrals, survey results).
- GDPR-compliant data handling and consent management.
- Termly progress reviews and annual wellbeing targets.
- Improvement plans for underperforming areas with leadership ownership.

I. Staff Wellbeing and Professional Development

- Staff wellbeing initiatives and reasonable workload policies.
- Ongoing professional development in safeguarding, mental health, inclusion.
- Support structures to prevent burnout.

J. Implementation and Resources

- Clear implementation timeline with milestones; lead officer identified.
- Access to toolkit templates, policies, and training resources (including WHAMS materials).
- Budget for wellbeing initiatives and external partnerships planned.
- Helpdesk or point of contact for wellbeing queries.