

Pupil Wellbeing Policy

Policy Code:	SW14
Policy Start Date:	December 2023
Policy Review Date:	March 2026

Please read this policy in conjunction with the policies listed below:

- HR6 Data Protection Policy
- HR8B Equal Opportunities and Diversity Policy for Pupils and Parents/Carers
- HR33 Records Management Policy
- HR34 Emotional Health, Wellbeing and Welfare Policy for Staff
- HS2 Medical Treatment Policy
- ICT2 Online Safety Policy
- ICT3 Online Safety Policy (Pupils)
- SW4 Student Behaviour and Discipline Policy
- SW5 Safeguarding and Child Protection Policy
- SW6 Anti-Bullying Policy
- SW7 Relationship and Sex Education
- SW11 Educational Visits Policy
- SW13 Freedom of Speech and Expression Policy
- TL6 Special Educational Needs Policy



1 Policy Statement

- 1.1 The policy outlines the Trust's approach to ensuring the health and wellbeing of its pupils. The Trust recognises that in order to help our pupils succeed and be true citizens of the world, we have a role to play in supporting them to be resilient and mentally healthy.
- 1.2 References to the Trust or Academy within this policy specifically include all primary, secondary and special academies within the Trust, as well as the Early Years setting at the Priory Witham Academy, Priory Apprenticeships and Lincolnshire SCITT.
- 1.3 This policy does not form part of any member of staff's contract of employment and it may be amended at any time.

2 Roles, Responsibilities and Implementation

- 2.1 The Education and Standards Committee has overall responsibility for the effective operation of this policy and for ensuring compliance with the relevant statutory framework. This committee delegates day-to-day responsibility for operating the policy and ensuring its maintenance and review to the Director of Safeguarding.
- 2.2 Leaders and Managers have a specific responsibility to ensure the fair application of this policy and all employees are responsible for supporting colleagues and ensuring its success.

3 Aims

- 3.1 To ensure that pupils are happy and motivated, and therefore more likely to thrive.
- 3.2 To ensure that pupils have positive coping strategies to utilise when necessary.
- 3.3 To enable staff to best support pupils during their time in the Trust.
- 3.4 To utilise universal, whole school approaches and specialised, targeted approaches where necessary.

4 Definitions

- 4.1 Wellbeing can be defined as the 'state of being comfortable, healthy or happy'. The concept of wellbeing can also include other things, such as how satisfied people are with their life as a whole, their sense of purpose and how in control they feel. Pupil wellbeing can be defined as a sustainable state of positive mood

and attitude, resilience, and satisfaction with self, relationships and experiences at school.

4.2 A pupil's level of wellbeing is indicated by the degree to which they demonstrate effective academic and social and emotional functioning and appropriate behaviour at school. The Trust recognises that pupil wellbeing may look very different depending upon the child's age and development.

4.3 When children and young people have good levels of wellbeing it helps them to:

- Learn and explore the world;
- Feel, express and manage positive and negative emotions;
- Form and maintain good relationships with others;
- Cope with, and manage, change, setbacks and uncertainty; and
- Develop and thrive.

4.4 'Mental health' is about how we think, feel and act. Just like physical health, we all have it and it is important that we look after it. Our mental health is on a spectrum, which can range from good to poor. With good mental health, we can think positively, feel confident and act calmly. With poor mental health (sometimes referred to as mental health problems, or mental illness), we might find that the way we're thinking, feeling or acting becomes difficult to cope with. We might not enjoy things like we used to like doing. We might feel sad or angry for longer than usual. Or we might feel like we cannot control how we feel or behave. (Definition taken from Mind).

4.5 The Trust is careful, through staff training, pupil awareness sessions and curriculum resources, to stress that poor mental health is not a sign of weakness. Just as with physical illness, mental illness is very common and can happen to anyone. Individuals can experience mental illness in really different ways, and no-one should feel worried about asking for help.

5 Vehicles for emotional health and wellbeing

5.1 The Trust's Pupil Wellbeing and Behaviour Framework is an integrated approach to supporting pupils and outlines the universal, whole school approaches that are available to all pupils and the specialised, targeted support that are made available if pupils require support over and above the universal offer.

Please see over the page for the Framework.

Pupil Wellbeing and Behaviour Framework

	Pupil Wellbeing	Relationships & Behaviour
<p>Tier 1 – Quality First Provision (Universal Support)</p>	<ul style="list-style-type: none"> A Personal, Social, Health Education programme (PSHE) is in place in each academy which is designed to teach pupils how to build their confidence and resilience. The PSHE programme covers all elements of the Personal Development Curriculum (PDC). The PDC Curriculum aims to prepare pupils for their adult lives and teach them how to engage with society. The PDC Curriculum will focus on and incorporate: <ul style="list-style-type: none"> Citizenship British Values Equality of opportunity Inclusion Pupil character Building confidence and resilience to keep mentally healthy Recognising online and offline risks to wellbeing Recognising the dangers of mobile technology and social media Physical health – PE and Sports Healthy and appropriate relationship, sex and health education Online Safety Careers Readiness for the next phase of education or training Academies teach self-regulation through reference to the Trust's Cognition and Metacognition Framework There is a Designated Mental Health Lead in each setting Pupils who need additional help are allocated a Pastoral Manager (or nominated staff member) to support them. Initial information is gathered about their wellbeing through Pupil Voice. A SDQ (Strengths and Difficulties Questionnaire) is completed to identify need. Interventions are put into place and documented through pupil records. Sustainability plans are used where support is withdrawn to ensure the impact of any support is long-term. Early Help is initiated through Early Help Child and Family Assessment Form. Provision of a safe space is provided to those who need it. Seasonal Needs Questionnaire is completed, where appropriate, to identify need. 	<ul style="list-style-type: none"> Trust Values are embedded into academy practice. Behaviour Champions are in place in each setting. The Champion will provide expertise in the field. The Trauma Informed Approach to positive behaviour management is used by all staff. The Restorative Approach to positive behaviour management is used by all staff. An Academy Council is in place to provide meaningful pupil voice. Rouse systems, where appropriate, are in place to ensure pupils feel a sense of connection and belonging to one another. Reward and expectations systems are in place and used by all staff. Academy Routines are clear and embed safety and security for pupils. Routes for meeting, greeting and dismissing children ensure a calm, purposeful start/end to the day/period. Peer mentoring schemes are established. Lunching/Rhyme time support systems are established. Classroom charters/rules are in place and used by all staff. An agreed system for tracking behaviour is in place and is used by all staff. An agreed system of assessing children with emerging behavioural needs is in place. An internal system for sharing information on pupils with behavioural needs is agreed and used consistently. Information on the academy's behaviour management procedures, along with the Trust Behaviour Policy, is shared with stakeholders.
<p>Tier 2 – Targeted School Support</p>	<ul style="list-style-type: none"> Academies teach self-regulation through reference to the Trust's Cognition and Metacognition Framework There is a Designated Mental Health Lead in each setting Pupils who need additional help are allocated a Pastoral Manager (or nominated staff member) to support them. Initial information is gathered about their wellbeing through Pupil Voice. A SDQ (Strengths and Difficulties Questionnaire) is completed to identify need. Interventions are put into place and documented through pupil records. Sustainability plans are used where support is withdrawn to ensure the impact of any support is long-term. Early Help is initiated through Early Help Child and Family Assessment Form. Provision of a safe space is provided to those who need it. Seasonal Needs Questionnaire is completed, where appropriate, to identify need. 	<ul style="list-style-type: none"> A Buddy Group system, or equivalent, is in place to support children who find it difficult to make friends and/or socialise appropriately. Meeting held between the academy and parents/carers of child in need of support, to establish background information. A SDQ (Strengths and Difficulties Questionnaire) is completed to identify need. Evidence-based intervention and support is agreed and documented. A Behaviour Management Plan is implemented to provide bespoke support where needed. The Unconscious Leader of Behavioural Intervention is implemented. To include: <ul style="list-style-type: none"> Screening for unmet learning needs. Commencement of Pastoral Support Plan (PSP). Completion of Early Help Child and Family Assessment to identify any unmet needs. Ongoing observations, quality assurance and meetings with revision to PSP.
<p>Tier 3 – Multi-Agency Support</p>	<ul style="list-style-type: none"> The pupil is referred to a School Counsellor. The PSP is developed to include local multi-agency support from the following menu: <ul style="list-style-type: none"> Healthy Minds; Mental Health Support Team; Team Around the Child (TAC); Other recommended wellbeing services. 	<p>The academy will continue to implement the Unconscious Leader of Behavioural Intervention. To include:</p> <ul style="list-style-type: none"> Referral to external agency, e.g. BOSS, Restorative Solutions, MSCOP for Licenseshire. Continuation of the PSP, with use of additional funding to access support, e.g. Art Therapy. Support from Pupil Reintegration Team with PSP if necessary. Targeted in-school support from externalists, e.g. SEND. Access to an external behaviour specialist, e.g. Behaviour Wise, MSCOP for Licenseshire. SEND referrals as required, e.g. Community Paediatrician, Educational Psychologist. Extension of SEND support as required, e.g. EOP application.
<p>Tier 4 – Crisis Referral</p>	<ul style="list-style-type: none"> The academy will consider further referrals to: <ul style="list-style-type: none"> Core CAMHS CAMHS Crisis The academy will advise Parents/Carers to seek support from the GP. 	<p>Further continuation of Unconscious Leader of Behavioural Intervention. To include:</p> <ul style="list-style-type: none"> Referral for Intervention Placement. Referral for Alternative Pathway (through Alternative Provision). Managed Move request. For Licenseshire – application for Alternative Pathway through MSCOP. For Licenseshire – application for Managed Move through MSCOP. If applicable, SEND Emergency Review to be called.

5.2 In line with the Framework, the Trust promotes and provides a range of services to pupils:

- Access to counselling provision.
- Pupil mentors who offer support to their peers.
- Pastoral staff who work closely with pupils and offer guidance and internal interventions.
- Multi-agency support from a range of external organisations, e.g. Healthy Minds and CAMHS.
- Early Help procedures coordinated by the pastoral staff (early intervention).
- Access to wellbeing programmes and online materials.
- Welcome days, Induction and transition events.
- Involving pupils in Academy decisions, e.g. through the Academy Council.
- An Academy ethos that promotes respect and tolerance.
- Regular communication with parents/carers.
- Promotion of five ways to wellbeing – Connect, Be active, Take notice, Keep learning, Give.

5.3 The Trust facilitates a context for learning through:

- Enhancing setting facilities and resources.
- Recognising the background of individual pupils and their physical, social and emotional needs.
- Establishing clear rules, routines and expectations about behaviour for learning and social cohesion.
- Encouraging positive, caring and constructive relationships.
- Reasonable tailored adjustments to improve access to learning.

5.4 The Trust enhances pupil motivation and learning through:

- Consistent support for vulnerable children and those with SEND from trained teams of pastoral staff, learning support staff, teaching assistants and other agencies where appropriate. This includes specialist support for pupils who may be experiencing challenges as a result of undergoing trauma or significant change.
- Focused support for those who experience bullying, abuse and/or discrimination.
- A range of challenging opportunities for all pupils.
- An exciting and varied range of extra-curricular events and trips.
- A balanced curriculum with opportunities for intellectual, physical and expressive development.
- Encouraging independence in learning.

5.5 The Trust enhances pupil self-esteem and personal development through:

- The Personal Development Curriculum which includes Citizenship, Personal, Social, Health and Economic (PSHE) Education and Relationship and Sex Education (RSE).
- Promoting participation in the Priory Award.
- Opportunities for pupil leadership through Academy Council and mentoring roles.
- Opportunities for reflection and spiritual development through art, literature and the RE curriculum.
- Careers advice and support.
- An emphasis on praise and reward.

6 Parent/Carer Support

6.1 In order to support parents/carers the Trust will:

- Highlight sources of information and support about common wellbeing issues through the Trust website.
- Ensure that all parents/carers are aware of who to talk to, and how to go about this, if they have concerns about their own child or another pupil.
- Where appropriate, share ideas about how parents/carers can support positive wellbeing in their children (e.g. through Parents' Evenings).

7 Staff Training and Support

7.1 The Trust recognises the importance of effective staff training so they are able to identify pupil needs and offer effective early help. Staff learning and professional development will be enhanced through:

- Whole school training events and training for specific staff where required.
- Access to appropriate external training.
- Consultation on training and support needs through regular review.

7.2 The Trust recognises that supporting staff wellbeing is also important. For further information please see HR34 Health and Wellbeing Policy for Staff.

8 Mental Health Lead

8.1 Whilst all staff have a responsibility to promote the mental health and wellbeing of pupils, each setting will have a member of staff who will undertake the role of Mental Health Lead for the setting. The Mental Health Lead will undertake training appropriate to this role.

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- 8.2 In the event that staff have a concern about a child or young person's wellbeing, including their mental health, they should follow their setting's safeguarding procedures, which may result in a referral to the Mental Health Lead.

9 Policy Change

- 9.1 This policy may only be amended or withdrawn by the Priory Federation of Academies Trust.



The Priory Federation of Academies Trust

Pupil Wellbeing Policy

This Policy has been approved by the Pay, Performance and HR Committee:

Signed..... Name..... Date:

Trustee

Signed..... Name..... Date:

Chief Executive Officer

Signed..... Name..... Date:

Designated Member of Staff

Please note that a signed copy of this agreement is available via Human Resources.