



**BLOOM WORLD
ACADEMY**

Reference Number
BWA-07

Student Mental Health and Well-being	
Audience and coverage	School community
Published where	Staff and parent handbook
First release date	1 st September 2022
Last reviewed	August 2026
Next review	August 2027
Owner	Nicola Upham, Principal – Primo & Junior School and Well-being & Development Student Leadership Team
Reviewer	John Bell, Executive Principal 



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1. Aim

Bloom World Academy (BWA) considers this policy to be:

- an essential part of the school;
- supportive to staff and students in managing certain situations;
- an important framework that will ensure consistency in applying values and principles throughout the establishment;
- a roadmap for day-to-day operations;
- compliant with laws and regulations, gives guidance for decision-making, and streamlining internal processes;
- designed to influence and determine all major decisions, actions and all activities taking place within the boundaries set by them;
- aligned to the school's guiding statements and identified goals which are formed in strategic leadership meetings.

2. Statement of intent

BWA believes this policy to be a working document that is fit for purpose, represents the school ethos, mission and vision, enables consistency and quality across the school and is related to the relevant UAE legislation.

3. Scope

This policy applies to the student body of Bloom World Academy.

4. Unique definitions

A shared understanding of the following definitions are integral to the implementation of this policy, and as such staff should endeavour to use the correct terminology at all times.

5. Processing and practice

The follow narrative is explicit in its guidance, consistency, accountability, efficiency, and clarity on how the school operates with regard to Clinic procedures and medical information

To maintain the health and well- being of all students and school personnel by providing access to primary, preventive health care service in a school setting.

We are committed to:

- Ensuring that students with medical needs are properly supported so that they have full access to education, including academy trips and physical education
- Ensuring no student is excluded unreasonably from any academy activity because of his/her medical needs
- Ensuring the needs of the individual are considered



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- Providing specialist training for staff
- Ensuring students and parents are confident in the academy's ability to provide effective support to their child
- Ensuring procedures for supporting students with medical needs are in place and reviewed at least annually

We will:

Ensure all staff are aware of this policy and that sufficient trained staff are available to implement the policy, including in contingency and emergency situations

Policy statement

At Bloom World Academy we are committed to supporting the mental health and wellbeing of students, parents, carers, staff and other stakeholders.

This policy was written in consultation with our school community and all Bloom stake holders.

Scope:

This policy is intended to:

- Provide guidance to school staff on our school's approach to promoting positive mental health and wellbeing across all communities in the school
- Inform students and parents about the support that they can expect from the school in respect of supporting mental health and wellbeing

Policy aims

- Promote positive mental health and wellbeing across the whole school
- Create a culture of wellbeing and inclusion
- Foster a positive atmosphere in school, where students feel able to discuss and reflect on their own experiences with mental health openly without reservations or stigma
- Celebrate all of the way students achieve at our school, both inside and outside the classroom
- Allow students to participate in forming our approach to mental health by promoting student voice
- Give students the opportunity to develop their self-esteem by taking responsibility for themselves and others
- Spread awareness of the varieties of ways mental health issues can manifest
- Support staff to identify and respond to early warning signs of mental health issues
- Provide support to staff working with students with mental health issues
- Provide support and access to resources to students experiencing mental ill health alongside their peers, their families and the staff who work with them



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Legal Basis

This policy was written with regard to:

- [The Equality Act 2010](#)
- [The Data Protection Act 2018](#)
- Articles 3 and 23 of the [UN Convention on the Rights of the Child](#)

The Bloom definition of Well-being

At Bloom World Academy, we define wellbeing as a comprehensive approach that nurtures and enhances the physical, mental, and emotional health of our students, as well as their social development and academic success. Our aim is to create an environment where students feel safe, valued, and supported, enabling them to thrive both personally and academically.

By creating a supportive and inclusive atmosphere, we empower our students to navigate challenges, cope with stress, and develop a positive sense of self. We recognise that emotional well-being is no different from being physically well, promoting the importance of open dialogue and an acceptance that 'it's ok not to feel ok every day.'

Roles and Responsibilities

All staff are responsible for promoting positive mental health and wellbeing across the school and for understanding risk factors. If any members of staff are concerned about a student's mental health or wellbeing, they should inform the Principal – Well-being and Development or another member of the Wellbeing Team. Certain members of staff have extra duties to lead on mental health and wellbeing in school. These members of staff include:

- Executive Principal
- Principals
- Designated safeguarding lead (DSL)
- Special educational needs co-ordinator (SENDCo)
- School Counsellor

As part of the safeguarding training, staff are trained to spot signs that may indicate a concern with a child's well-being, including, but not limited to:

- Changes in eating or sleeping patterns
- Changes in attitude in lessons or academic attainment
- Changes in level of personal hygiene
- Social isolation



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- Poor attendance or punctuality
- Expressing feelings of hopelessness, anxiety, worthlessness or feeling like a failure
- Abuse of drugs or alcohol
- Weight loss or gain
- Secretive behaviour
- Covering parts of the body that they wouldn't have previously
- Refusing to participate in P.E.
- Being secretive when changing clothes
- Physical pain or nausea with no obvious cause
- Physical injuries that appear to be self-inflicted
- Talking or joking about self-harm or suicide

Managing Disclosures

If a student makes a disclosure about themselves or a peer to a member of staff, staff should remain calm, non-judgmental and reassuring.

Staff will focus on the student's emotional and physical safety, rather than trying to find out why they are feeling that way or offering advice.

Staff will always follow the school's safeguarding policy and pass all concerns to the Safeguarding Team, overseen by the Designated Safeguarding Lead (DSL). All disclosures are recorded and uploaded onto CPOMS.

When making a record of a disclosure, staff will include:

- The full name of the member of staff who is making the record
- The full name of the student(s) involved
- The date, time and location of the disclosure
- The context in which the disclosure was made
- Any questions asked or support offered by the member of staff

Confidentiality

Staff should not promise a student that they will keep a disclosure secret, instead they will be upfront about the limits of confidentiality.

A disclosure cannot be kept secret because:

- Being the sole person responsible for a student's mental health could have a negative impact on the member of staff's own mental health and wellbeing



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- Other staff members can share ideas on how to best support the student in question

Staff should always share disclosures with at least one appropriate colleague. This will usually be the DSL or the Deputy DSL/Principal if DSL is not available. If information needs to be shared with other members of staff or external professionals, it will be done on a need-to-know basis.

Before sharing information disclosed by a student with a third party, the member of staff will discuss it with the student and explain:

- Who they will share the information with
- What information they will share
- Why they need to share that information

Staff will attempt to receive consent from the student to share their information, but the safety of the student comes first.

Parents will be informed unless there is a child protection concern. In this case the safeguarding policy will be followed.

Process for Managing Confidentiality Around Disclosures

1. Student makes a disclosure
2. Member of staff offers support
3. Member of staff explains the issues around confidentiality and rationale for sharing a disclosure with DSL
4. Member of staff will attempt to get the student's consent to share – if no consent is given, explain to the student who you will share the information with and explain why you need to do this
5. Member of staff will record the disclosure on CPOMS and share the information with the DSL
6. The DSL will inform the parent/carer (if appropriate)
7. Any other relevant members of staff or external professionals will be informed on a need-to-know basis
8. Appropriate actions will be taken following the disclosure to ensure that the student feels safe and supported in school.

Supporting Students

Baseline Support for all Students

- As part of the school's commitment to promoting positive mental health and wellbeing for all students, the school offers support to all students by:
- Raising awareness of mental health during assemblies, tutor time, and mental health awareness week
- Signposting all students to sources of online support
- Having open discussions about mental health during lessons



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- Providing students with avenues to provide feedback on any elements of the school that is negatively impacting their mental health
- Monitoring of all students' mental health through PASS survey/YOUHQ
- Creating a mental health team with a strategic oversight of our whole school approach to mental health and wellbeing
- Offering pastoral support through homeroom teachers.
- Providing scheduled wellbeing time within the curriculum.
- Maintaining physical environments that promote wellbeing, including wellbeing display boards and calm corners in classrooms.
- Making classrooms a safe space to discuss mental health and wellbeing through interventions such as:
 - YOUHQ surveys and check in requests
 - Homeroom teacher meetings
 - Circle time
 - Gratitude jars
 - Scheduled daily wellbeing time.
 - Folders containing wellbeing resources that students can access and review.

Preventive Measures and Early Intervention

BWA is committed to a proactive approach in promoting mental health. The school will regularly conduct mental health screenings and surveys to identify students at risk of mental health issues early. Teachers and staff will be trained to recognise signs of distress and refer students to appropriate support services promptly. The school will also establish peer support groups, where students can share their experiences and support one another in a safe and structured environment.

Students have weekly Positive Education Enhanced Curriculum (PEEC) lessons conducted by homeroom/key tutors. These lessons are designed to teach key wellbeing concepts that help students lead healthy and fulfilling lives. The PEEC lessons will include developmentally appropriate, age-specific frameworks and activities tailored to the social and emotional development of children at different ages and stages, including play-based initiatives where appropriate. Through these lessons, students will explore topics following the PERMAH model—Positive Emotion, Engagement, Relationships, Meaning, Accomplishment, and Health—empowering them with practical skills and knowledge to support their overall wellbeing and mental health.

Assessing what Further Support is Needed

If a student is identified as having a mental health need, the School Counsellor will take a graduated and case-by-case approach to making an assessment and providing tailored support, further to the provision of the baseline support as detailed in section 10.1. The school will offer support in cycles of:



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- Assessing what the student's mental health needs are
- Creating a plan to provide support
- Taking the actions set out in the plan
- Reviewing the effectiveness of the support offered

Further information and guidance can be found within the counselling policy

Internal Mental Health Interventions

Where appropriate, a student will be offered support that is tailored to their needs as part of the graduated approach detailed above. The support offered at our school includes:

- Reduced timetable/phased return
- Time out pass
- Safe spaces to go to when needed (Integra)
- Counselling
- Personal and social development pathway

Individual Well-being Healthcare Plans (IWHPs)

In cases where a student's mental health causes a risk both to themselves and/or others an individual well-being healthcare plan will be created.

IHPs are written in collaboration with the student (if appropriate), their parent/carer, and any other relevant professionals.

The student's IWHP will contain the following details:

- The mental health needs (including associated triggers, signs, symptoms and treatments)
- The student's needs resulting from the condition
- Specific support for the student's educational, social and emotional needs
- The level of support needed
- Who will provide the support
- Who in the school needs to be aware of the child's condition
- What to do in an emergency



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Making External Referrals

If a student's needs cannot be met by the internal offer the school provides, the school will make, or encourage parents to make, a referral for external support.

Supporting and Collaborating with Parents and Carers

We will work with parents and carers to support students' mental health by

- Asking parents/carers to inform us of any mental health needs their child is experiencing, so we can offer the right support
- Informing parents/carers of mental health concerns that we have about their child
- Engaging with parents/carers to understand their mental health and wellbeing issues, as well as that of their child, and support them accordingly to make sure there is holistic support for them and their child
- Highlighting sources of information and support about mental health and wellbeing through our newsletters and workshops, including the mental health and wellbeing policy
- To support a holistic approach, BWA will offer regular mental health workshops and informational sessions for parents and carers. These sessions will cover topics such as understanding teenage mental health, stress management techniques, and how to communicate effectively with children about mental health. Parents will also be invited to participate in school-led activities focused on wellbeing to promote a community-wide understanding of mental health.
- Providing guidance to parents/carers on navigating and accessing relevant local mental health services or other sources of support (e.g. parent forums)
- Keeping parents/carers informed about the mental health topics their child is learning about in PSHE, and share ideas for extending and exploring this learning at home

When informing parents about any mental health concerns we have about their child, we will endeavour to do this face to face. These meetings can be difficult, so the school will ensure that parents are given time to reflect on what has been discussed, and that lines of communication are kept open at the end of the meeting.

A record of what was discussed, and action plans agreed upon in the meeting will be recorded and added to CPOMS.

If appropriate, an individual healthcare plan (IHP) will be created in collaboration with parents/carers.

Supporting Peers

Watching a friend experience poor mental health can be extremely challenging for students. Students may also be at risk of learning and developing unhealthy coping mechanisms from each other. We will offer support to all students impacted by mental health directly and indirectly. We are also offering a 'Friendship BELA' to help students develop meaningful and lasting friendships. This will provide a supportive environment where students



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can learn about the qualities of true friendships, how to make new friends, and ways to maintain healthy relationships. Through interactive sessions, group activities, and guided discussions, students will be encouraged to share their experiences, develop empathy, and build a sense of community and belonging within the school. We will review the support offered on a case-by-case basis.

Support might include:

- Strategies they can use to support their friends
- Things they should avoid doing/saying
- Warning signs to look out for
- Signposting to sources of external support

Signposting

Sources of support will be displayed in the safeguarding posters, so students and parents are aware of how they can get help. The DSL will be available to provide further information to students and parents/carers if they want to learn more about what support is available.

Whole school approach to promoting mental health awareness

Students will be taught to:

- Develop healthy coping strategies
- Challenge misconceptions around mental health
- Understand their own emotional state
- Keep themselves safe

Creating a positive atmosphere around mental health

Staff will create an open culture around mental health by:

- Discussing mental health with students in order to break down stigmas
- Encouraging students to disclose when they think their mental health is deteriorating
- Using the motto 'It's ok to not be ok, every day'

Training

All staff will be offered training so they:

- Have a good understanding of what students' mental health needs are
- Know how to recognise warning signs of mental ill health
- Know a clear process to follow if they identify a student in need of help
- Grade leaders will be trained as mental health first aiders to offer additional support where needed



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Support for staff

We recognise that supporting a student experiencing poor mental health can be distressing for staff. To combat this we will:

- Treat mental health concerns seriously
- Offer staff supervision sessions
- Support staff experiencing poor mental health themselves
- Create a pleasant and supportive work environment which shows gratitude and appreciation

6. Roles and responsibilities

With regard to implementation of this policy roles and responsibilities are clearly stated below:

Role of the Executive Principal:

It is the responsibility of the Executive Principal to:

- Implement this policy at the school
- Monitor the impact of any implemented strategies

Role of the School Medical Team:

It is the responsibility of the medical team to:

- Follow the procedures in a case of acute mental health crisis to ensure they receive the necessary medical attention.

Role of School Personnel:

It is the responsibility of the *teachers* to:

- Create an open culture around mental health by discussing mental health with students in order to break down stigma
- Recognise warning signs and respond proactively

Role of the Parents:

It is the responsibility of the *parents* to:

- Inform us of any mental health needs their child is experiencing, so we can offer the right support

Role of the Students:

It is the responsibility of the *students* to:

- Look out for warning signs and consider language used towards peers to create a supportive environment



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7. Associated documentation:

When implementing a policy consideration must be given to how it aligns and supports other policies. To ensure consistency this policy is fully aligned with the following key policies:

- SEND policy
- Behaviour policy
- Anti-bullying policy
- Safeguarding policy

8. Training implications

This policy will be shared with all staff, electronically at the beginning of each academic year.

It will be revisited by the Principal – Well-being and Development bi-annually in conjunction with the school counsellors and SENDCO

Safeguarding

We are committed to safeguarding and promoting the welfare of all children as the safety and protection of children is of paramount importance to everyone in this school. We work hard to always create a culture of vigilance and at all times we will ensure what is best in the interests of all children.

We believe that all children have the right to be safe in our society. We recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school atmosphere through our teaching and learning, pastoral support and care for both students and school personnel, training for school personnel and with working with parents. We teach all our children about safeguarding.

We work hard to ensure that everyone keeps careful watch throughout the school and in everything we do for possible dangers or difficulties. We want all children to feel safe at all times. We want to hear their views of how we can improve all aspects of safeguarding and from the evidence gained we put into place all necessary improvements.

9. Equity Impact Assessment

We have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief.

This policy has been equality impact assessed, and we believe that it is fair, it does not prioritise or disadvantage any member of staff or student and it helps to promote equality at this school.