



# Wellbeing Policy 2023-24

## Principles

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

Wellbeing is part of every student's entitlement in their school life. It 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.

Northleigh House 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 the pastoral system.
- 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 pastoral matters (e.g. Educational Psychologist, health professionals, SENDIAS, MIND, CAMHS, Education Welfare, Behaviour Support, etc.).
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 Food Technology, PE, Science, sex and relationships, activities, assemblies, the school ethos of promoting, celebrating, and rewarding success. Smoking is prohibited on the site, and by having in place and acting upon, policies, to enhance health and wellbeing such as Health and Safety and Educational Visits, etc.

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, 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**

All staff have a day-to-day responsibility for the wellbeing of our students. Staff are dedicated professionals who have the best interests of students who attend Northleigh House School.

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 aggressive, in any way, Northleigh House School reserves the right to restrict communication to named staff members.

If we feel communication has irretrievably broken down, Northleigh House 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 Northleigh House School is of paramount importance, the wellbeing of our staff is equally as important, and this will not be compromised.

## **Wellbeing Staff Structure**

Each student will have a key figure for support, who will report to the School Director.

**School Director:**

**Elaine Simmons**

**Wellbeing Mentors:**

**Carla Elliott, Elaine Hoggarth, Wendy Pettitt, Andy Ransberry, Charlotte Smith**

**Designated Staff for Child Protection:** Elaine Simmons, Wendy Pettit, Carla Elliott, Charlotte Smith

**Designated Trustees for Child Protection:** Viv Morgan

**Review Date:** September 2025