

Student Wellbeing Policy

Policy Code:	SW14
Policy Start Date:	March 2022
Policy Review Date:	March 2025

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 Online Safety Policy
- ICT3 Online Safety Policy (Students)
- 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 students. 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. 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.
- 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 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 To ensure that students are happy and motivated, and therefore more likely to better engage in their learning.
- 3.2 To ensure that students have strategies to utilise when necessary to enable them to become more resilient.
- 3.3 To enable staff to best support students during their time in the Trust.
- 3.4 We pursue these aims using both universal, whole school approaches and specialised, targeted approaches where necessary.

4 Definitions

- 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 term 'mental health' describes a state of wellbeing in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community. Everyone has some level of mental health all of the time, just like physical health. A mental health difficulty is one in which a person is distracted or unable to engage with ordinary life due to upsetting, disturbing thoughts and/or feelings. These problems may distort or negatively impact a person's view of the world and produce a variety of symptoms and behaviour likely to cause distress and concern.
- 4.4 The Trust recognises that there is a difference between mental health (sometimes called mental wellbeing) and mental illness. Mental illness is, by definition, a set of symptoms, which constitute a problem.

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 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 students 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.

5.2 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 SEND from trained teams of pastoral staff, learning support staff, 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.
- 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 Academy 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 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 student.

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- 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 student needs and offer effective early help. Staff learning and professional development will be enhanced through:
- Whole school training events, e.g. Safeguarding training.
 - Access to appropriate external training.
 - Consultation on training and support needs through regular review.
- 7.2 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.

8 Mental Health Lead

- 8.1 Whilst all staff have a responsibility to promote the mental health and wellbeing of students, 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.
- 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

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.