

Student Wellbeing Policy

Policy Code:	SW14
Policy Start Date:	April 2019
Policy Review Date:	April 2022

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

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

Policy Statement

- 1.1 The policy outlines the Trust's approach to ensuring the health and wellbeing of its students.
- 1.2 References to the Trust or Academy within this policy specifically include all primary and secondary academies within the Trust, as well as Robert De Cheney Boarding House, the Early Years setting at the Priory Witham Academy, Priory Training, Priory Apprenticeships, Lincolnshire Teaching School Alliance, Lincolnshire Teaching School Alliance SCITT.
- 1.3 This policy does not form part of any employee'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 Student Welfare.
- 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 The Trust recognises that in order to help our students succeed, we have a role to play in supporting them to be resilient and mentally healthy.
- 3.2 To ensure that students are happy and motivated and therefore more likely to better engage in their learning.
- 3.3 To ensure that students have strategies to utilise when necessary to enable them to become more resilient.
- 3.4 To enable staff to best support students during their time at the Trust.

4 Wellbeing

- 4.1 Student 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 student'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.
- 4.3 The Department for Education has found that, on average, children with higher levels of emotional, behavioural, social and school wellbeing, had higher levels of academic achievement and were more engaged in school.

5 Vehicles for emotional health and wellbeing

- 5.1 The Trust promotes and provides a range of services to students:
- Access to counselling provision
 - Student mentors who offer support to their peers
 - Pastoral staff who work closely with students and offer guidance
 - 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 and transition events
 - Involving students in Academy decisions, e.g. through the Student Council
 - Student voice
 - An Academy ethos which promotes respect and tolerance
 - Regular communication with parents/carers
 - Promotion of five ways to wellbeing – Connect, Be active, Take notice, Keep learning, Give.
- 5.2 The Trust facilitates a context for learning through:
- Enhancing Academy facilities and resources
 - Recognising the background of individual students 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.
- 5.3 The Trust enhances student motivation and learning through:
- Consistent support for vulnerable children and those with SEN from trained teams of pastoral, learning support, teaching assistants and other agencies

where appropriate. This includes specialist support for students 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, e.g. as a result of students questioning their gender identity.
- A range of challenging opportunities for all students
- 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.

5.4 The Trust enhances student 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)
- Opportunities for student leadership through school council and mentoring roles
- Opportunities for reflection and spiritual development through art, literature and the RE curriculum
- Careers advice
- An emphasis on praise and reward.

6 Staff Training and Support

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

- Whole school training events, e.g. Safeguarding
- Access to appropriate external training
- Consultation on training and support needs through regular review.

6.2 The Trust recognises that staff who are working closely with distressed students can themselves be placed under emotional strain. The Trust provides support services for staff if required.

7 Policy Change

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



The Priory Federation of Academies Trust

Student 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.