

## Heathfield Community College Approaches to Student Wellbeing

In a context of high stakes accountability and often challenging peer social pressure, Heathfield Community College has a commitment to student wellbeing. It is a College Improvement Plan target and long-term goal of the College to ensure that students who leave Heathfield are not only equipped with a set of outcomes that allow them the best choices for their next stage in life but also with the personal, social and emotional skills to be able to thrive.

### Heathfield Vision & Values:

#### **Pride. Ambition. Community**

*We celebrate our own and each other's achievements for continual improvement which develops confidence and self-belief*

*We actively engage in and value a wealth of rich and broad experiences that enhance our well-being and self-esteem*

*High quality teaching and learning builds confidence*

*Mutual respect and integrity underpin positive relationships throughout the College*

The achievement of this requires the support of the College leadership and governors, as of 2025-26 this is demonstrated in the following ways:

#### **1. Staff training and expertise**

- SENDCO as Thrive trained practitioner who has trained/worked with the Learning Support Department and Pastoral Managers.
- Learning Support Department trained in SEMH.
- Pastoral Managers as non-teaching key points of contact for all students. Pastoral Managers have basic mental health training and attachment understanding and receive on-going training in areas such as Mental Health and Emotional Wellbeing.
- The whole College wellbeing package that is delivered through assemblies and tutor time has a staff guide to assist with delivery along with the offer of 1:1 support for staff.

- Employed a Safeguarding and Wellbeing Manager whose background is in mental health and children's services.
- Head of PSHEe is active in local HUB and attends training which has included how to deliver lessons on mental health and wellbeing.

## 2. Whole School Approaches

### a) An overt approach to provide low-level interventions for all rather than offering high level intervention for few.

- Whole school student wellbeing package that is delivered regularly at strategic points throughout the year to all year groups. Sixth Form tutorial programme is structured around a coaching model to offer both careers and mental health support.
- Safeguarding and Wellbeing Manager develops wider wellbeing approaches in line with College Improvement Plan targets on a year-by-year basis, based on self-evaluation.
- Structuring of pastoral team to enable non-teaching Pastoral Manager as a key worker in addition to the Head of Year who has oversight. This enables a proactive approach to individual and class needs, refocused at key times of the year.
- The College has selected national and world mental health days which are publicized and marked with the whole school. As part of this the college marks World Mental Health day with our annual sponsored walk for mental health.
- Updated Wellbeing and Safeguarding pages on the school website. Both of these pages signpost students and parents to support on offer in school and in externally in the community.
- Safeguarding and Wellbeing Manager, along with Pastoral Managers and external practitioners offers 1:1 support and targeted small group intervention.

### b) Building Positive Self-Image and Self-Esteem Building Experiences

- Environment of the whole school developed to reflect visual images of students as happy and successful in a wide range of activities and pursuits. It also profiles the Habits as resilient and healthy approaches to life and learning.
- Student leadership strands that offer opportunities for roles within the community of responsibility and respect, making a difference.

- Student voice - carried out annually internally to provide self-evaluation data that enables planning for each year, My Health My School survey, also carried out in partnership with NHS School Health to provide information for area Health Reviews and school level planning.
- House System has built a sense of belonging, competition and mutual support.
- Motivational and inspiring speakers are commissioned to raise awareness of issues around wellbeing while giving practical advice. These are followed up in smaller groups.

**c) Direct Input on Positive Strategies and Understanding of the Importance of Mental Health Alongside Physical Health, with Strategies to Maintain Both**

- Tutor time and assembly materials are delivered regularly.
  - ⊖ World Mental Health Day
  - International stress awareness
  - Blue Monday
  - Resilience
  - Self-care
  - Exam Stress and looking after wellbeing during exams
  - Sponsored Walk
  - Boys and Men's mental health
- All delivered through a keynote assembly to year groups with detailed, follow-up tutor time materials for discussion.
- Year 7 follow the "Smart Moves" resilience package throughout the year.
- 6<sup>th</sup> Form tutorial and assembly programme includes sessions on "Wellbeing", "Resilience", "Revision Techniques" and "Positive Stress Management".
- Themes for assemblies and tutor time mirror the Heathfield Habits, which enable reflections on wellbeing topics including: Resilience (Determinations & Reflection), Compassion and Consideration.
- Positive and Healthy approaches to social time, including the increased access to informal physical activities (football, basketball, tennis, table tennis for all) and more structured House competitions.
- Enhanced signposting for families using the College website to facilitate expert input as required.

- Working with external agencies who are trained in children's mental health. These agencies deliver targeted sessions to identified students around different areas of mental health and wellbeing. For example: Managing risky behaviour through boxing, combatting anxieties and exam stress, boy's mental health, happiness project - improving overall mental health, self-esteem and confidence.

### **3. Measurement of Progress**

The whole school approach described above are evaluated for impact and future planning on an annual basis using the following:

- Overall attendance and the attendance of key groups
- Case Studies of individual impact
- Frequency of repeat incidents leading to internal or external suspension
- Academic progress of targeted students
- Quality assurance of tutor time activities
- Student voice