



Wellbeing Policy

North East Futures UTC has been established to support growth in Digital Technology and Healthcare Science sectors in the North East and contribute to overall regional growth.

It provides the opportunity for young people from all the communities in this region from which students can travel on public transport within in one hour, to benefit from its specialist provision.

Reviewed by:	LGB
Frequency of policy review:	Triennially
Last Reviewed:	April 2022
Review by	Daniel Sydes
Signature	
Ratified by Board of Trustees on:	May 2022
Name of Governor:	Michael Whitaker
Signature:	
Next Review Date:	April 2025

Introduction

At North East Futures UTC the Governors and all the staff are committed to supporting the positive mental health and wellbeing of students.

Our ethos is supportive and respectful. We understand how important positive mental health and wellbeing is to all. We recognise that student mental health is a vital factor in their overall wellbeing and how it can affect their learning. Our UTC encourages students to be open and we support all students to have their voice heard.

The Department for Education (DfE) recognises that “in order to help their students succeed, Schools have a role to play in supporting them to be resilient and mentally healthy”. Our UTC is proud of our supportive environment. We support the students to develop their self-esteem and build resilience. We understand all students and their families go through challenges and we support students when facing these times.

In 2017, research (Mental Health of Students and Young People in England) found that “one in eight 5 to 19-year olds had at least one mental disorder”.

Our culture of nurturing students and building resilience to mental health problems means our UTC is a safe place where:

- Every student is valued
- Every student is treated equally
- Every student has a sense of belonging at the UTC
- Every student feels able to talk openly with trusted members of staff
- Positive mental health is promoted
- Bullying is quickly and effectively addressed

We recognise the importance of supporting positive mental health and wellbeing to the whole UTC community.

At North East Futures UTC positive mental health and wellbeing is everybody’s responsibility.

This Policy outlines our approach and commitment to promoting and supporting positive mental health and wellbeing of our students. It should be read and understood alongside KCSIE, Child Protection Policy, PSHE Policy, Risk Assessment Policy, Anti-bullying and Behaviour policies.

Purpose

This Policy sets out:

- How we promote and support positive mental health and wellbeing
- How we identify and support students with mental health needs
- How we support families in dealing with student mental health problems
- How we support staff in spotting warning signs in students and making referrals

Definition of Wellbeing

Well-being is about how we are doing and how we feel about our lives.

Low well-being has been linked to mental health conditions like depression and anxiety. It can impact our relationships with family and friends and how we feel about and interact with the world around us.

We recognise that mental health and wellbeing is not simply the absence of mental health problems. We know building student confidence and self-esteem in a safe environment is vital to positive mental health and successful learning outcomes.

At our UTC we want all students to:

- Understand their emotions and experiences.
- Form and maintain friendships and relationships.
- Be able to express a range of emotions appropriately.
- Develop resilience and cope with setbacks.
- Manage the stresses of everyday life and be able to deal with change.
- Learn and achieve.

We maintain a mentally healthy environment for students by:

- Promoting our UTC rules and values and encouraging a sense of belonging and community.
- Providing opportunities to develop self-worth.
- Valuing each student for who they are.
- Celebrating academic and non-academic achievements.
- Supporting our students to have their say and participate in decision-making.
- Raising awareness amongst staff about early warning signs and symptoms of mental health issues.

Staff Roles

All teaching and non-teaching staff have a responsibility and important role in promoting and supporting the mental health and wellbeing of students and each other. We understand some students will need additional help and we know all staff have a responsibility to look out for early warning signs to ensure students get the early intervention and support they need.

We recognise that many behaviours and emotional problems can be supported within the UTC environment, or with guidance from external professionals. We have links with mental health professionals and organisations that provide support with mental health needs to students and their families.

If a member of staff is concerned about the mental health and wellbeing of a student, in the first instance they should speak to the Designated Safeguarding Lead.

All staff should also be aware that mental health problems can, in some cases, be an indicator that a student has suffered or is at risk of trauma, abuse or neglect.

Only trained professionals should make a diagnosis of a mental health problem. Staff however, are well placed to observe students day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem.

Where students have suffered potentially traumatic adverse experiences, this can have a lasting impact in adolescence and into adulthood.

If staff have a mental health concern about a student that is also a safeguarding concern, immediate action should be taken, following the Child Protection policy and speaking to the designated safeguarding lead or a deputy.

If a student or staff member presents a medical emergency, then relevant procedures must be followed.

Promoting and Supporting Wellbeing

Our UTC promotes positive mental health and wellbeing, and we aim to prevent mental health problems through our range of activities and strategies including:

- Class activities such as in Personal Development and UTC Extra
- Whole UTC initiatives – assemblies or briefings.
- Student Council,
- enrichment,
- health and fitness,
- displays and information around the UTC.

Through our Personal Development and the Careers programme, we teach social and emotional skills to develop the student's confidence and resilience.

Identifying and Supporting Students with Wellbeing Needs

Our approach is to encourage and support students to express themselves and be listened to in a safe environment.

All staff have a responsibility to facilitate and support positive mental health. We aim to spot the early warning signs of mental health issues and to identify appropriate support for the students based on their needs. We involve parents and carers wherever possible and also the students themselves in the care and support they need in the UTC or, where needed, from external agencies.

We take a whole-community approach towards the mental health and wellbeing of our students. Our aim is to support the whole family, if possible, but we recognise that we are teachers not mental health professionals. We involve parents and carers, advise parents to engage the services of mental health professionals if required, and work with professional partners and agencies where necessary.

Disclosures

Our UTC recognises the importance of staff remaining calm, supportive, and non-judgemental with students who disclose a concern. Staff should make it clear to the students that the concern will be shared with the Designated Safeguarding Lead, to help them and get the support they need.

Intervention and Support

All concerns are reported to the senior team via CPOMs. The pastoral team assesses the level of need to ensure the student gets the appropriate support from within the UTC or from an external health professional. We aim to put early interventions in place wherever possible and to prevent problems escalating.

Following an assessment by the Pastoral Team a graduated supportive response will be put in place and records kept using the relevant UTC systems.

We have access to a range of specialist services, including Child and Adolescent Mental Health Services (CAMHS) and Children and Young People's Service (CYPS) referrals. We involve the students themselves and their parents or carers, and if appropriate put in place support at the UTC. We make every effort to support parents and carers to access services where appropriate.

The Wellbeing Policy is on the UTC website and hard copies are available to parents and carers from the UTC office on request.

The Wellbeing Policy is monitored and reviewed by the senior team and local governors.