

Social, Emotional, Health and Wellbeing Policy

POLICY APPROVAL

Approval Required	Indicate with a tick (✓)		**Annual Review Required**	Indicate with a tick (✓)	
	Yes ✓	No		Yes ✓	No
Approval Panel	Loren Janes				
Approved by	Name: Loren Janes		Signature: 	Date: November 25	
Policy Review Date	November 2026				
Policy Writer/s:	Charlotte Manford				

Scope

This policy outlines our commitment to promoting social, emotional, health, and wellbeing (SEHW) within Futures Changing Ltd. We recognise that emotional and physical wellbeing are fundamental to effective learning, positive relationships, and overall personal development alongside a happy and healthy work life balance. This policy is therefore applicable to all stakeholders of the company.

Today, every UK business and educational setting has a duty of care requirement to look after the health and safety of employees and learners, including their wellbeing. promoting and protecting both learners and staff wellbeing in our organisations important and shall be consider throughout all activities and policies created.

There are many factors that influence the health and wellbeing of. Understanding and overcoming these issues can result in a range of benefits for both individuals and the business. Mental wellbeing is relevant for all humans, which means every learner and member of staff can play a part in improving wellbeing in our business.

Futures Changing understands that addressing mental health issues, we can improve the general wellbeing of both learners and employees, reduce absenteeism and presenteeism, lower staff turnover and increasing learner retention, increase productivity and engagement, and help promote the employment and academic achievement of those who have experienced mental health problems. We are aware of the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes as detailed through this policy.

Similarly, promoting physical activity and encouraging healthy eating, can help both learners and employees manage stress and weight loss, while also improving concentration and alertness. Staff and learners who exercise regularly and eat a balanced diet also report less illness and are more likely to recover more quickly from any illness they do get.

Futures Changing Ltd is committed to fostering a culture of wellbeing that enables all students and staff to thrive academically, emotionally, and socially. This policy will be implemented in collaboration with all stakeholders to ensure a supportive and nurturing educational environment. A whole business approach to wellbeing has been adopted therefore all policies and procedures will consider the wellbeing of all stakeholders.

Our Primary Aims

- To support students and staff in developing emotional resilience and mental wellbeing.
- To promote a positive and inclusive school environment that fosters healthy relationships.
- To provide a structured approach to physical health and emotional wellbeing.
- To equip students and staff with the knowledge and skills to make informed decisions about their health and relationships.

Wellbeing Overview

Wellbeing is a particular state or feeling that can be recognised by satisfaction, enjoyment & pleasure. The person is relaxed and expresses inner rest, feels the energy flow and radiates vitality, is open to the surroundings, accessible and flexible.

Wellbeing is important as it relates to our basic human needs

- Physical needs and physical environment
- he need for care, empathy, and emotional support

- The need for safety, clarity & continuity
- The need for recognition & affirmation
- The need to feel capable

We recognise that Intellectual development alongside social & emotional development are strongly influenced by our experiences and in the right environment have the opportunity to positively effect an individuals mental health.

Strategy

Futures Changing Ltd are committed to all aspects of well-being with the intention of providing a safe space to develop happiness and confidence. We understand the importance of social wellbeing; therefore, our centres promote the development of healthy, proactive and supportive social relationships particularly amongst peers.

Listed below are our key strategic aims:

Mental wellbeing

Promoting mental wellbeing by:

- Providing information and raising awareness of mental health issues
- Promoting policies and actions that support mental wellbeing
- Equipping employees and learners with the skills to support their own mental health

Physical wellbeing

Encouraging physical health by:

- Promoting physical activity across the organisation
- Supporting a healthy, balanced diet
- Encouraging learners and staff to drink 6-8 glasses of water a day

Management and leadership

Equipping managers and leaders and delivery staff with the skills to:

- Identify and assist those with mental ill health
- Raising awareness of mental and physical wellbeing across the business
- Creating a culture that supports the wellbeing of all stakeholders
- Offering help, support and guidance to those with a mental health issue
- Assisting those returning to work or learning after a period of mental ill health
- Making any necessary adjustments to the role/environment
- Establishing agreed recruitment/learner onboarding practices
- Retaining and supporting staff and learners who develop mental ill health

Key Principles

Inclusivity: Ensuring that all students and staff, regardless of background or ability, receive support for their emotional and physical wellbeing.

Prevention: Encouraging healthy lifestyle choices through education and proactive interventions.

Early Intervention: Identifying and addressing issues before they escalate.

Student Voice: Involving students in decisions about their wellbeing and fostering a sense of responsibility.

Staff Wellbeing: Providing appropriate support, information and opportunity for staff to manage their wellbeing effectively.

Benefits to learners

- **Enhanced Emotional Resilience**: Helping learners develop coping strategies to manage stress, anxiety, and emotional challenges.
- **Improved Academic Performance**: A positive and supportive environment contributes to better concentration, motivation, and overall academic success.
- **Stronger Relationships**: Encouraging empathy, respect, and effective communication among learners and staff.
- **Increased Self-Confidence**: Fostering a sense of self-worth and belonging within the learning community.
- **Healthier Lifestyle Choices**: Providing knowledge and encouragement for physical and mental wellbeing, including nutrition, exercise, and mindfulness.
- **Early Identification of Issues**: Ensuring that learners receive timely interventions and support for any wellbeing concerns.

Curriculum and Learning

We integrate SEHW into our curriculum through:

- Mental health and wellbeing sessions.
- Employability and CEIAG sessions.
- healthy lifestyle promotion including breakfast club.
- Relationship and sex education (see policy).
- Learner reviews and catchups

Online Wellbeing

As part of our commitment to online wellbeing, Futures Changing has implemented a specific policy which can be found on our website or for staff this is available on the SharePoint.

Futures Changing Ltd are aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography to those who do not want to receive such content.

Wellbeing Concerns

The team at Futures Changing are committed to the wellbeing of each other in addition to learners, parents and visitors. As part of our learning programs, we will actively listen to others whilst being aware of group dynamics and changes to peoples demeanour. We will proactively identify factors that may pose a risk to a others social & emotional well-being throughout our daily duties.

All staff should be aware of the indicators, which may signal children are at risk from, or are involved with, serious violent crime. These may include increased absence from school or centre, a change in friendships or relationships with older individuals or groups, a significant decline in educational performance, signs of

self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation. Any such concerns should be reported to Loren Janes (DSL and MHWL). Please also see the Child Protection Policy.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. Our staff are made aware of how these children's experiences, can impact on their mental health, behaviour, attendance and progress at centre to support both their mental health and personal circumstances. Any discussions are limited to staff directly involved with the learner and coordinated by our safeguarding lead.

Listed below are some of the examples that could be recognised relating to a change in an individual's mental health.

- Being emotionally withdrawn
- Being unresponsive
- Behavioural problems
- Poor communication & language skills
- A rise in absence

In addition, Futures Changing understand that children questioning their gender as there remain many unknowns about the impact of social transition and children may well have wider vulnerabilities, including having complex mental health and psychosocial needs, and in some cases additional diagnoses of autism spectrum disorder and/or attention deficit hyperactivity disorder may need additional mental health support.

All concerns relating to mental health and wellbeing can be discussed in confidence with Loren Janes our Mental Health and Wellbeing Lead.

All stakeholders are welcome to contact Loren directly or if you have a concern relating to another individual, please speak directly with Loren at the earliest opportunity.

If you are unable to speak with Loren in person, please email her with an overview of the concern. Loren@changefutures.co.uk

Futures Changing understand that children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse and/or neglect and/or exploitation and/or complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour, and mental health. We are fully committed to working with and alongside external agencies to support the mental health of our young people.

Children with family members in prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. We understand these children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health.

The National Information Centre on Children of Offenders, NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Support Systems

- Student Support: Access to support via our Mental Health First Aider.
- Parental Engagement: See policy.
- Staff Training: Ongoing professional development on mental health awareness and student support strategies.

Safeguarding and Confidentiality

All disclosures of mental health and wellbeing concerns will be handled sensitively, respecting confidentiality while ensuring necessary interventions.

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Safeguarding protocols will be followed as detailed in our Child Protection and Safeguarding Policy

Communication of Policy

All employees and learners will be made aware of this policy alongside the resources that are available to them. The Social, Emotional, Mental Health and Wellbeing Policy will be discussed on Induction, available in centre and on the SharePoint for all staff. Updated policies will be distributed annually where all staff will sign to confirm awareness.

All staff will also be made aware of their own responsibilities in implementing the policy actions. Including, raising any issues or concerns with our mental health and wellbeing appointed lead Loren Janes.

Monitoring and Review

- Regular evaluations through student feedback, staff input, and wellbeing surveys.
- SAR completion
- Alignment with best practices and emerging needs following government guidance for educational settings

Further Resources

Promoting children and young people's mental health and wellbeing

The Education People - Blog

MindEd Hub

https://www.gov.uk/government/publications/education-recovery-support

https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2