Wellbeing Policy

LSI Independent College

2024/25 Version

LSI Independent College Wellbeing Policy

What constitutes wellbeing?

Wellbeing is a broad concept and covers a range of psychological and physical abilities. It includes mental and physical health, physical and emotional safety, and a feeling of belonging, sense of purpose, achievement and success. A pupil's wellbeing will directly influence their cognitive learning and development, not only whilst at school, but also into adulthood. Teaching about mental health and emotional wellbeing is also now a requirement as part of statutory Health Education and as such this policy needs to be read in conjunction with the school/college's Relationships, Health and Sex Education Policy as well as the anti-bullying policy and pupils' code of conduct policy.

Furthermore, under the new Independent Schools Inspectorate Framework (F23), schools and colleges will be inspected in five sections:-
- Leadership, Management and Governance;
- Education, Training and Recreation;
- Pupils' physical and mental health and emotional wellbeing;
- Pupils' social and economic wellbeing, and contribution to society; and
- Safeguarding.

Sections three and four require specific emphasis on 'wellbeing'.

The College will focus its efforts in seven clearly defined paths to address the wellbeing of its pupils' These are:
- Leadership, management and governance to support all aspects of emotional health and wellbeing;
- Ensuring that a curriculum is developed to promote emotional health and wellbeing;
- Staff are trained to develop skills to support pupils' mental health and wellbeing and can develop strategies to support their own mental health and wellbeing;
- Establish a process for identifying and making referrals for pupils suffering from poor mental health and wellbeing, and target support appropriately;
- Involve the 'student voice' through the school council;
- Work closely with parents and all other stakeholders; and
- Promote a culture and environment within the college that supports equality, diversity and inclusion and a sense of wellbeing throughout.

1   Leadership, Management and Governance

The Senior Leadership Team (SLT), Health and Wellbeing Lead (HWL) and members of the Advisory Board (AB)/governing body (GB) will both collectively and individually actively promote staff and pupils to take responsibility for promoting mental health and wellbeing within the community. Along with safeguarding, mental health and wellbeing is a standard agenda item for all SLT and AB/GB meetings. The HWL will take the strategic lead, whilst reporting directly to the Principal and will be responsible for:-

- The executive role in advocating for the needs of the pupils within the context of wider local strategic planning and in influencing local commissioning arrangements;
- Transforming the lives of the pupils with the strategy developed;

- Will be able to explain how a whole school or college approach will benefit everyone, not just to mental health and wellbeing but more broadly improved attainment, attendance, reductions in behavioural problems, as well as happier, more confident and resilient pupils;
- To ensure actions are integrated, sustained and monitored for impact;
- Ensure that a commitment to addressing mental health and wellbeing is referenced within improvement plans, policies (such as safeguarding, confidentiality, Relationships and Sex Education and Health Education, behaviour and rewards etc.) and that these plans and policies are reflected through practice;

2   Curriculum

Opportunities exist to develop and promote social and emotional skills through a dedicated Personal Social Health and Economic education (PSHE) curriculum – including statutory content regarding Relationships Education (RE) and Relationships and Sex Education (RSE) and Health Education. The Head of PSHE and the HWL will jointly ensure that embedded within the full PSHE programme, mental health and wellbeing is promoted so that by the time a pupil leaves the college/school, she or he will be able to:

- recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources;
- understand how they are feeling and why; to further develop the language that they use to talk about their bodies, health and emotions; and to understand where normal variations in emotions end, and health and wellbeing issues begin;

The curriculum will be structured so that pupils are more likely to engage in lessons that focus on emotional wellbeing if they are of practical application and relevant to them. There will be appropriate assessments, sound use of both formative and summative outcomes and use of pupil feedback. Time will be made available to ensure that certain key points within an academic year have a clear focus. These could be:

- Preparing for transition. Key stage to key stage, GCSE to A Level;
- Preparing for examinations;
- Taking into account local, national and international events; and
- Having regard to religious/faith/beliefs through shared understanding of things like Ramadan, lunar new year, Diwali, Easter & Christmas etc.

3   Staff training/development

Staff will be trained to recognise mental health and wellbeing problems within the pupil body and how to deal with them, either personally or through an appropriate process of referral to the HWL. The college also recognises that staff mental health and wellbeing is equally as important as that of the pupils. To that end, the college will adopt the "Workplace Wellbeing Charter" national standards for education staff:

- Prioritise staff mental health;
- Give staff the support they need to take responsibility for their own and other people's wellbeing;
- Give managers access to the tools and resources they need to support the wellbeing of those they line manage;
- Establish a clear communications structure;

- Give staff a voice in decision-making;
- Drive down unnecessary workload;
- Champion flexible working and diversity;
- Create a good behaviour culture;
- Support staff to progress their careers;
- Include a sub-strategy for protecting leader wellbeing and mental health: and
- Hold ourselves accountable, including by measuring staff wellbeing.

4   Establish a process for identifying and making referrals for pupils suffering from poor mental health and wellbeing, and target support appropriately

The college/school understands that any delays in identifying pupils with mental health and wellbeing issues can have long-lasting consequences. The college/school will use its network of residential tutors, the college nurse, the college counsellor, SENCo, the independent listener, relevant data and any other source that can assist. Pupils who may be deemed 'vulnerable' will have a personalised 'Risk Assessment' produced and an appropriate action plan developed. Action from the plan will be taken and regularly reviewed.

The college will be aware, and act accordingly to any adverse childhood experiences such as:

- loss or separation – resulting from death, parental separation, divorce, hospitalisation, loss of friendships (especially in adolescence), family conflict or breakdown that results in the child having to live elsewhere, being taken into care or adopted, deployment of parents in armed forces families;
- life changes – such as the birth of a sibling, moving house or changing schools or during transition from primary to secondary school, or secondary school to sixth form;
- traumatic experiences such as abuse, neglect, domestic violence, bullying, violence, accidents or injuries; and
- other traumatic incidents such as a natural disaster or terrorist attack. Some groups could be susceptible to such incidents, even if not directly affected. For example, schools should ensure they are aware of armed forces families, who may have parents who are deployed in areas of terrorist activity and are surrounded by the issues in the media.

The support offered will be targeted as directed by the action plan, which could include both college staff and other more local agencies.

All referrals should be made using the form in Appendix 1 and sent to the HWL.

5   Student Voice

The college/school operates a whole-school student council. This group meet regularly and has as an agenda item mental health and wellbeing. This forum raises awareness and enable pupils to be proactive in organising events that highlight mental health and wellbeing. These include, National Mental-Health Week, and Anti-Bullying Week.

6   Work closely with parents and all other stakeholders

As well as all of the regular forms of communication that parents, guardians etc. have with the college/school, we also operate a parent forum/PTA and run focus groups where matters relating to

mental health and wellbeing are raised. Points for action or matters for clarification are discussed and acted upon.

7 Promote a culture and environment within the college that supports equality, diversity and inclusion and a sense of wellbeing throughout

The whole-school approach is one that goes beyond the teaching in the classroom to pervade all aspects of college life, including:

- culture, ethos and environment: the health and wellbeing of pupils and staff is promoted through the 'hidden' or 'informal' curriculum, including leadership practice, the college's policies, values and attitudes, together with the social and physical environment;
- teaching: using the curriculum to develop pupils' knowledge about health and wellbeing; and
- partnerships with families and the community: proactive engagement with families, outside agencies, and the wider community to promote consistent support for children's health and wellbeing

We pride ourselves on the 'family' feel of the college/school and its approach to the happiness of both its pupils and staff. This will remain a cornerstone of our ethos and approach to mental health and wellbeing.

Authorised by	Dr Jan Capar
Signed …………Jan Capar…… On behalf of the Board of Governors/Proprietor 30/08/2024	

Schedule of Updates

Date document updated	Document updated by	Summary update/comments	Location of saved file
17/10/2023	Jan Capar	-	OneDrive College Policies
30/08/2024	Jan Capar	-	SharePoint College Policies

Schedule of Review

Date of document review	Reviewed by	Scheduled date of next review
October 2023	Jan Capar	August 2024
August 2024	Jan Capar	August 2025

Appendix 1

Referral form:

Staff who are concerned about a pupil's mental health or wellbeing should complete the referral form and send it to the Health and Wellbeing Lead (HWL)

Name of pupil			
Name of referrer			
Date of referral			
Pupil gender		Pupil DoB	
Does pupil have English as an additional language?			
Does the pupil have a vulnerable risk assessment form?			
Is the pupil on the SEND register?			
Does the pupil have an EHCP already in place?			
Does the pupil have any neurodevelopmental needs e.g. learning disability, ASD, ADHD? If "yes" please provide further details;			
Details			
Is the pupil known to children's social services and/or subject to			
Child in need plan		Child protection plan	
Child in care plan		CAMHS	
Bereavement services		Other? If "yes" please provide further details;	
Details			

Primary intervention need	
Low mood/depression	
Anxiety	
Behavioural difficulties	
Specific phobias	
Risk/Vulnerability factors	
Self-harm	
Substance abuse	
Anti-social behaviour	
Friendship difficulties	
Child sexual exploitation	
Domestic abuse	
Child pregnancy	
Other; If "yes" please provide further details;	
Details	

Signed		Print name	
Date			

Appendix 2

Useful resources

- Creating a culture: how school leaders can optimise behaviour – Tom Bennett's independent review on behaviour in schools, which looked at leadership, culture and methods to improve pupil behaviour ;
- Promoting children and young people's emotional health and wellbeing – Public Health England's guidance for head teachers and college principals on the eight principles for promoting emotional health and wellbeing in schools and colleges;
- A whole school framework for emotional wellbeing and mental health – The National Children's Bureau's self-assessment and improvement tool for school leaders, to support them in implementing a whole school approach for emotional wellbeing and mental health;
- Supporting mental health in schools and colleges: pen portraits of provision – this report presents pen portraits of mental health provision based on case study research in 36 schools, colleges and other educational institutions across England;
- Mentally Healthy Schools – is recommended by NAHT, and brings together quality-assured information, advice and resources to help primary schools understand and promote children's mental health and wellbeing;
- What works for wellbeing - work with a network of researchers, think tanks, businesses, government departments and non-profits to provide evidence, guidance and discussion papers on a range of subjects, including community wellbeing and measuring wellbeing;
- Children's Society – provide a range of research tools to support schools to talk to pupils about wellbeing and mental health;
- Supporting staff wellbeing in schools – aims to give school staff and senior leadership teams simple guidance and good practical examples where schools have successfully implemented staff wellbeing strategies;
- Royal College of Psychiatrists (RCPSYCH) – Provide specifically tailored information for young people, parents, teachers and carers about mental health through their Parents and Youth Info A-Z;
- National Institute for Health and Care Excellence (NICE) – NICE's role is to improve outcomes for people using the NHS and other public health and social care services, including by producing evidence-based guidance and advice. This can be useful in understanding social, emotional and mental health conditions and their recommended treatments;
- British Association for Counselling and Psychotherapy (BACP) – Register of Counsellors and Psychotherapists which is accredited by the Department of Health and Social Care;
- Young Minds – Young Minds is charity committed to improving the emotional wellbeing and mental health of children and young people. They undertake campaigns and research, make resources available to professionals (including teachers) and run a helpline for adults worried about the emotional problems, behaviour or mental health of anyone up to the age of 25. They also offer a catalogue of resources for commissioning support services;
- Nasen SEND Gateway - an online portal offering education professionals free, easy access to high quality information, resources and training for meeting the needs of children with special educational needs and disabilities (SEND), including a large number of specific mental health resources;

- **Schools in Mind** - a free network for school staff and allied professionals which shares practical, academic and clinical expertise regarding the wellbeing and mental health issues that affect schools;
- **MindEd** – provides free e-learning to help adults to identify and understand children and young people with mental health problems. It provides simple, clear guidance on mental health to adults who work with children and young people, to help them support the development of young healthy minds;
- **Counselling MindEd** – Counselling MindEd is an online resource within MindEd that provides free evidence-based, e-learning to support the training of school and youth counsellors and supervisors working in a wide variety of settings;
- **PSHE Teacher Guidance: Preparing to teach about mental health and emotional wellbeing** - Has been produced by the PSHE Association. It provides guidance for schools on teaching about mental health and emotional wellbeing as part of PSHE and signposts to organisations that can provide support for specific mental health conditions;
- **Sexual violence and sexual harassment between children in schools and colleges** – departmental advice which amongst other things includes detailed guidance on supporting victims of peer on peer sexual violence;
- **Bullying and mental health: Guidance for teachers and other professionals** - Free resource produced by the Anti-Bullying Alliance to help schools, teachers and other professionals understand the issues around bullying and mental health for children and young people;
- **ChildLine** – A confidential service, provided by the NSPCC, offering free support for children and young people up to the age of nineteen on a wide variety of problems;
- **Place2Be** – Place2Be is a charity working in schools providing early intervention mental health support to children aged 4-14 in England, Scotland and Wales;
- **Play Therapy UK (PTUK)** - is a not-for-profit professional organisation with registrants located all over the UK, many working in primary schools, alleviating social, emotional, behaviour and mental health problems. The **Register** managed by PTUK is accredited by the Professional Standards Authority, providing an assurance of the quality of the Registrant's work;
- **Relate** – Relate offers advice, relationship counselling, workshops, mediation, consultations and support face-to-face, by phone and through their website. This includes counselling for any child or young person who is having problems;
- **Women's Aid** – is the national domestic violence charity that works to end violence again women and children and supports domestic and sexual violence services across the country. They provide services to support abused women and children such as **The HideOut**, a website to help children and young people;
- **Nurture UK** – is dedicated to improving the mental health and wellbeing of children and young people, and removing barriers to education by promoting nurture in education;
- **Trauma Informed Schools UK** – provides training for schools, communities and organisations to become trauma informed and mentally healthy places for all;
- **Early Intervention Foundation guidebook** – on trauma-focused cognitive behavioural therapy;
- **Beat Eating Disorders UK** – provides information on what to do if you're worried about a friend, family member or pupil, along with how to support someone with an eating disorder;
- **Child Bereavement UK** – provides information and resources to support bereaved pupils, schools and staff;
- **Young Minds – Young Carers** – information about how to spot if young carers need support, and how to get help;
- **MindEd** – provides free online teaching to help adults to identify and understand children and young people with mental health problems. It provides simple, clear guidance on mental

health to adults who work with children and young people, to help them support the development of young healthy minds;

- **Health A-Z - Conditions and treatments by subject - Mental health disorders** – information from the NHS on mental health disorders;

- **Strengths and Difficulties Questionnaire (SDQ)** – the SDQ can assist schools in taking an overview and making a judgement about whether a pupil is likely to be suffering from a mental health problem;
- **Boxall Profile** – an online assessment tool for social emotional and behavioural difficulties for children and young people;
- **Education Endowment Foundation** – The Sutton Trust-EEF **Teaching and Learning Toolkit** is an accessible summary of educational research which provides guidance for teachers and schools on how to use their resources to improve the attainment of all pupils and especially disadvantaged pupils;
- **CORC outcome and experience measurements** – provides easily accessible resources for individuals looking for information on how to measure children and young people's mental health and wellbeing;
- **Good Childhood Wellbeing Index** - is an easy and free to run simple assessment of children's well- being in the classroom;
- **Measuring and monitoring children and young people's mental wellbeing: a toolkit for schools and colleges** – this toolkit aims to raise awareness amongst school and college staff of the range of validated tools that are available to help measure subjective mental wellbeing amongst the pupil population;
- **Youth Wellbeing Directory** - provides a list of local and national organisations for anyone up to the age of 25 (including teachers helping pupils to find support), along with additional important information and support;
- **BOND: Learning from Practice Review** – This report from BOND sets out the findings of an evidence based practice review, exploring the nature of the relationship between the voluntary & community sector and commissioners (Schools, NHS, LA), with a focus on the delivery of early intervention mental health services for children and young people);
- **School nursing public health services** – guidance produced by the Department of Health and Social Care and Public Health England. This guidance supports effective commissioning of school nursing services to provide public health for school aged children;
- **Supporting public health: children, young people and families** - documents to support local authorities and providers in commissioning and delivering children's public health services aged 0 to 19 years;
- **Triple P** – which gives parents simple and practical strategies to help them build strong, healthy relationships, confidently manage their children's behavior and prevent problems developing;
- **The Incredible Years** – a series of interlocking, evidence-based programs for parents, children, and teachers, supported by over 30 years of research, which aims to prevent and treat young children's behavior problems and promote their social, emotional, and academic competence;
- **MindEd for Families** – advice and information from trusted experts to help improve understanding of mental health problems, and how parents and carers can best support their families;
- **HeadMeds** – website developed by the charity YoungMinds providing general information about common medications that may be prescribed for children and young people with mental health conditions; and
- **Health Conditions in Schools Alliance** – this website offers guidance and tools to schools who are looking after children with health conditions. This includes a template medical conditions

policy; a sample individual healthcare plan and advice on what it should contain; and a process for making sure children who require education in different settings get the support they need.