

## Wellbeing Policy at David Game College

*This document which applies to the whole college inclusive of boarding is publicly available on the college website and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the college office.*

**Scope:** All who work, volunteer or supply services to our college have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal college hours, including activities away from college. All new employees and volunteers are required to state that they have read, understood and will abide by this policy and its procedural documents and confirm this by signing the Policies Register.

**Legal Status:** Complies with The Education (Independent School Standards) (England) Regulations currently in force.

**Monitoring and Review:** These arrangements are subject to continuous monitoring, refinement, and audit by the Co-Principal, who will undertake a full annual review, inclusive of its implementation and the efficiency with which the related duties have been implemented. This review will be formally documented in writing. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay. All staff will be informed of the updated/reviewed arrangements and it will be made available to them in writing or electronically.

Reviewed: March 2025

Next Review: March 2026

Signed

David Game  
Co-Principal and Founder

John Dalton  
Co-Principal

The wellbeing and safeguarding of all our students is at the centre of everything we do at David Game College. In essence, happy and safe students are simply more productive and feel a greater sense of belonging within the broader College community. The person leading the wellbeing of students at the College is the Head of Student Welfare, Remi Ferguson, who reports to the SLT and the Co-Principal and who also has a close working relationship with the Head of Safeguarding, Mental Health Lead, the College Counsellor and the SENCo. If wellbeing is to be effective at the College, all elements of pastoral support must work together to ensure that every student's needs are understood and where possible, action is taken to improve their wellbeing. Context is important, and contextual safeguarding and the home or boarding environment must be factored in.

### What constitutes wellbeing?

Wellbeing is a broad concept and covers a range of psychological and physical abilities. It includes mental and physical health, physical and emotional safety, and a feeling of belonging, sense of purpose, achievement and success. A pupil's wellbeing will directly influence their cognitive learning and development, not only whilst at College, but also into adulthood. Teaching about mental health and emotional wellbeing is also now a requirement as part of statutory Health Education and as such this policy needs to be read in conjunction with the College/college's Relationships, Health and Sex Education Policy as well as the anti-bullying policy and students' code of conduct policy.

Furthermore, under the Independent Colleges Inspectorate Framework (F23), Colleges and colleges will be inspected in five sections:-

- Leadership, Management and Governance;
- Education, Training and Recreation;
- Students' physical and mental health and emotional wellbeing;

- Students' social and economic wellbeing, and contribution to society; and
- Safeguarding.

The College will focus its efforts in seven clearly defined paths to address the wellbeing of its students'.

These are:

- Leadership, management and governance to support all aspects of emotional health and wellbeing;
- Ensuring that a curriculum is developed to promote emotional health and wellbeing;
- Staff are trained to develop skills to support students' mental health and wellbeing and can develop strategies to support their own mental health and wellbeing;
- Establish a process for identifying and making referrals for students suffering from poor mental health and wellbeing, and target support appropriately;
- Involve the 'student voice' through the College council;
- Work closely with parents and all other stakeholders; and
- Promote a culture and environment within the college that supports equality, diversity and inclusion and a sense of wellbeing throughout.

### **Alignment with College Ethos and Values**

The College's ethos and general values are strongly aligned with student wellbeing. The College believes that a key part of student wellbeing is in being physically active, ambitious for the future and not constrained by the past. To this end, our curriculum supports students to move out of their comfort zones and take new challenges and responsibilities.

### **Leadership, Management and Governance**

The Senior Leadership Team (SLT), the Head of Welfare and members of the College's Advisory Committee (GAC) will both collectively and individually actively promote staff and students to take responsibility for promoting mental health and wellbeing within the community. Along with safeguarding, mental health and wellbeing is a standard agenda item for all SLT and GAC meetings. The Welfare lead will take the strategic lead, whilst reporting directly to the Co-Principal and will be responsible for:-

- The executive role in advocating for the needs of the students within the context of wider local strategic planning and in influencing local commissioning arrangements;
- Transforming the lives of the students with the strategy developed;
- Will be able to explain how a whole College or college approach will benefit everyone, not just to mental health and wellbeing but more broadly improved attainment, attendance, reductions in behavioural problems, as well as happier, more confident and resilient students;
- To ensure actions are integrated, sustained and monitored for impact;
- Ensure that a commitment to addressing mental health and wellbeing is referenced within improvement plans, policies (such as safeguarding, confidentiality, Relationships and Sex Education and Health Education, behaviour and rewards etc.) and that these plans and policies are reflected through practice;

### **Curriculum**

Opportunities exist to develop and promote social and emotional skills through a dedicated Personal Social Health and Economic education (PSHE) curriculum – including statutory content regarding Relationships Education (RE) and Relationships and Sex Education (RSE) and Health Education. The Head of PSHE and the Head of Welfare will jointly ensure that embedded within the full PSHE programme, mental health and wellbeing is promoted so that by the time a pupil leaves the College, she or he will be able to:

- recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources;
- understand how they are feeling and why; to further develop the language that they use to talk about their bodies, health and emotions; and to understand where normal variations in emotions end, and health and wellbeing issues begin;

The curriculum will be structured so that students are more likely to engage in lessons that focus on emotional wellbeing if they are of practical application and relevant to them. There will be appropriate assessments, sound use of both formative and summative outcomes and use of pupil feedback. Time will be made available to ensure that certain key points within an academic year have a clear focus. These could be:

- Preparing for transition. Key stage to key stage, GCSE to A Level;
- Preparation for mocks
- Preparing for examinations;
- UCAS preparation
- Taking into account local, national and international events; and
- Having regard to religious/faith/beliefs through shared understanding of things like Ramadan, lunar new year, Diwali, Easter & Christmas etc.

As part of a student's wellbeing, the College places emphasis on rewarding students. The rewards and recognition can cover a wide variety of reasons, including academic progress, behavioural improvement, or involvement in extracurricular activities or overcoming adversity. Rewards and recognition are usually made in assemblies or in private. Recognition takes many forms including:

- Commendation letters from the Principals to the students and their parents
- Gifting of restaurant or Amazon vouchers
- Being taken out to a local restaurant by staff (usually a group of students)
- Being offered a special dinner in the evenings within the College
- Gifted a special book
- Given a certificate in recognition of their efforts
- Taken to a Central London Theatre, the ballet or a concert

### **3 Staff training/development**

Staff will be trained to recognise mental health and wellbeing problems within the pupil body and how to deal with them, either personally or through an appropriate process of referral to the HWL. The college also recognises that staff mental health and wellbeing is equally as important as that of the students. To that end, the college will adopt the "Workplace Wellbeing Charter" national standards for education staff:

- Prioritise staff mental health;
- Give staff the support they need to take responsibility for their own and other people's wellbeing;
- Give managers access to the tools and resources they need to support the wellbeing of those they line manage;
- Establish a clear communications structure;
- Give staff a voice in decision-making;
- Drive down unnecessary workload;
- Champion flexible working and diversity;
- Create a good behaviour culture;
- Support staff to progress their careers;
- Include a sub-strategy for protecting leader wellbeing and mental health: and
- Hold ourselves accountable, including by measuring staff wellbeing.

#### **Establish a process for identifying and making referrals for students suffering from poor mental health and wellbeing, and target support appropriately**

The College understands that any delays in identifying students with mental health and wellbeing issues can have long-lasting consequences. The College will use its network of residential tutors, the College nurse, the college counsellor, SENCo, the independent listener, relevant data and any other source that can assist. Students who may be deemed 'vulnerable' will have a personalised 'Risk Assessment' produced and an appropriate action plan developed. Action from the plan will be taken and regularly reviewed.

The College will be aware, and act accordingly to any adverse childhood experiences such as:

- loss or separation – resulting from death, parental separation, divorce, hospitalisation, loss of friendships (especially in adolescence), family conflict or breakdown that results in the child having to live elsewhere, being taken into care or adopted, deployment of parents in armed forces families;
- life changes – such as the birth of a sibling, moving house or changing Colleges or during transition from primary to secondary College, or secondary College to sixth form;
- traumatic experiences such as abuse, neglect, domestic violence, bullying, violence, accidents or injuries; and
- other traumatic incidents such as a natural disaster or terrorist attack. Some groups could be susceptible to such incidents, even if not directly affected. For example, Colleges should ensure they are aware of armed forces families, who may have parents who are deployed in areas of terrorist activity and are surrounded by the issues in the media.

The support offered will be targeted as directed by the action plan, which could include both college staff and other more local agencies.

All referrals should be made using the form in Appendix 1 and sent to the Head of Welfare or Head of Safeguarding depending on the severity of a case.

### **Student Voice**

The College operates a whole-College student council. This group meet regularly and has as an agenda item mental health and wellbeing. This forum raises awareness and enable students to be proactive in organising events that highlight mental health and wellbeing. These include, National Mental-Health Week, and Anti-Bullying Week.

### **Work closely with parents and all other stakeholders**

Parental engagement is critical to tackle student wellbeing issues. As well as all of the regular forms of communication with parents and guardians, the College's various Committees (Safeguarding and Vulnerable Student Committee, the Pastoral Care Committee, and the Academic Monitoring Committee) will all help to further engagement with parents as a means of additional support. Parents are invited in twice per year to have Q&As with senior staff and can make an appointment to see a member of SLT at any time. At Parents' Evenings, students are encouraged to attend with their parents for more effective communication.

### **Promote a culture and environment within the college that supports equality, diversity and inclusion and a sense of wellbeing throughout**

The whole-College approach is one that goes beyond the teaching in the classroom to pervade all aspects of college life, including:

- culture, ethos and environment: the health and wellbeing of students and staff is promoted through the 'hidden' or 'informal' curriculum, including leadership practice, the college's policies, values and attitudes, together with the social and physical environment;
- teaching: using the curriculum to develop students' knowledge about health and wellbeing; and
- partnerships with families and the community: proactive engagement with families, outside agencies, and the wider community to promote consistent support for children's health and wellbeing

### **Promoting Exercise and Movement**

There is a clear link between improved mental health and regular exercise. The College has a Head of Physical Education and their role is to constantly encourage students to engage in physical activity, such as going to a gym, running, yoga, football, basketball, or simply walking. Students and their parents are sent regular updates about the importance of exercise for both body and mind. All students of compulsory school age must take part in some physical activity at least

once per week.

<b>Authorised by</b>	resolution of the Board of Governors/Proprietor
<b>Signed</b> .....	
On behalf of the Board of Governors/Proprietor	
<b>Date</b>	October 2023

**Schedule of Updates**

Date updated	document	Document updated by	Summary update/comments	Location of saved file

**Schedule of Review**

Date of document review	Reviewed by	Scheduled date of next review

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Refer  
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form:

Staff who are concerned about a pupil’s mental health or wellbeing should complete the referral form and send it to the Health and Wellbeing Lead (HWL)

Name of pupil	
Name of referrer	
Date of referral	

Pupil gender		Pupil DoB	
Does pupil have English as an additional language?			
Does the pupil have a vulnerable risk assessment form?			
Is the pupil on the SEND register?			
Does the pupil have an EHCP already in place?			
Does the pupil have any neurodevelopmental needs e.g. learning disability, ASD, ADHD? If "yes" please provide further details;			
Details			
Is the pupil known to children's social services and/or subject to			
Child in need plan		Child protection plan	
Child in care plan		CAMHS	
Bereavement services		Other? If "yes" please provide further details;	
Details			
<b>Primary intervention need</b>			
Low mood/depression			
Anxiety			
Behavioural difficulties			
Specific phobias			
<b>Risk/Vulnerability factors</b>			
Self-harm			
Substance abuse			
Anti-social behaviour			
Friendship difficulties			
Child sexual exploitation			
Domestic abuse			
Child pregnancy			
Other; If "yes" please provide further details;			

Details		
Signed		Print name
Date		

## Appendix 2

### Useful resources

- [Creating a culture: how College leaders can optimise behaviour](#) – Tom Bennett’s independent review on behaviour in Colleges, which looked at leadership, culture and methods to improve pupil behaviour ;
- [Promoting children and young people’s emotional health and wellbeing](#) – Public Health England’s guidance for head teachers and college principals on the eight principles for promoting emotional health and wellbeing in Colleges and colleges;
- [A whole College framework for emotional wellbeing and mental health](#) – The National Children’s Bureau’s self-assessment and improvement tool for College leaders, to support them in implementing a whole College approach for emotional wellbeing and mental health;
- [Supporting mental health in Colleges and colleges: pen portraits of provision](#) – this report presents pen portraits of mental health provision based on case study research in 36 Colleges, colleges and other educational institutions across England;
- [Mentally Healthy Colleges](#) – is recommended by NAHT, and brings together quality-assured information, advice and resources to help primary Colleges understand and promote children’s mental health and wellbeing;
- [What works for wellbeing](#) - work with a network of researchers, think tanks, businesses, government departments and non-profits to provide evidence, guidance and discussion papers on a range of subjects, including community wellbeing and measuring wellbeing;
- [Children’s Society](#) – provide a range of research tools to support Colleges to talk to students about wellbeing and mental health;
- [Supporting staff wellbeing in Colleges](#) – aims to give College staff and senior leadership teams simple guidance and good practical examples where Colleges have successfully implemented staff wellbeing strategies;
- [Royal College of Psychiatrists \(RCPSYCH\)](#) – Provide specifically tailored information for young people, parents, teachers and carers about mental health through their [Parents and Youth Info A-Z](#);
- [National Institute for Health and Care Excellence \(NICE\)](#) – NICE’s role is to improve outcomes for people using the NHS and other public health and social care services, including by producing evidence-based guidance and advice. This can be useful in understanding social, emotional and mental health conditions and their recommended treatments;
- [British Association for Counselling and Psychotherapy \(BACP\)](#) – Register of Counsellors and Psychotherapists which is accredited by the Department of Health and Social Care;
- [Young Minds](#) – Young Minds is charity committed to improving the emotional wellbeing and mental health of children and young people. They undertake campaigns and research, make [resources](#) available to professionals (including teachers) and run a helpline for adults worried about the emotional problems, behaviour or mental health of anyone up to the age of 25. They also offer a [catalogue](#) of resources for commissioning support services;

- [Nasen SEND Gateway](#) - an online portal offering education professionals free, easy access to high quality information, resources and training for meeting the needs of children with special educational needs and disabilities (SEND), including a large number of specific mental health resources;
- [Colleges in Mind](#) - a free network for College staff and allied professionals which shares practical, academic and clinical expertise regarding the wellbeing and mental health issues that affect Colleges;
- [MindEd](#) – provides free e-learning to help adults to identify and understand children and young people with mental health problems. It provides simple, clear guidance on mental health to adults who work with children and young people, to help them support the development of young healthy minds;
- [Counselling MindEd](#) – Counselling MindEd is an online resource within MindEd that provides free evidence-based, e-learning to support the training of College and youth counsellors and supervisors working in a wide variety of settings;
- [PSHE Teacher Guidance: Preparing to teach about mental health and emotional wellbeing](#) - Has been produced by the PSHE Association. It provides guidance for Colleges on teaching about mental health and emotional wellbeing as part of PSHE and signposts to organisations that can provide support for specific mental health conditions;
- [Sexual violence and sexual harassment between children in Colleges and colleges](#) – departmental advice which amongst other things includes detailed guidance on supporting victims of peer on peer sexual violence;
- [Bullying and mental health: Guidance for teachers and other professionals](#) - Free resource produced by the Anti-Bullying Alliance to help Colleges, teachers and other professionals understand the issues around bullying and mental health for children and young people;
- [ChildLine](#) – A confidential service, provided by the NSPCC, offering free support for children and young people up to the age of nineteen on a wide variety of problems;
- [Place2Be](#) – Place2Be is a charity working in Colleges providing early intervention mental health support to children aged 4-14 in England, Scotland and Wales;
- [Play Therapy UK \(PTUK\)](#) - is a not-for-profit professional organisation with registrants located all over the UK, many working in primary Colleges, alleviating social, emotional, behaviour and mental health problems. The [Register](#) managed by PTUK is accredited by the Professional Standards Authority, providing an assurance of the quality of the Registrant's work;
- [Relate](#) – Relate offers advice, relationship counselling, workshops, mediation, consultations and support face-to-face, by phone and through their website. This includes counselling for any child or young person who is having problems;
- [Women's Aid](#) – is the national domestic violence charity that works to end violence against women and children and supports domestic and sexual violence services across the country. They provide services to support abused women and children such as [The HideOut](#), a website to help children and young people;
- [Nurture UK](#) – is dedicated to improving the mental health and wellbeing of children and young people, and removing barriers to education by promoting nurture in education;
- [Trauma Informed Colleges UK](#) – provides training for Colleges, communities and organisations to become trauma informed and mentally healthy places for all;
- [Early Intervention Foundation guidebook](#) – on trauma-focused cognitive behavioural therapy;
- [Beat Eating Disorders UK](#) – provides information on what to do if you're worried about a friend, family member or pupil, along with how to support someone with an eating disorder;
- [Child Bereavement UK](#) – provides information and resources to support bereaved students, Colleges and staff;
- [Young Minds – Young Carers](#) – information about how to spot if young carers need support, and how to get help;
- [MindEd](#) – provides free online teaching to help adults to identify and understand children and young people with mental health problems. It provides simple, clear guidance on mental health to adults who work with children and young people, to help them support the development of young healthy minds;
- [Health A-Z - Conditions and treatments by subject - Mental health disorders](#) – information from the NHS on mental health disorders;
- [Strengths and Difficulties Questionnaire \(SDQ\)](#) – the SDQ can assist Colleges in taking an overview and making a judgement about whether a pupil is likely to be suffering from a mental health problem;
- [Boxall Profile](#) – an online assessment tool for social emotional and behavioural difficulties for children and young people;

- [Education Endowment Foundation](#) – The Sutton Trust-EEF [Teaching and Learning Toolkit](#) is an accessible summary of educational research which provides guidance for teachers and Colleges on how to use their resources to improve the attainment of all students and especially disadvantaged students;
- [CORC outcome and experience measurements](#) – provides easily accessible resources for individuals looking for information on how to measure children and young people’s mental health and wellbeing;
- [Good Childhood Wellbeing Index](#) - is an easy and free to run simple assessment of children’s well-being in the classroom;
- [Measuring and monitoring children and young people's mental wellbeing: a toolkit for Colleges and colleges](#) – this toolkit aims to raise awareness amongst College and college staff of the range of validated tools that are available to help measure subjective mental wellbeing amongst the pupil population;
- [Youth Wellbeing Directory](#) - provides a list of local and national organisations for anyone up to the age of 25 (including teachers helping students to find support), along with additional important information and support;
- [BOND: Learning from Practice Review](#) – This report from BOND sets out the findings of an evidence based practice review, exploring the nature of the relationship between the voluntary & community sector and commissioners (Colleges, NHS, LA), with a focus on the delivery of early intervention mental health services for children and young people);
- [College nursing public health services](#) – guidance produced by the Department of Health and Social Care and Public Health England. This guidance supports effective commissioning of College nursing services to provide public health for College aged children;
- [Supporting public health: children, young people and families](#) - documents to support local authorities and providers in commissioning and delivering children's public health services aged 0 to 19 years;
- [Triple P](#) – which gives parents simple and practical strategies to help them build strong, healthy relationships, confidently manage their children’s behavior and prevent problems developing;
- [The Incredible Years](#) – a series of interlocking, evidence-based programs for parents, children, and teachers, supported by over 30 years of research, which aims to prevent and treat young children's behavior problems and promote their social, emotional, and academic competence;
- [MindEd for Families](#) – advice and information from trusted experts to help improve understanding of mental health problems, and how parents and carers can best support their families;
- [HeadMeds](#) – website developed by the charity YoungMinds providing general information about common medications that may be prescribed for children and young people with mental health conditions; and

[Health Conditions in Colleges Alliance](#) – this website offers guidance and tools to Colleges who are looking after children with health conditions. This includes a template medical conditions policy; a sample individual healthcare plan and advice on what it should contain; and a process for making sure children who require education in different settings get the support they need.