

To inspire every child to recognise their full potential, believe they can make a difference and respect themselves, others and the world in which they live.

Wellbeing Policy 2026

Positive health and wellbeing underpins the development of every child and is a prerequisite to learning. The emotional health and wellbeing of all members of iCAN is fundamental to our philosophy and aims. At iCAN there is an acknowledgment of all emotional states and we encourage emotional resilience and engagement with authentic self, relationships and experiences at school. Emotional health is closely linked to mental health and as a school we can encourage positive development of mental health in childhood and adolescence. We want all our learners to develop self-esteem, awareness, resilience and self-confidence to play an active part in school life and be valued and valuable members of their communities, now and throughout their lives.

Pillars of our iCAN community

Positive environments
Policies and practice
Healthy lifestyles
Mental wellness
Culture and behaviour change

Expectations of Learning Facilitators

We expect all Learning Facilitators (LF) to;

- Deal sensitively and compassionately with personal, social and emotional issues regarding children and colleagues.
- Create an emotionally safe learning environment for children (eg calm areas, positive behaviour chart)
- Use the learning support referral system to report consistent ESB concerns that are causing a barrier to learning.
- Refer children directly to the Wellbeing leader if there is a concern that a child in your class has a social, emotional difficulty caused by a crisis (eg divorce, bereavement, abuse) which is now a barrier to their learning, you should.
- Respond based on the 'whole child', rather than just the cognitive development of a child as measured by educational achievement.
- Be aware of cultural issues and deal with these sensitively.
- Facilitate opportunities for children to share their emotional state by setting up agreed systems in class including:

    1. Circle times (expectation once a week and when there is a need)
    2. Feeling boxes (expectation)
    3. Using the RULER method to help learners develop emotional literacy
    4. Compassionate Communication model
    5. Morning meetings (expectation)
    6. Reflection time
    7. Regular check ins
    8. Safe space/peace corner set up in classroom

Nurture sessions

Nurture sessions are intensive 1:1 sessions for children experiencing social/emotional distress. These sessions are facilitated by the Wellbeing leader and members of the LST team after the referral process has been completed.
These members of our team are trained and equipped with the skills to facilitate these sessions and receive

supervision from a trained clinician.

Nurture involves listening and responding. In a nurture session 'everything is expressed' with an emphasis on the adults engaging with the children in reciprocal shared activities e.g. play therapy/art therapy/talking/social stories about events and feelings. Children respond to being valued and thought about as individuals, so in practice this involves noticing and praising small achievements; 'nothing is hurried in nurture sessions'.

Nurture sessions are part of an intensive program for learners who may require social and emotional support.

The sessions include;

- Activities to allow learners to identify and name emotions.
- Therapeutic play to help learners express social, emotional and behavioural difficulties.

The support includes;

- An assessment of systemic issues.
- Feedback to learning facilitators.
- Meetings with families to share information.
- Referral to outside agencies if appropriate.

If a learner shares information of a Child Protection nature with a learning facilitator, which could constitute physical, emotional, sexual abuse and/or neglect this must be reported immediately to the Principal who is the Child Protection designated person.

Our approach to wellbeing recognises that every learner is shaped by their individual experiences, relationships, family circumstances and wider environment. We seek to understand each learner's needs with sensitivity and respect, working in partnership with families to promote their wellbeing, safety and sense of belonging.

Staff wellbeing

We expect:

- All members of our team to show an understanding of what wellbeing is and why it is important at iCAN.
- The LT and leaders across iCAN are role models as they have a pivotal role in creating a wellbeing culture.

We aim to;

- Provide access to relevant services and resources to staff and learners.
- Use the research and knowledge within iCAN to create a wellbeing culture through engagement with the team and research projects.
- Empower staff and learners to take ownership of their wellbeing, through providing them with information such as access to self-directed learning resources to make informed choices.
- Enable and empower our community to prepare themselves for transition and change.
- Offer a focused approach to wellbeing, which will foster innovation, creativity, productivity and

engagement in our community.

- Demonstrate the value of Wellbeing at iCAN to staff, learners and our iCAN community as a whole.
- Provide good communication and effective leadership as these are important factors in enabling a positive change experience and a cultural shift.

Channels of communication

At iCAN we strive to do our best to support all members of our community and find solutions to the problems you may be experiencing. If you are experiencing a social or emotional issue, we would ask that you speak to your team leaders or a member of the leadership team to share any frustrations or problems. Please make an appointment to meet with this person so they can be fully present to listen. In the case of an emergency, contact the Principal or School Coordinator immediately.

School referral process

If the school feels that a learner requires a psychological assessment or support by a specialist agency, we will recommend a reputable service to families (see list below). A responsibility contract should be signed by the family to say they consent to support or have declined the referral.

The school can consult with the designated professional that a child and family is referred to in the provision of continuity and consistency of care and support for the child and family.

If families decide to use a service that was not recommended, it is the school's responsibility to investigate the assessment to ensure that the assessment was well-informed and had accessed and considered all relevant information from the school.

Policy to be reviewed in November 2027