



AHMAT

Stress and Well
Being Policy

January
2026

Purpose

This policy outlines our school's commitment to promoting the emotional wellbeing of all pupils, staff, and the wider school community. It aims to create a safe, supportive, and nurturing environment where children can thrive academically, socially, and emotionally.

Aims

- To support pupils in developing resilience and coping strategies
- To identify and respond to signs of stress and anxiety early
- To promote positive mental health and wellbeing across the school
- To provide staff with guidance on supporting pupil wellbeing
- To engage parents and carers in supporting children's wellbeing

Definition of Wellbeing and Stress

Wellbeing refers to a state in which pupils feel safe, healthy, happy, and able to achieve their potential.

Stress in children may present as emotional, behavioural, or physical responses to challenges or pressures that feel overwhelming.

Principles

- Every child is valued and respected
- Emotional wellbeing is as important as physical health
- Early intervention is key
- All staff share responsibility for pupil wellbeing
- Pupils' voices are listened to and taken seriously

Roles and Responsibilities

CEO & HoS

- Ensure the policy is implemented and reviewed regularly
- Promote a whole-school approach to wellbeing

Wellbeing Lead / SENCO

- Coordinate support for pupils experiencing stress
- Liaise with external agencies where necessary
- Provide guidance and training for staff

Staff

- Foster a positive and inclusive classroom environment
- Identify signs of stress or distress
- Provide appropriate support and refer concerns

Pupils

- Be encouraged to express feelings and seek help
- Respect others and contribute to a supportive environment

Parents/Carers

- Work in partnership with the school
- Share concerns about their child's wellbeing

Identifying Stress in Pupils

Staff should be aware of possible indicators, including:

- Changes in behaviour (withdrawal, aggression)
- Difficulty concentrating
- Frequent complaints of physical symptoms (e.g., headaches)
- Changes in attendance or punctuality
- Emotional outbursts or low mood

Supporting Pupils

Universal Support

- A positive, inclusive curriculum
- Social and emotional learning (SEL) programmes
- Regular opportunities for play and relaxation

Targeted Support

- Small group interventions
- Access to a trusted adult
- Wellbeing check-ins

Specialist Support

- Referral to external services (e.g., CAMHS)
- Individual support plans

Creating a Supportive Environment

- Promote kindness, respect, and inclusion
- Provide safe spaces for pupils to talk
- Encourage physical activity and healthy lifestyles
- Integrate mindfulness and relaxation techniques where appropriate

Staff Wellbeing

The school recognises that staff wellbeing is essential to pupil wellbeing. To achieve this the Trust:

- Promotes a supportive work environment
- Provides access to wellbeing resources
- Encourages work-life balance

Safeguarding

All wellbeing concerns will be managed in line with the school's safeguarding policy. Any concerns about a child's safety must be reported immediately to the Designated Safeguarding Lead (DSL).

Monitoring and Evaluation

- Regular review of wellbeing initiatives
- Feedback from pupils, staff, and parents
- Monitoring of attendance, behaviour, and attainment data

Monitoring and review

This policy is reviewed annually by the Executive Leadership. The next scheduled review date for this policy is January 2027.

Created or Reviewed by	Date	Changes
Isabel Cooke	30/01/2026	A new policy was created and approved by Board of Directors