

Nurture ~ Believe ~ Discover ~ Achieve

Safa Vision

At SCS we aim to enable our learners to have success for today and to be prepared for tomorrow.

نحن في مدرسة الصفا كوميونيتي نسعى الى تأهيل طلابنا للنجاح اليوم وتحضيرهم لمواجهة المستقبل

SCS Mental Health and Well-being Policy 2026-2027

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1 - Purpose and Principles

At Safa Community School, we recognise that positive mental health and wellbeing are fundamental to successful learning, personal development and a strong sense of belonging. We understand that every student is unique and that their wellbeing journey will be different. Our aim is to create a thriving, inclusive school community where every individual feels known, valued, safe and supported.

Mental health and wellbeing are a whole school responsibility and are embedded within the culture, curriculum and everyday life of SCS. Every member of our school community has a role to play in creating an environment where positive relationships are prioritised, wellbeing is openly discussed and students and staff feel confident seeking support when they need it.

Our approach is guided by the following principles:

1. Everyone Matters: Every student, member of staff and family should feel valued, respected and that they belong within the SCS community.
2. Prevention and early intervention: We promote positive wellbeing proactively and seek to identify emerging needs early so that appropriate support can be put in place.
3. A whole school approach: Mental health and wellbeing are embedded across school life through relationships, curriculum, pastoral care, safeguarding, inclusion, student leadership and the wider school experience.
4. Student voice and agency: Students are supported to understand and manage their own wellbeing, develop emotional literacy and resilience, seek help when needed and contribute meaningfully to the development of wellbeing provision across the school.
5. Inclusive and individualised support: We recognise that students may require different levels of support at different times. Our stepped approach provides universal provision for all, targeted intervention where additional support is required and individualised support for students with more complex needs.
6. Partnership: Strong relationships between students, staff, parents, carers and external professionals are central to effective wellbeing support. We value open communication and work collaboratively to achieve the best outcomes for each student.
7. Evidence informed practice and continuous improvement: We use student and staff voice, wellbeing data, pastoral information and other relevant evidence to understand need, evaluate impact and continually strengthen our provision.

Wellbeing needs exist on a continuum. Not every wellbeing concern is a safeguarding concern, and not every student experiencing difficulty requires specialist or counselling support. SCS responds proportionately to identified need through the appropriate pastoral, inclusion, counselling or safeguarding pathway. Where there is a concern regarding a student's safety or welfare, safeguarding procedures will always take precedence.

2 - Vision and Mission Statement



Safa Wellbeing Vision:

Everyone Matters at Safa Community School

At Safa Community School, we are committed to creating a culture in which positive mental health and wellbeing enable students and staff to thrive. We aim to:

- create an inclusive community where everyone feels known, valued, safe and supported;
- develop students' knowledge, skills and confidence to understand and manage their wellbeing;
- identify emerging needs early and provide timely and appropriate support;
- promote positive relationships, belonging and meaningful participation in school life;
- use stakeholder voice and relevant evidence to continually strengthen our wellbeing culture and provision.

3. Whole School Approach to Mental Health and Wellbeing

At Safa Community School, we recognise that mental health and wellbeing are influenced by the whole school experience. Our approach is therefore embedded across our culture, relationships, curriculum, pastoral care, safeguarding, inclusion and wider opportunities available to students.

We recognise that students may require different levels of support at different points in their school journey. Our provision follows a stepped approach which enables us to promote positive wellbeing for all students, identify emerging needs early and provide additional or specialist support when required.

Universal Support

Universal provision is available to all students and focuses on promoting positive mental health, developing resilience and emotional literacy, strengthening relationships and creating a strong sense of belonging. This includes our Safa Wellbeing Curriculum, the 11 Safa Wellbeing Values, assemblies, student leadership opportunities, wellbeing events and initiatives, online safety education and the everyday pastoral support provided by class teachers, form tutors and wider staff.

Targeted Support

Some students may require additional support for a period of time in response to an identified social, emotional or wellbeing need. Targeted support may include regular pastoral check ins, small group or individual interventions, support from the Pastoral or Inclusion Teams, counselling referrals and increased communication with parents or carers. Support is responsive to the individual student and is reviewed regularly to ensure that it remains appropriate and effective.

Individualised and Specialist Support

Where a student has more significant, complex or ongoing mental health or wellbeing needs, an individualised approach will be developed in partnership with the student, their parents or carers and relevant school professionals. Where appropriate, this may also involve external health or therapeutic professionals. Individual plans may identify the student's needs, agreed strategies and adjustments, key adults, relevant medical information and procedures to follow should concerns escalate.

Across all three levels, SCS places strong emphasis on early identification, positive relationships, student voice and partnership with families. Support is not viewed as a fixed pathway, and students may move between levels according to their individual circumstances and needs.

The level of support provided should reflect the student's identified need rather than being determined solely by the presenting behaviour or concern.

Where there is any concern that a student's mental health or wellbeing may present a safeguarding risk, including concerns relating to self harm, suicidal ideation or immediate safety, the school's Child Protection and Safeguarding procedures must be followed immediately.

4 - Roles and Accountability

Mental health and wellbeing are a shared responsibility across Safa Community School. All members of the school community have a role in creating a culture in which wellbeing is prioritised, positive relationships are promoted and students and staff feel safe and supported. Clear leadership and accountability ensure that wellbeing remains embedded within school improvement, safeguarding and everyday practice.

Board and Governance

The Board, including the Governor responsible for Child Protection and Wellbeing, provides strategic oversight of the school's approach to mental health and wellbeing. The Board receives appropriate updates on wellbeing priorities, provision and impact and holds school leaders accountable for ensuring that wellbeing remains a strategic priority.

Executive Principal and Heads of School

The Executive Principal and Heads of School have overall responsibility for ensuring that the principles within this policy are implemented effectively across SCS. They ensure that appropriate systems, staffing and resources are in place to promote positive mental health and wellbeing, identify emerging needs and provide appropriate support.

They work with senior leaders, Pastoral, Safeguarding, Inclusion and Counselling Teams to monitor provision and evaluate its impact, using relevant data and stakeholder feedback to inform school improvement.

Pastoral and Wellbeing Leadership

Pastoral and Wellbeing Leaders are responsible for coordinating and developing the school's approach to wellbeing within their respective phases. They support staff in identifying and responding to emerging concerns, coordinate appropriate interventions and ensure effective communication between students, families and relevant professionals.

They also contribute to the monitoring and evaluation of wellbeing provision and use emerging trends to inform curriculum, intervention, professional development and wider school initiatives.

Safeguarding Team

The Safeguarding Team works closely with pastoral, counselling and inclusion colleagues where a student's mental health or wellbeing may present a safeguarding concern. Where there are concerns regarding a student's safety or welfare, the school's Child Protection and Safeguarding procedures take precedence and must be followed immediately.

School Counsellors and Inclusion Teams

School Counsellors and Inclusion Teams provide targeted and individualised support according to students' identified needs. They work collaboratively with students, families, pastoral staff and, where appropriate, external professionals to develop, implement and review appropriate support.

Where required, individual care or support plans are developed collaboratively and may include agreed strategies, reasonable adjustments, key contacts and procedures to follow should concerns escalate.

Class Teachers, Form Tutors and Year or Phase Leaders

Class teachers and form tutors play a central role in promoting positive wellbeing through strong relationships and their day to day knowledge of students. They are often best placed to notice changes in a student's behaviour, presentation, relationships, engagement or emotional wellbeing and should raise concerns promptly through the appropriate pastoral or safeguarding channels.

Year and Phase Leaders support this process by maintaining oversight of students within their area, identifying patterns or emerging concerns and coordinating appropriate support where required.

All Staff

Every member of staff has a responsibility to contribute to a safe, inclusive and supportive school culture. Staff should know how to recognise and respond to wellbeing concerns, understand the school's referral and safeguarding procedures and seek support from the appropriate team when required. This builds on the existing policy expectation that promoting positive wellbeing is a personal and professional responsibility of all staff.

Staff are not expected to diagnose mental health conditions or provide specialist therapeutic support. Their role is to notice, listen, respond, record and refer appropriately, ensuring that concerns are shared with those best placed to provide further support.

Students and Parents

Students are encouraged to take an active role in their own wellbeing, seek support when needed and contribute to the development of a positive and supportive school community.

Parents and carers are valued as key partners and are encouraged to communicate openly with the school regarding factors that may affect their child's wellbeing. SCS will work collaboratively with families, recognising the importance of shared understanding, agreed actions and ongoing communication when additional support is required.

5. Monitoring and Identifying Wellbeing Needs

At Safa Community School, we recognise that early identification is key to providing effective wellbeing support. Wellbeing is monitored through a combination of formal data, professional observations, student and staff voice and ongoing communication with families. No single source of information is considered in isolation; information is considered holistically to identify patterns, changes and emerging needs.

5.1 Student Wellbeing

Student wellbeing is monitored through a range of quantitative and qualitative information. This includes regular wellbeing surveys through Komodo, alongside student voice, attendance and punctuality, behaviour and pastoral information, safeguarding records, teacher observations, parent communication and information from the Counselling and Inclusion Teams where appropriate.

Komodo provides students with regular opportunities to reflect on and communicate aspects of their wellbeing. Relevant staff monitor responses and trends over time, enabling concerns to be identified and appropriate interventions to be considered. This develops the existing use of Komodo outlined within the policy.

Student voice is also gathered through surveys, student leadership, focus groups and everyday interactions with trusted adults. This information supports leaders in understanding the experiences of individual students and groups and informs the ongoing development of wellbeing provision across the school.

5.2 Early Identification

All staff have a role in noticing changes that may indicate that a student requires additional support. These may include changes in:

- behaviour or emotional presentation
- attendance or punctuality
- engagement with learning
- friendships and relationships
- emotional regulation
- confidence or self esteem
- communication or social interaction
- academic engagement or progress
- physical presentation or general wellbeing

A change in any one area does not necessarily indicate a mental health concern. Staff should use their professional knowledge of the student and consider changes within the wider context of the student's individual circumstances.

Particular attention may be required during periods of significant change or challenge, including transition, bereavement, family circumstances, friendship difficulties, bullying, online experiences or prolonged absence from school.

5.3 Behaviour and Wellbeing

SCS recognises that significant or sustained changes in behaviour may sometimes indicate an unmet pastoral, social, emotional or additional need. Behaviour expectations remain consistent; however, staff should remain professionally curious about changes in behaviour and consider whether additional support or reasonable adjustment may be required alongside an appropriate behaviour response.

Understanding the context of behaviour does not remove accountability. Our aim is to maintain clear expectations while ensuring students receive the support required to meet them successfully.

5.4 Responding to an Identified Concern

Our approach can be summarised as:

Notice → Listen → Record → Refer → Assess → Respond → Review

Where there is an immediate safeguarding or safety concern, staff must refer directly to the Safeguarding Team in accordance with the Child Protection and Safeguarding Policy.

Where a member of staff has a concern regarding a student's social, emotional or mental wellbeing, this should be shared promptly through the appropriate pastoral pathway. The relevant Pastoral Leader will consider the information available and determine whether further monitoring, targeted support or referral to the Counselling or Inclusion Team is appropriate.

Where appropriate, parents or carers will be involved so that school and home can work collaboratively to understand the student's needs and agree appropriate next steps. Meetings and agreed actions should be recorded on the student's confidential record in line with school procedures. This builds on the current expectation that pastoral meetings and agreed next steps are recorded on Edukey.

Where concerns relate to a student's safety or indicate a potential safeguarding concern, including self harm, suicidal ideation or risk of harm to themselves or others, staff must follow the school's Child Protection and Safeguarding procedures immediately. Safeguarding concerns must not be managed solely through pastoral or wellbeing processes.

5.5 Staff Wellbeing

SCS recognises that staff wellbeing is fundamental to a positive and effective school community. Staff wellbeing is monitored through regular staff voice and wellbeing surveys, including Komodo, professional conversations, line management and performance management processes.

Staff are encouraged to speak with their line manager or an appropriate senior leader if they require additional support. Where appropriate, staff will be signposted to available internal or external sources of support.

6. Wellbeing Curriculum



At Safa Community School, wellbeing is embedded throughout the curriculum and wider school experience. Our bespoke Safa Wellbeing Curriculum is progressive from Foundation Stage through to Key Stage 5 and is underpinned by our 11 Safa Wellbeing Values. Dedicated wellbeing learning is complemented by assemblies, themed days and weeks, enrichment opportunities, student leadership and wider experiences that promote positive mental health, personal development and a strong sense of belonging. This builds on the whole school curriculum approach already established within the policy.

The curriculum supports students to develop the knowledge, skills and confidence required to understand and manage their wellbeing, build positive relationships and make informed choices. Age appropriate learning includes:

- emotional literacy and self regulation
- resilience and strategies for managing challenge
- positive relationships, friendships and belonging
- physical health and healthy lifestyles
- online safety and digital wellbeing
- identity, inclusion and respect for others
- confidence, independence and help seeking
- recognising trusted adults and knowing how and when to access support

In the Foundation Stage, wellbeing is embedded within daily interactions, continuous provision and Personal, Social and Emotional Development. Children are supported to recognise, name and communicate their emotions through developmentally appropriate stories, discussions and experiences.

Across Primary, students continue to develop their emotional vocabulary, self awareness and ability to regulate their emotions. A shared approach to emotional regulation, including Zones of Regulation from FS2 to Year 6, provides students and staff with a common language through which to recognise emotions, communicate needs and identify appropriate strategies for regulation.

As students progress through Secondary and Sixth Form, the curriculum continues to develop their understanding of mental health, healthy relationships, independence, resilience, decision making and the strategies available to support their own wellbeing and that of others. Student voice and leadership are integral to the wellbeing curriculum. Students have opportunities to contribute to wellbeing initiatives and support the development of a positive school culture through roles including Wellbeing Warriors in Primary and Wellbeing Leads and Mental Health Ambassadors in Secondary. Student feedback gathered through surveys, leadership groups and wider consultation is also used to inform the ongoing development of wellbeing provision.

Where students receive training to support their peers, their role is focused on listening, signposting and encouraging help seeking. Students are not expected to provide counselling, assess risk or manage significant disclosures. Any concern regarding a student's safety or mental health must be shared with an appropriate member of staff.

The Pastoral and Wellbeing Teams work alongside curriculum and phase leaders to ensure that wellbeing provision remains responsive to the needs of the SCS community. Themes, initiatives and learning opportunities may therefore be adapted in response to student voice, wellbeing data, emerging trends and identified needs.

7. Professional Development

At Safa Community School, we recognise that confident, knowledgeable staff are fundamental to promoting positive mental health and wellbeing and ensuring that students receive appropriate support. Professional development is therefore provided to ensure that staff understand their role in promoting wellbeing, recognising emerging concerns and responding appropriately.

All staff receive regular training in recognising and responding to mental health and wellbeing concerns as part of the school's wider safeguarding and professional development programme. Training supports staff to understand:

- common signs that may indicate a student requires additional support
- the importance of early identification and intervention
- how to respond appropriately when a student shares a concern or disclosure
- the school's pastoral, counselling and inclusion referral pathways
- when a wellbeing concern becomes a safeguarding concern and requires immediate escalation
- appropriate professional boundaries and confidentiality
- strategies to support emotional regulation, resilience and positive relationships
- emerging issues affecting student wellbeing, including online safety and digital wellbeing

The Pastoral, Safeguarding, Inclusion and Counselling Teams work collaboratively to identify areas where additional staff training may be required. Professional development is responsive to the needs of the SCS community and may be informed by wellbeing data, student and parent voice, pastoral trends, safeguarding information and emerging local or wider issues.

Where appropriate, staff with specific pastoral, safeguarding, inclusion or wellbeing responsibilities are provided with enhanced or specialist professional development relevant to their roles. External professionals and agencies may also contribute specialist knowledge, training and guidance where this strengthens school provision.

Professional learning takes place through a range of opportunities, including whole school training, team and phase meetings, workshops, webinars, coaching, professional dialogue and collaboration with external specialists. Staff are encouraged to share effective practice and apply their professional learning within their own teams and areas of responsibility.

SCS also recognises the important role of parents and carers in supporting positive mental health and wellbeing. Workshops, coffee mornings, webinars and resources are provided throughout the year to support families in understanding relevant wellbeing themes and developing strategies that can be used at home.

The impact of professional development is reviewed through staff feedback, professional dialogue, observations of practice and the ongoing monitoring of student and staff wellbeing. This ensures that professional learning remains relevant, responsive and contributes to continuous improvement across the school.

8. Partnership with Parents and the Wider Community

At Safa Community School, we recognise that strong partnerships with parents and carers are essential to supporting the mental health and wellbeing of our students. Families hold valuable knowledge about their children, and we aim to work collaboratively, openly and respectfully to ensure that students receive consistent and appropriate support both at school and at home.

Where a wellbeing concern is identified, parents or carers will be involved at an appropriate stage and, wherever possible, will work alongside the school and the student to understand their needs and agree appropriate next steps. Communication will be timely, sensitive and focused on achieving positive outcomes for the student. Agreed actions and follow up will be recorded in line with school procedures.

SCS also takes a proactive approach to supporting families in developing their understanding of mental health and wellbeing. Throughout the year, parents and carers are provided with opportunities to engage with relevant themes through workshops, coffee mornings, webinars, newsletters and other resources. Topics are responsive to the needs of the school community and may include emotional regulation, resilience, healthy lifestyles, sleep, nutrition, relationships, online safety and digital wellbeing.

Where a student requires more specialised support, SCS may work collaboratively with appropriate external professionals and agencies. This may include psychologists, therapists, medical professionals and other specialist services. Where appropriate, and in line with consent, confidentiality and safeguarding requirements, relevant information may be shared to support a coordinated approach to the student's needs.

Where a student is already receiving support from an external professional, the school will seek to work collaboratively with the family and professional, where appropriate, to ensure that recommended strategies and reasonable adjustments can be considered within the school environment.

School based pastoral and counselling support does not replace specialist clinical assessment, diagnosis or treatment. Where a student's needs extend beyond the support that can appropriately be provided within school, families may be encouraged to seek advice or intervention from an appropriately qualified external professional.

Through these partnerships, SCS aims to create a consistent network of support around each student and strengthen the shared understanding that promoting positive mental health and wellbeing is a collective responsibility.

9. Confidentiality, Recording and Information Sharing

At Safa Community School, information relating to a student's mental health and wellbeing is treated sensitively and respectfully. Students should feel confident that they can speak openly to trusted adults while also understanding that there are circumstances in which information must be shared to ensure their safety or the safety of others.

Staff must never promise confidentiality to a student. Where information needs to be shared, students should, wherever appropriate, be informed about what will be shared, with whom and why. Information will only be shared with those who need to know in order to provide appropriate support or safeguard the student.

Where a student makes a disclosure or shares information that raises a safeguarding concern, including concerns relating to self harm, suicidal ideation, abuse, neglect or risk of harm, staff must follow the school's Child Protection and Safeguarding procedures immediately. Such information must be shared with the appropriate member of the Safeguarding Team and must not be managed solely as a pastoral or wellbeing concern.

Recording Concerns

Accurate and timely recording is an important part of ensuring continuity of care and effective support. Wellbeing and pastoral concerns, meetings, agreed actions and relevant follow up should be recorded on the appropriate confidential school system in accordance with SCS procedures.

Records should be factual, clear and proportionate and should distinguish between what has been observed, what has been reported and any professional judgement or action taken. Access to confidential records is restricted to appropriate members of staff.

Where a concern relates to safeguarding, it must be recorded through the school's designated safeguarding procedures and systems.

Information Sharing

Information about a student's wellbeing may be shared between relevant members of the Pastoral, Safeguarding, Counselling, Inclusion and Leadership Teams where this is necessary to provide appropriate support. Information should be shared on a need to know basis and with consideration for the student's dignity and privacy.

Where appropriate, information may also be shared with parents or carers and relevant external professionals to support a coordinated approach to the student's needs. The school will consider confidentiality, consent, safeguarding responsibilities and the best interests of the student when determining what information should be shared.

Where there is a concern about a student's immediate safety or welfare, safeguarding responsibilities take precedence over confidentiality.

All members of staff are expected to adhere to the school's Confidentiality Policy, Child Protection and Safeguarding Policy and relevant school procedures when recording, storing or sharing sensitive information.

10. Monitoring, Evaluation and Continuous Improvement

At Safa Community School, we are committed to ensuring that our approach to mental health and wellbeing remains responsive to the needs of our community and continues to have a positive impact on students and staff. Wellbeing provision is therefore regularly monitored, evaluated and reviewed as part of the school's wider self evaluation and improvement processes.

The Leadership, Pastoral and Wellbeing Teams draw upon a range of quantitative and qualitative evidence to understand strengths, identify emerging priorities and evaluate the impact of provision. This may include:

- student and staff wellbeing data, including Komodo
- student, staff and parent voice
- attendance and punctuality information
- pastoral, behaviour and safeguarding trends
- counselling and inclusion information, where appropriate
- participation in wellbeing initiatives, leadership opportunities and wider school activities
- feedback from workshops, events and professional development
- evaluation of targeted interventions and individual support
- feedback and recommendations from external accreditation, review and specialist partners

Information is considered holistically, with leaders looking for patterns and trends across the school as well as the experiences of particular phases or groups. Wellbeing data is not viewed in isolation and is used alongside professional knowledge and wider school information to develop an accurate understanding of the needs of the SCS community.

Student voice is an important part of this evaluation process. Students are provided with regular opportunities to share their experiences and views, and leaders consider how this feedback can inform curriculum provision, pastoral support, school initiatives and the wider student experience.

Staff and parent feedback also contributes to the ongoing development of provision. Where areas for improvement are identified, appropriate actions are agreed, implemented and subsequently reviewed to determine their impact.

Findings from wellbeing monitoring and evaluation are used to inform the School Development Plan, professional development, curriculum planning, pastoral provision and allocation of support and resources. This ensures that wellbeing remains an integral part of strategic school improvement rather than a standalone initiative.

This policy will be reviewed annually by the appropriate school leaders and updated where necessary in response to changes in school need, statutory or regulatory guidance, emerging best practice and the outcomes of internal and external evaluation.

11. Reference Documents

This policy outlines Safa Community School's whole school approach to promoting positive mental health and wellbeing, identifying and responding to emerging needs and ensuring appropriate support is available for students and staff.

This policy should be read in conjunction with the following SCS policies, procedures and guidance:

- Child Protection and Safeguarding Policy
- Keeping Children Safe in Education 2026
- Primary Pastoral Policy
- Secondary Behaviour and Pastoral Policy
- Confidentiality Policy
- Through School Teaching and Learning Policy
- Counselling Referral Process
- Early Years Foundation Stage Framework
- Safa Wellbeing Curriculum
- Wellbeing Matters Document
- Attendance Policy
- E-Safety Policy
- Inclusion Policy
- Anti bullying and Cyberbullying Policy

Policy Review

This policy will be reviewed annually, or earlier where required in response to changes in statutory or regulatory guidance, school procedures or the identified needs of the SCS community.

Next Review Date: August 2027

Appendix A: Wellbeing, Pastoral and Support Structure

Strategic Leadership and Governance

Executive Principal: Leanne Fridd

Heads of School: Mrs. Linda Marmion Head of Primary, Mr. Emmet Glackin Head of Secondary

Governor - Parent Liaison: Trish Gregory

Safeguarding Team

Mathew Ashton: Designated Safeguarding Lead

Leanne Fridd: Executive Principal

Michael Davies: Vice Principal

Emmet Glackin: Head of Secondary

Linda Marmion: Head of Primary

Oliver Lukeman: Deputy Headteacher - Secondary Learning & Teaching

Adrianne Deacon: Deputy Headteacher - Secondary Curriculum and Assessment

Jemma Hudson: Deputy Headteacher - Primary

Mark Tiley: Deputy Headteacher - Primary

Aoife Orr: Assistant Principal - Inclusion

Hannah Howard: Head of EYFS

Carla Lamora: Assistant Headteacher - Year 1 and 2

Thomas Loughran: Assistant Headteacher - Year 3 and 4

Steven Howard: Assistant Headteacher - Year 5 and 6

Kirsty Valentine: Assistant Headteacher - Key Stage 3

Hannah Lunt: Assistant Headteacher - Key Stage 4

Jennifer O'Donnell: Assistant Headteacher - Key Stage 5

Nicholas Makin: Second in Charge of Sixth Form and Strategic Lead for Secondary Pastoral

Michael Brady: Strategic Pastoral - Lead Key Stage 3

Primary Pastoral Team

Linda Marmion: Head of Primary

Jemma Hudson: Deputy Headteacher - Primary

Mark Tiley: Deputy Headteacher - Primary

Hannah Howard: Head of EYFS

Carla Lamora: Assistant Headteacher - Year 1 and 2

Thomas Loughran: Assistant Headteacher - Year 3 and 4

Steven Howard: Assistant Headteacher - Year 5 and 6

Secondary Pastoral Team

Emmet Glackin: Head of Secondary

Mathew Ashton: Designated Safeguarding Lead

Oliver Lukeman: Deputy Headteacher - Secondary Learning & Teaching

Adrianne Deacon: Deputy Headteacher - Secondary Curriculum and Assessment

Kirsty Valentine: Assistant Headteacher - Key Stage 3

Hannah Lunt: Assistant Headteacher - Key Stage 4

Jennifer O'Donnell: Assistant Headteacher - Key Stage 5

Nicholas Makin: Second in Charge of Sixth Form and Strategic Lead for Secondary Pastoral

Michael Brady: Strategic Pastoral - Lead Key Stage 3

Jade Scott: Head of Year 7

Montell Lowe: Deputy Head of Year 7

Alexandra Hay: Head of Year 8

Blake Bissell: Deputy Head of Year 8

Gemma Blackburn: Head of Year 9

Cathal McArdle: Deputy Head of Year 9

Hannah Skidmore: Head of Year 10

Sam Bingham: Deputy Head of Year 10

Charlotte Jones: Head of Year 11

Nathan Holtom: Deputy Head of Year 11

George Armston: Head of Year 12

Natasha Brady: Head of Year 13

School Counsellors

Lucinda Hutchins

Emily Allen

Careers Advisor

Tina Filipcic

Inclusion and Specialist Support

Aoife Orr: Assistant Principal - Inclusion

Sarah Morrissey: Head of Inclusion KS1

Hayley Martin: Head of Inclusion KS2

Finola Mulvey: Head of Inclusion KS3

Lyndsey Kelly: Head of Inclusion KS4-5

Wellbeing Team

Nilam Khaira - Primary

Liv Nicholson - Primary

Riffat Merchant - Primary

Clíodhna Lafferty - Secondary

Lauren Walsh - Secondary

Nicholas Loblack - Secondary

Wellbeing TAs

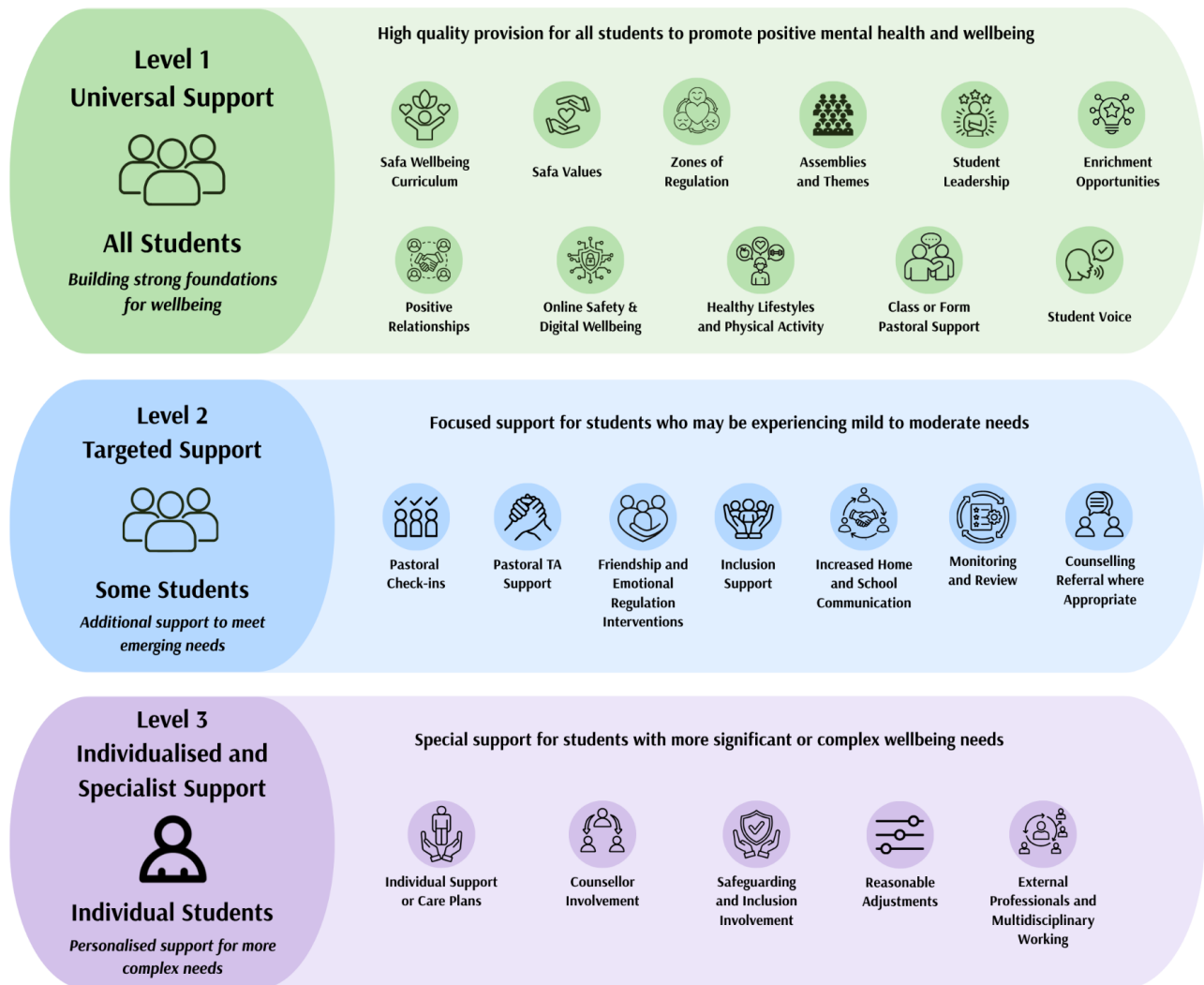
Brownyn Poteiger - FS TA

Prisilla Rojas - Y1&2 TA

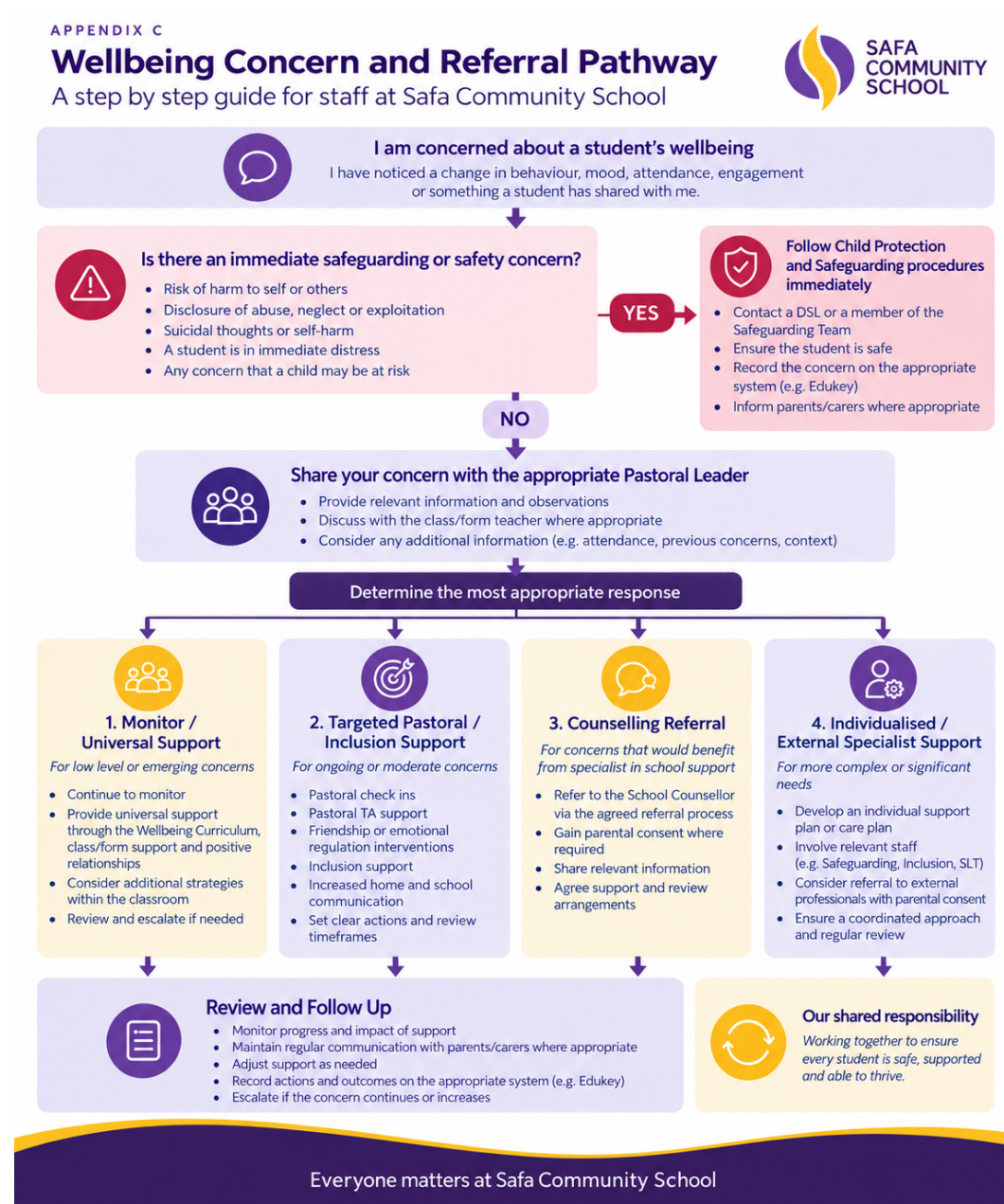
Lynette Bruce - Y3&4 TA

Chelsea Barker - Y5&6 TA

Appendix B: SCS Stepped Approach to Mental Health and Wellbeing



Appendix C: Wellbeing Concern and Referral Pathway



Appendix D: Signs That a Student May Require Additional Support

Staff should be alert to significant or sustained changes in:

- Mood or emotional presentation
- Behaviour
- Attendance or punctuality
- Engagement with learning
- Friendships or social interaction
- Emotional regulation
- Confidence or self esteem
- Eating or physical presentation
- Communication
- Academic engagement or progress
- Willingness to participate in previously enjoyed activities
- Expressions of hopelessness, worthlessness or significant distress

The presence of one or more of these indicators does not necessarily mean that a student has a mental health difficulty. Staff should consider changes in context and use their professional knowledge of the student. Concerns should be shared through the appropriate pastoral or safeguarding pathway. Any concern relating to self harm, suicidal ideation, abuse, neglect or immediate risk of harm must be treated as a safeguarding concern and escalated immediately in accordance with the SCS Child Protection and Safeguarding Policy.