



## Health & Wellbeing Policy

### Introduction

Debut has an ethos that their service should aspire to create or encourage:

- Successful Learners
- Confident Individuals
- Responsible Citizens
- and Effective Contributors

There are strong connections between effective, successful learning and health. Through this curriculum area, we adopt a holistic approach to health and wellbeing. Personal and social development is a fundamental aspect of the education of each learner. It is essentially concerned with the development of life skills. All aspects of a learner's experience at home, in training or in daily life contribute to personal and social development. This policy is not just aimed at our learners, but nurtured through our relationships with our staff, employers and visitors.

### Aims

The main purpose of health and wellbeing to impart and foster the knowledge and understanding, skills, capabilities and attributes necessary for mental, emotional, social and physical wellbeing now and in the future. Learning through health and wellbeing enables all learners to:-

- Make informed decisions in order to improve their mental, emotional, social and physical wellbeing;
- Experience challenge and enjoyment;
- Experience positive aspects of healthy living and activity for themselves;
- Apply their mental, emotional and social skills to pursue a healthy lifestyle;
- Make a successful move to the next stage of education or work;
- Establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of children.

### Health and wellbeing across the curriculum: Roles and Responsibilities

The designated health & wellbeing personnel are:

1. Charlotte Hughes  
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Learning through health and wellbeing promotes confidence, independent thinking and positive attitudes and dispositions. Because of this, it's the responsibility of every tutor to contribute to learning and development in this area.

- Everyone within the academy, whatever their contact with learners, shares the responsibility for creating a positive ethos and climate of respect and trust – one in which everyone can make a positive contribution to the wellbeing of each individual within the centre and the wider community. There are many ways in which establishments can assist young people. These include peer support, mentors and learner support staff.
- Some aspects of health and wellbeing are the responsibility of all practitioners. These responsibilities include each practitioner's role in establishing open, positive, supportive relationships across the academy community, where learners will feel that they are listened to and where they feel secure in their ability to discuss sensitive aspects of their lives; in promoting a climate in which they feel safe and secure; in modelling behaviour which promotes health and wellbeing and encouraging it in others; through using learning and teaching methodologies which promote effective learning; and by being sensitive and responsive to each individual's wellbeing.
- Practical responsibilities include understanding of anti-bullying and child protection policies by all staff and knowledge of the steps to be taken in any given situation, including appropriate referral. Completing refresher training on safeguarding and child protection is mandatory for all staff.
- Certain aspects of health and wellbeing will be taught through focussed programmes such as being embedded within the course programme to ensure that learners are presented with the most appropriate messages and that they learn in the most effective way. Tutors teach these topics with industry-related tasks.
- Some aspects lend themselves particularly well to partnership working with colleagues who can make complementary contributions through their specialist expertise and knowledge.



- Finally, each individual's health and wellbeing can be greatly enhanced through the individual support and pastoral care which they receive by having a member of staff who knows and understands them and can support them in facing changes and challenges and in making choices. Members of staff are often best placed to identify even minor changes of mood in a young person which could reflect an important emotional, social or mental health issue with which that young person needs help or support. It is important that all learners feel that they can share their anxieties with an appropriate individual who has the skills, rapport and the time to listen and to help, or can identify appropriate sources of support.

## **Health and the Four Capacities**

### **Developing - *Successful Learners***

Through this areas of the curriculum children develop an understanding of the physical, social and emotional factors that influence their health and wellbeing. As well as acquiring a wider range of physical skills and abilities, they learn the social and emotional skills which can help them to embrace change and challenge with optimism, develop emotional resilience in dealing with competitive and challenging situations, and express themselves creatively individually and in groups. It enables them to develop their interests and preferences and to set and review personal goals for achievement in their lifestyle, learning and development.

### **Developing - *Confident Individuals***

If individuals are healthy and emotionally secure they will be more able to develop the capacity to live a full life. With a sense of wellbeing they will be better able to deal with the unexpected and cope with adversity. This sense of wellbeing encompasses many aspects including resilience, fitness, confidence, a sense of mastery and control, optimism and hope and the ability to sustain satisfying personal relationships. The health and wellbeing curriculum area should provide opportunities for individuals to develop these attributes. It should equip them with skills which will enable them to live as independently as they can. It should also enable them to recognise and deal with the many different pressures in life and identify when they need support. They should learn to find appropriate sources of information and help to make informed choices and live a healthy fulfilled life.

### **Developing - *Responsible Citizens***

Individuals need to learn or be aware to respect and value other people and to develop an understanding of their beliefs and feelings. This will help them to develop positive relationships, promote equality and fairness and counter discrimination. Developing awareness of health diet, activity, positive relationships and risks to health lays important foundations for their future life, including parenting. From an early age, individuals can develop an understanding of how their actions and decisions are affected by and affect others, recognising how important it is to behave in ways that can have a positive effect on other people and the environment.



## **Developing - *Effective Contributors***

Through their learning in health and wellbeing, individuals can have opportunities to engage positively in experiences that are fun, enjoyable, exciting and challenging in a variety of settings including educational trips, work experience, spa days, careers open days and peer mentoring. They can make positive contributions to the wider life and health of the academy and community. More importantly, learners should be equipped to explore different options for life beyond the academy and be supported so that they can make successful transitions into work, education or training.

## **Promoting Health & Wellbeing in the Centre**

Debut has adopted a commitment to enforce bottled water during class lessons and provides free fruit to encourage eating healthy snacks for all staff, learners and visitors to the academy. Posters are also displayed to educate everyone on alternative 'SMART' foods.

Wellbeing of Debut Staff is paramount and through quality assurance, observations, meetings, walkthroughs and promoting good relationships, Management are able to act quickly and support all staff who may need it, whether it is regarding their personal or working life. Debut's Work Related Stress Policy provides guidance on how to recognise it, alleviate it and obtain support.

## **Signposting**

Debut is proactive in providing contact links in the learner handbook to organisations or support groups. We display leaflets from outside agencies and organisations on important topics such as:

- Women's refuges
- Domestic abuse/violence
- Going to court
- Depression
- Rape and Sexual Assault
- Self Esteem
- Eating Disorders
- Addiction
- Anxiety
- Rape & Assault
- Support after crime
- Stress

## **PSED Support**

All our learners complete screening forms at induction and we encourage them to disclose any matters that are impacting on their lives or that are of concern to them. This could include:

- learning history
- home environment
- social factors



- medical problems
- work readiness skills

Our dedicated Learning Support Officer and Center Manager will plan in support during a learner's programme. This may include 1:1 mentoring, online support courses, workshops or signposting to external organisations.

### **Monitoring the Policy is upheld**

This is achieved by the following:

- Observation Walkthroughs
- Peer Observations
- Staff Meetings
- Mediation and monitoring of feedback to learners
- Regular Teaching & Learning Meeting Reviews
- End of Year Feedback from Assessors
- Learner Voice Feedback

### **Linked Policies**

Please refer to Debut's linked policies below for additional information regarding Health & Wellbeing Standards:

- Counselling Policy
- Communications Policy
- Confidentiality Policy
- Employer (Work-based) Support & Expectation Policy
- Food & Drink Consumption Policy
- Guidance Policy
- IAG Policy
- Induction Procedure – Staff Policy
- Induction Procedure – Learner Policy
- Learner Support & Super Group Policy
- Learner Safeguarding & Safeguarding Vulnerable Adults Policy
- Lone Worker Policy
- Meetings Policy
- Mentoring – Staff Policy
- Mentoring – Learner Policy
- PSED Support Policy
- Prevent Policy
- Smoke Free Policy
- Staff Confidentiality Policy
- Skills for Life/Transferrable Skills Policy
- Staff CPD/Personal Development Training Policy
- Teaching & Learning Policy
- Work Related Stress Policy



- Whistle Blowing Policy

### **Policy Revision**

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