



Staff and Student Wellbeing Policy

2025-2026

Principles

Our vision is to take each student on a journey of opportunities throughout Northleigh (the School) so that they can develop academically, socially, and emotionally, within a happy and caring environment.

Wellbeing can be defined as the promotion of students' personal and social development and the fostering of positive attitudes to School, learning, other members of the community and oneself. Wellbeing is central to academic achievement. A child who is emotionally and physically healthy is better able to reach their full potential.

The School is a community in which each person is valued as an individual. This Wellbeing Policy seeks to promote positive relationships between individuals in which all can work in an atmosphere of mutual respect and support.

It also addresses the key priorities within the government document *Every Child Matters* relating to the Children Act 2004.

Aims

1. To encourage, all members of the School community, respect for oneself, other people and the environment in which we live and work.
2. To create an atmosphere that is conducive to learning, based on respect and consideration for the needs of others, tolerance, responsible behaviour, high aspirations, and high achievement.
3. To educate the "whole person": academic, emotional, physical, spiritual, moral, and social.
4. To ensure that students feel safe in School.
5. To encourage young people to become responsible members of society.
6. To ensure that each child feels valued and has a sense of personal worth and dignity.
7. To empower students to build good relationships with others: both fellow students and adults.
8. To encourage a sense of personal responsibility.
9. To ensure that every student meet the five 'outcomes' as set out in *Every Child Matters*:
 - **To be healthy;**
 - **To be safe;**
 - **To enjoy and achieve;**
 - **To make a positive contribution;**
 - **To achieve economic wellbeing.**

10. To create an environment where students feel safely able to discuss their feelings and concerns.
11. To ensure there is a good communication between the School, parents/carers and external agencies.
12. To support student progress across the curriculum.
13. To support students in developing healthy lifestyles.

Resources and Staff Training

- The School will endeavour to deploy staff with appropriate strengths, expertise, and interests in the taught element of wellbeing.
- Training will be provided for staff as and when appropriate, through external courses or School-based training, e.g. child protection.
- Staff will be kept up to date with relevant information and legislation.

Practice

1. All adults working in the School have a responsibility for the welfare of others in the community (*related policies: Health & Safety; Child Protection; Educational Visits*).
2. The student's emotional wellbeing is similarly of great importance. The School, therefore, has in place structures and systems to assist students to feel positive about themselves, to enjoy good relationships with other students and with adults, and to enjoy School life as far as possible.
3. Outside agencies may also be called upon to assist with wellbeing, where appropriate.
4. Students are encouraged to share their worries, concerns, or problems with a trusted member of staff. They should be listened to and respected. Confidentiality cannot be guaranteed, and students will be informed of this, in line with child protection training.
5. Staff who are asked to deal with sensitive matters (drugs related, sexual matters or child protection) must seek advice from DSL's, senior members of staff or colleagues with a specific responsibility in that area.
6. The School seeks to meet the five "outcomes" of *Every Child Matters* via the taught curriculum, activities and by engendering an appropriate ethos through assemblies, code of conduct, leading by example, etc)
7. **To be healthy:** through the curriculum in Cooking, PE, Science, sex and relationships, activities, assemblies, the School ethos of promoting, celebrating, and rewarding success. Smoking is prohibited on the site.
8. **To be safe:** through implemented policies for Health and Safety, and for Educational Visits, and by ensuring that written Risk Assessments accompany the full range of School activities.
9. **To enjoy and achieve:** by encouraging all students to reach their potential in all areas of School life, by creating an atmosphere and ethos which is friendly, welcoming and that promotes achievement, through the fostering of positive relationships between

student, staff, parents/carers, and all other stakeholders, by seeking ways to combine learning and enjoyment.

10. **To make a positive contribution:** by encouraging all students to *make a positive contribution* to the School and wider community as suits their temperament and talents.

11. **To achieve economic wellbeing:** through the taught curriculum in such areas as Personal development, Social and Health Education, Careers Education, Work Experience etc by developing the skills and attributes that progress to worthwhile and rewarding employment – academic attainment, reliability, conscientiousness, sense of responsibility, creativity, good attendance, punctuality.

Staff Wellbeing

The School recognises that supporting the mental wellbeing of our employees is an important for both individuals and the organisation. Mental wellbeing is a key factor in an individual's health and safety, social wellbeing, and productivity. By promoting good mental health, the positive benefits are realised by individuals, their families, and the broader society. The many different aspects of mental ill-health and stress are associated with a broader range of illnesses and disabilities within our society today.

A positive, supportive culture for mental wellbeing is important for all employees and therefore should be applied across the organisation. Everyone can contribute to mental wellbeing in our workplace and by doing so deliver a wide range of benefits to employees, the organisation, and others.

Staff are dedicated professionals who have the best interests of students who attend the School.

However, we expect any communication with staff, from parents to be conducted in a professional, non-aggressive manner and we expect students to communicate with staff politely and with respect.

Should any communication from parents/students with staff be perceived as confrontational, in any way, the School reserves the right to restrict communication to named staff members.

If we feel communication has irretrievably broken down, the School will contact the Local Authority (if and where appropriate) with a view to finding alternative provision for the student.

Just as the wellbeing of students at the School is of paramount importance, the wellbeing of our staff is equally as important.

Responsibilities

Trustees:

- Ensure that this policy receives the necessary support and prioritisation to achieve its aim.
- Participate in the annual review of this policy and its effectiveness, monitoring and reviewing, where appropriate.
- Ensure that managers are aware of their responsibilities.
- Ensure that any employee suffering from mental illness is treated fairly, with respect, and confidentially and without discrimination.

- Where appropriate, the organisation will train Mental Health First Aiders to support goals and implementation of this policy.

Managers and supervisors:

- Ensure that staff are made aware of this policy, at Induction and how to access it afterwards.
- Actively promote a culture of good mental health and wellbeing through the implementation of this policy.
- Manage and review the effectiveness of this policy on staff, and feedback to senior leadership and Trustees, as appropriate.

All employees:

- Read and understand this policy, including changes, seeking clarification where required.
- Support our aim of providing a culture of good mental health and wellbeing through their activities and when considering others.
- Take care of their own health and wellbeing, including mental health.
- Ensure that their actions do not affect the health and safety and general wellbeing of other people in the workplace.
- Raise issues or concerns and seek help from their line manager or an appropriate member of the Senior Leadership Team, the Head of Centre or Chair of Trustees.

Communication:

Chair of Trustees, and/or Head of Centre will ensure that all employees receive a copy of this policy during the Induction process and have continued access to the policy throughout the length of their employment. Employees should remain informed as the policy changes and be empowered to actively contribute and provide feedback to this policy.

Monitoring and review:

Trustees along with the Senior Leadership Team will review this policy annually or more frequently as required, for example to address issues highlighted through employee feedback or to react to legislative changes. The policy should objectively assess whether the stated policy aims have been met and review the effectiveness of the measures within this document.

Effectiveness of the policy will be assessed through:

- Feedback from the workforce, including complaints, appraisals/performance reviews, scheduled wellbeing meetings, return to work surveys and exit interviews as and where appropriate.
- Staff turnover, retirement and sickness statistics.
- Outcomes of any mental health issues supported through this policy.

Emergency contacts:

NHS Medical information and advice:	111
SAMARITANS Emergency telephone number:	116 123 (from a mobile)
SAMARITANS:	0330 094 7717
MIND Infoline:	0300 123 3393

Useful resources:

Anxiety UK - www.anxietyuk.org.uk
ACAS Help and advice - www.acas.org.uk/mentalhealth
NHS Choices (Moodzone) - www.nhs.uk/conditions/stress-anxiety-depression
RETHINK - www.rethink.org
The Mental Health Foundation - www.mentalhealth.org.uk
Workways - www.workways.org.uk
The Equality Act 2010 https://www.legislation.gov.uk/ukpga/2010/15/contents

Wellbeing Staff Structure

Each student will have a key figure for support, who will report to the Head of Centre/Chair of Trustees.

Head of Centre:**Elaine Simmons****Wellbeing Mentors:****Carla Elliott, Elaine Hoggarth, Wendy Pettitt, Charlotte Smith, Lindsay Ward.****Designated Staff for Child Protection:****Carla Elliott, Wendy Pettitt, Elaine Hoggarth, Charlotte Smith.****Designated Trustees for Child Protection: Viv Morgan****Review Date: September 2026**