

Pupil Wellbeing Policy

Policy Code:	SW14
Policy Start Date:	December 2023
Policy Review Date:	December 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
- SW17 Safeguarding Adults 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 ITT.
- 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 can occur 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 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 ethos that promotes respect and tolerance;
- regular communication with parents/carers; and
- 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; and
- 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; and
- 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 Education, Relationship and Sex Education and Health Education (RSHE);
- 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; and
- 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; and
- 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; and
- 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.

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.