



Pupil Wellbeing Policy

Last Reviewed Date: 29 June 2026

Reviewed by: Principal, Patrick Salvage

Next Review Date: 29 June 2027

1. Purpose

Newton International School Lagoon is committed to creating the conditions in which every pupil can flourish academically, socially, emotionally and personally. We believe that wellbeing is fundamental to learning and that pupils achieve their full potential when they feel safe, known, valued, supported and appropriately challenged.

This policy establishes the school's approach to promoting pupil wellbeing through a culture of belonging, positive relationships, character development, safeguarding and high-quality pastoral care. It complements the NISL Flourishing Framework and should be read alongside the school's Safeguarding and Child Protection Policy, Behaviour Policy, PSHE Policy and other related policies.

Wellbeing at NISL is not viewed as a separate programme or initiative, but as a shared responsibility embedded within every aspect of school life. Every member of staff contributes to creating an environment in which pupils are encouraged to develop confidence, resilience, responsibility, compassion and a lifelong love of learning.

2. Aims

This policy aims to:

- Promote the wellbeing and flourishing of every pupil within a safe, inclusive and supportive school community.
- Create a culture in which pupils feel physically, emotionally and psychologically safe.
- Foster strong relationships built upon trust, respect, kindness and belonging.
- Develop character, resilience and personal responsibility through the curriculum and the wider life of the school.
- Promote positive mental, emotional and physical health through proactive education and early support.
- Ensure that safeguarding and wellbeing work together to protect and support every pupil.
- Encourage pupil voice, participation and leadership, enabling pupils to contribute meaningfully to school life.
- Strengthen partnerships with parents and external agencies to support pupils' holistic development.
- Provide appropriate graduated support for pupils whose wellbeing or mental health may require additional intervention.

At NISL, we believe that wellbeing is both an outcome and an enabler of excellent education. By nurturing the whole child through high expectations, strong relationships and compassionate support, we seek to develop confident, responsible and resilient young people who are equipped to flourish in school, beyond school and throughout life.

3. The NISL Approach to Pupil Wellbeing



At NISL, pupil wellbeing is understood as the foundation upon which successful learning, positive behaviour and healthy personal development are built. We recognise that pupils flourish when they experience a sense of safety, belonging, purpose and achievement within a caring and inclusive school community.

Our approach to wellbeing is proactive rather than reactive. Rather than responding only when difficulties arise, we seek to create daily experiences that promote confidence, resilience, positive relationships and emotional security for every pupil.

The school promotes wellbeing by creating the conditions in which pupils experience:

- **Safety** – feeling physically, emotionally and psychologically secure.
- **Belonging** – knowing that they are valued, respected and included.
- **Positive Relationships** – developing trusting relationships with adults and peers.
- **Purposeful Learning** – experiencing challenge, success and personal growth.
- **Pupil Voice** – feeling listened to and having opportunities to contribute to school life.
- **Support** – receiving appropriate pastoral, academic and safeguarding support when required.

These conditions are fostered through excellent teaching, positive behaviour, Character Education, Philosophy for Children (P4C), restorative practice, meaningful pupil leadership opportunities and strong partnerships with parents. Together, these approaches help pupils develop confidence, compassion, responsibility and the character needed to flourish both within and beyond the school.

4. Creating the Conditions for Flourishing

Promoting pupil wellbeing is the responsibility of every member of staff and is embedded throughout the life of the school. Every interaction, lesson, conversation and pastoral experience contributes to creating a culture in which pupils feel valued, supported and inspired to achieve their potential.

The school promotes flourishing by:

- Providing high-quality teaching that enables every pupil to experience success.
- Maintaining a safe, orderly and inclusive learning environment.
- Developing character through explicit teaching and everyday practice.
- Encouraging respectful relationships based upon kindness, empathy and mutual respect.
- Promoting pupil leadership, responsibility and service to others.
- Supporting pupils to develop resilience, independence and confidence.
- Recognising and celebrating individual strengths, achievements and personal progress.
- Providing opportunities for reflection, collaboration, creativity and critical thinking through approaches such as DR.ICE and Philosophy for Children (P4C).
- Promoting healthy lifestyles, positive mental health and emotional literacy.
- Working in close partnership with parents to support pupils' holistic development.

Where pupils experience barriers to learning or wellbeing, the school adopts a graduated approach that combines early identification, appropriate intervention and ongoing pastoral support. The aim is always to enable pupils to develop the confidence, skills and resilience required to participate fully in school life and to achieve their personal best.



5. Pastoral Care and Pupil Support

Pastoral care at NISL is founded upon the belief that every pupil is known, valued and supported as an individual. Strong pastoral relationships provide the foundation for wellbeing, belonging and academic success. The school's pastoral system seeks to:

- Build positive relationships based on trust, respect and compassion.
- Promote emotional wellbeing, resilience and self-confidence.
- Encourage positive behaviour through restorative approaches that promote reflection, responsibility and personal growth.
- Recognise and celebrate pupils' strengths, achievements and contributions to the school community.
- Identify emerging concerns at an early stage and provide timely support.
- Foster a culture in which pupils feel confident to seek help from trusted adults.

Pastoral support is provided through class teachers, tutors, Heads of Year, Section Heads, the Senior Leadership Team and specialist staff where appropriate. Support is delivered through daily interactions, structured pastoral programmes, assemblies, Character Education, PSHE, Philosophy for Children (P4C), enrichment opportunities and pupil leadership initiatives.

Where additional support is required, the school adopts a graduated and collaborative approach, working closely with pupils, parents and external professionals to ensure that appropriate interventions are provided.

6. Safeguarding, Wellbeing and Early Intervention

Safeguarding and wellbeing are inseparable. Pupils are most able to flourish when they feel safe, protected and supported within a caring school community.

The school is committed to maintaining a strong safeguarding culture in which every member of staff understands their responsibility to protect pupils from harm and to promote their welfare. Any concerns relating to a pupil's safety or wellbeing will be managed promptly and in accordance with the school's Safeguarding and Child Protection Policy.

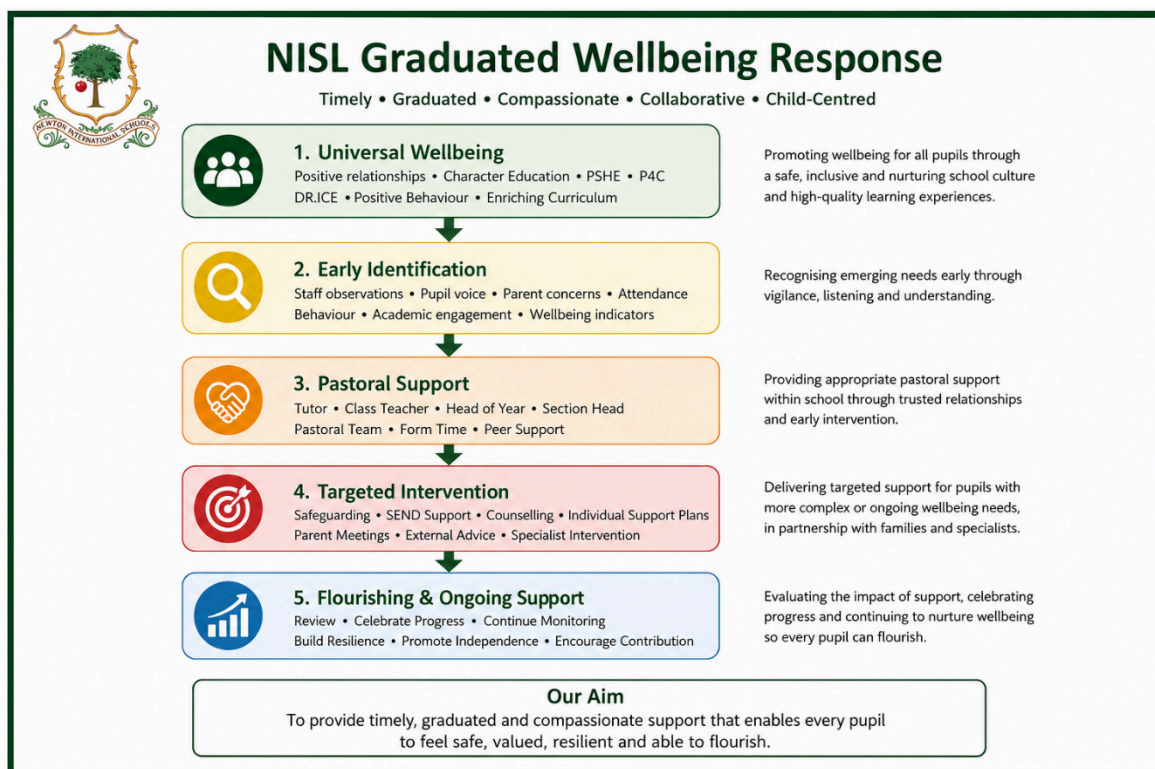
The school promotes early identification and intervention by:

- Encouraging pupils to speak to trusted adults when they have concerns.
- Maintaining effective communication between pastoral staff, teachers and safeguarding personnel.
- Monitoring attendance, behaviour, wellbeing and academic engagement to identify emerging needs.
- Working collaboratively with parents to support pupils' wellbeing wherever possible.
- Seeking advice from external agencies when specialist support is required.

Where concerns arise, support will be proportionate to the needs of the pupil and may include pastoral mentoring, counselling, SEND support, safeguarding intervention or referral to appropriate external services.



The school recognises that effective safeguarding extends beyond responding to concerns. Through positive relationships, education, early intervention and a culture of openness, we seek to prevent harm, promote resilience and ensure that every pupil feels safe, respected and able to thrive.



7. Pupil Voice and Partnership with Families

NISL recognises that pupil wellbeing is strengthened when pupils feel heard, respected and actively involved in shaping their school experience. We are committed to developing a culture in which pupils have meaningful opportunities to express their views, contribute to decision-making and take increasing responsibility for their own learning and wellbeing.

Pupil voice is promoted through a range of formal and informal opportunities, including:

- School Council and Wellbeing Council.
- Pupil leadership roles and service opportunities.
- Classroom discussion and Philosophy for Children (P4C).
- Wellbeing surveys and pupil feedback.
- Assemblies, tutor time and pastoral activities.
- Daily dialogue between pupils and trusted adults.

Listening to pupils enables the school to celebrate success, identify emerging concerns and continually improve the educational experience for all members of the community.

The school also recognises that parents are the primary educators of their children and that effective partnerships between home and school are essential to promoting wellbeing. We seek to build



relationships characterised by openness, trust and mutual respect, ensuring that parents are informed, involved and supported in promoting their child's personal development and wellbeing.

8. Wellbeing Education and Healthy Lifestyles

Wellbeing is promoted through both the taught curriculum and the wider life of the school. Opportunities to develop emotional literacy, resilience, healthy relationships and responsible decision-making are embedded throughout pupils' educational experience.

Wellbeing education is delivered through:

- PSHE and Relationships Education.
- Character Education.
- Philosophy for Children (P4C).
- Assemblies and themed awareness events.
- Physical Education and sport.
- Enrichment activities and educational visits.
- Pastoral programmes and tutor time.

The school encourages pupils to develop healthy lifestyles by promoting:

- Regular physical activity.
- Healthy eating and hydration.
- Positive sleep habits.
- Good emotional wellbeing and stress management.
- Responsible use of technology and digital wellbeing.
- Respectful and balanced relationships both online and offline.

Through these experiences, pupils are encouraged to develop the knowledge, attitudes and habits that enable them to make informed choices, care for themselves and others, and contribute positively to their school and wider community.

9. Partnership with External Agencies

The school recognises that some pupils and families may benefit from additional support beyond that available within the school. Where appropriate, and with due regard to confidentiality and safeguarding, the school will work collaboratively with external agencies to promote the wellbeing, safety and development of pupils.

These agencies may include healthcare professionals, counsellors, educational psychologists, therapists, safeguarding services, the Ministry of Education and Higher Education (MOEHE), and other specialist organisations.

Partnerships with external agencies are guided by the best interests of the pupil and seek to provide timely, coordinated and appropriate support that enables pupils to flourish academically, socially and emotionally.

10. Medical Needs and Physical Wellbeing



The school is committed to supporting pupils with medical needs so that they can participate fully in school life wherever possible.

Appropriate arrangements will be made for pupils with identified medical conditions, including the development of individual healthcare plans where necessary, in partnership with parents, healthcare professionals and school staff.

The school promotes healthy lifestyles through physical activity, healthy nutrition, appropriate rest, personal hygiene and health education. These contribute to pupils' physical wellbeing and support their ability to engage successfully in learning.

Medical information will be managed confidentially and in accordance with the school's Medical Policy, Data Protection Policy and Safeguarding and Child Protection Policy.

11. Roles and Responsibilities

Promoting pupil wellbeing is a shared responsibility across the entire school community.

The CEO and Board of Directors provide strategic oversight and ensure that appropriate policies, resources and governance arrangements support pupil wellbeing.

The Principal provides strategic leadership, ensuring that wellbeing, safeguarding, character development and inclusion remain central to the life of the school.

Senior and Middle Leaders promote a positive culture, monitor wellbeing, support staff and ensure that appropriate pastoral systems are implemented effectively.

Teachers and Support Staff build positive relationships with pupils, promote wellbeing through daily practice, identify emerging concerns and work collaboratively with colleagues and families to provide appropriate support.

Pupils are encouraged to care for themselves and others, demonstrate kindness and respect, seek help when needed and contribute positively to the school community.

Parents are valued partners in promoting pupil wellbeing and are encouraged to work collaboratively with the school to support their child's learning, development and welfare.

12. Monitoring and Review

The school is committed to the continuous evaluation and improvement of its approach to pupil wellbeing.

The effectiveness of this policy will be monitored through:

- Pupil wellbeing surveys and pupil voice.
- Attendance, behaviour and safeguarding information.
- Pastoral records and wellbeing indicators.
- Feedback from parents, staff and pupils.
- School self-evaluation and improvement planning.
- External inspection and accreditation processes.



The Principal and Senior Leadership Team will review this policy annually, or sooner where changes in legislation, guidance or school priorities require amendment.

Conclusion

At Newton International School Lagoon, we believe that every pupil deserves to learn in an environment where they feel safe, valued, respected and inspired to achieve their potential. Wellbeing is not an additional programme but a fundamental condition for learning, personal growth and lifelong success.

Through strong relationships, excellent teaching, Character Education, positive pastoral care, effective safeguarding and meaningful partnerships with families, we seek to create a community in which every pupil is known, supported and challenged to flourish.

By nurturing confident, compassionate and resilient young people, the school prepares pupils not only for academic success but also for lives of purpose, responsibility and positive contribution within an increasingly interconnected world.