

# Blackpool Skills Academy – Student Wellbeing & Development Policy

## 1. Policy Statement

At Blackpool Skills Academy, we are committed to the wellbeing, personal growth, and positive development of every learner. We understand that wellbeing is fundamental to academic progress, social engagement, emotional resilience, and long-term success.

We aim to provide a safe, supportive, and nurturing environment where students feel valued, respected, and empowered to thrive—emotionally, socially, academically, and vocationally.

## 2. Aims of the Policy

This policy seeks to:

- Promote positive mental health and emotional wellbeing for all students.
- Foster resilience, self-confidence, independence, and a sense of belonging.
- Provide early identification and support for students experiencing emotional or social challenges.
- Integrate wellbeing into all aspects of the school experience—including teaching, curriculum, enrichment, and behaviour.
- Support students in developing life skills for personal growth, future employment, and responsible citizenship.

## 3. Scope

This policy applies to:

- All students enrolled at Blackpool Skills Academy
- All teaching, support, and pastoral staff
- External agencies and partners working with our students
- The wider school community, including parents and carers

## 4. Our Approach to Wellbeing

We take a **whole-school, proactive approach** to wellbeing that includes:

### Curriculum Integration

- Wellbeing topics are embedded through **PSHE, SMSC, careers, and life skills**.
- Learners explore topics such as emotional regulation, healthy relationships, identity, self-care, and decision-making.
- Assemblies, form time, and drop-down days further promote emotional health and awareness.

### **Pastoral and Individual Support**

- Each student has access to a **dedicated form tutor or mentor**.
- Pastoral and safeguarding teams provide daily check-ins, key adult support, and wellbeing interventions.
- Individual support plans are in place for students with identified needs (e.g., anxiety, self-esteem, trauma, bereavement).

### **Safe, Inclusive Environment**

- Staff are trained in **trauma-informed** and **emotionally intelligent** approaches.
- Classrooms and shared spaces are calm, predictable, and inclusive.
- Positive relationships and restorative practices underpin behaviour management.

### **Student Voice and Participation**

- Learners are encouraged to share their views through surveys, suggestion boxes, and student council.
- Feedback is actively used to shape wellbeing priorities and improve provision.

## **5. Targeted and Specialist Support**

Where additional needs are identified:

- Referrals may be made to **in-house mentoring, counselling, or external agencies** (e.g. CAMHS, Kooth, The Zone).
- Personalised plans may include attendance support, curriculum adjustment, or therapy input.
- Families are engaged wherever possible, in line with safeguarding guidance.

## **6. Promotion of Life Skills and Positive Development**

We recognise that preparation for life beyond school is a key part of wellbeing. We support student development by:

- Embedding **independence, decision-making, and communication skills** into the curriculum.
- Offering **work experience**, enrichment activities, and **vocational learning**.
- Developing confidence through roles of responsibility, team tasks, and confidence-building activities.

## 7. Staff Responsibilities

### All Staff:

- Model respectful, empathetic behaviour.
- Promote a culture of kindness, consistency, and encouragement.
- Raise concerns about students' wellbeing through internal reporting systems.

### Pastoral/Wellbeing Staff:

- Provide direct intervention and keyworker support.
- Coordinate access to targeted services and parental communication.
- Maintain and monitor individual wellbeing and behaviour plans.

### Senior Leadership Team:

- Ensure wellbeing is a strategic priority.
- Monitor the effectiveness of interventions and systems.
- Oversee staff training, safeguarding, and wellbeing resources.

## 8. Safeguarding and Confidentiality

- This policy should be read in conjunction with the **Safeguarding and Child Protection Policy**.
- Wellbeing concerns that suggest a risk of harm will be referred through the **DSL** and safeguarding procedures.
- Student information is handled in accordance with **GDPR** and on a **need-to-know basis** to protect safety and confidentiality.

## 9. Monitoring and Evaluation

We monitor the impact of our wellbeing provision through:

- Attendance, behaviour, engagement, and progress data
- Student voice feedback and wellbeing surveys
- Incident logs and support case reviews
- Parent/carers feedback

Findings inform planning, CPD, and provision development.

## **10. Policy Review**

This policy is reviewed **annually**, or earlier if required by changes in legislation, guidance, or student needs.

**Policy Date:** September 2025

**Next Review:** September 2026

**Approved by:** Senior Leadership Team