TITLE	REF	VERSION
Student Health and Wellbeing Policy	LS033	4

APPROVAL BODY:	DATE	REVIEW DATE
Group Executive Team	1 July 2026	30 June 2028

LEAD PERSON	Director – Designated Safeguarding Lead		
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STUDENT HEALTH AND WELLBEING POLICY

Policy Statement

Activate Learning is committed to creating a safe, inclusive and supportive environment in which the physical, mental and emotional wellbeing of students and apprentices is prioritised. This commitment is underpinned by our Learning Philosophy, which recognises the importance of emotional wellbeing in enabling effective learning and personal development.

Our approach enables students and apprentices to succeed and develop the essential skills and awareness needed to maintain healthy, balanced lives, supporting their progression into employment and lifelong learning. This is delivered through the curriculum, personal development, tutorial support and enrichment opportunities.

We recognise that students and apprentices may face challenges that affect their wellbeing, engagement and progression. Where this occurs, we respond in a timely, sensitive and student-centred way, ensuring that appropriate support is in place. Promoting wellbeing is fundamental to academic achievement and to building safe, resilient and inclusive communities.

Commitment Statement

Activate Learning adopts a whole-organisation approach to health and wellbeing, recognising its importance to student safety, engagement and success.

We are committed to embedding wellbeing across all aspects of Activate Learning life, creating an environment that is safe, respectful and inclusive, where all students feel a sense of belonging. Our approach is proactive and preventative, supporting students to develop resilience and independence while ensuring that emerging needs are identified and addressed early.

This is underpinned by effective safeguarding systems and access to high-quality, inclusive support services that reduce barriers to participation and achievement. We work in partnership with parents, carers, employers and external agencies where appropriate, and we use student feedback to continuously improve our provision.

Purpose

This policy outlines how Activate Learning promotes and supports the physical, mental and social wellbeing of students, and maintains a safe environment for learning and personal development. It provides a framework for a coordinated, whole-college approach that integrates wellbeing within safeguarding, curriculum delivery and student support.

Scope

This policy applies to all students and apprentices enrolled at Activate Learning, including those in college accommodation, as well as applicants and prospective students during transition where they are in contact with staff.

It focuses on student health and wellbeing. Staff wellbeing is addressed through separate organisational policies and Human Resources support arrangements.

Whole Organisation Approach

Activate Learning adopts a comprehensive and integrated approach to health and wellbeing that is embedded across leadership, culture, curriculum and support systems.

Leadership and Management: Senior leaders promote wellbeing as a strategic priority, ensuring alignment with safeguarding, quality improvement and organisational planning, with clear lines of accountability through designated safeguarding and mental health leadership roles.

College Ethos and Environment: The college environment promotes safety, respect and inclusion, fostering a strong sense of belonging where diversity is recognised and valued. This is underpinned by the principles of our Learning Philosophy, “Safe Students, Safe Staff, Safe Spaces” and our commitments to equality, diversity and inclusion.

A trauma-informed approach is embedded across practice, recognising that behaviour may reflect underlying need, vulnerability or adverse experiences, including those associated with special educational needs and disabilities.

In line with our Student Code of Conduct and Positive Behaviour Management Policy, bullying, harassment and discrimination, including sexual harassment and online abuse, are not tolerated. The organisation takes a preventative and educational approach alongside clear reporting and response processes to ensure that all students feel safe.

Activate Learning maintains a clear stance in relation to substance misuse. While disciplinary processes may be applied where necessary, this is balanced with a recognition that such behaviours may be linked to wider challenges, including mental health needs or addiction. In these cases, students are also supported through appropriate interventions, including access to counselling, healthcare services and external specialist agencies.

Curriculum, Teaching and Learning: Health and wellbeing are embedded within the formal and personal development curriculum, and the enrichment offer. This approach equips students with the knowledge, skills and awareness to manage their wellbeing, build positive and respectful relationships, understand risk and make informed decisions, and seek help when needed.

Each student is supported by a personal tutor or performance coach who provides guidance, promotes engagement with learning and enrichment opportunities, and facilitates access to wider support services where appropriate.

Student Voice: Student voice is central to our approach. Feedback is actively gathered through surveys, forums and engagement activities, ensuring that students influence the design and continuous improvement of support services. Clear and accessible reporting routes, including anonymous options, are promoted to ensure students can raise concerns early on.

Staff Development, Support and Wellbeing: Staff are equipped to support student wellbeing through training in safeguarding, mental health awareness and trauma-informed practice. Additional specialist training, such as mental health first aid and suicide prevention,

is provided where appropriate. Staff are also supported through supervision and organisational wellbeing initiatives, recognising that staff wellbeing is also integral to a healthy college environment.

Staff may become aware of warning signs which indicate a student is experiencing mental health or emotional wellbeing issues. These possible warning signs may include:

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating and/or sleeping habits
- Increased isolation from peers, family, or becoming socially withdrawn
- Changes in behaviour, emotional presentation, mood or engagement
- Talking about self-harm or suicide or expressing feelings of a loss of hope or despair

Early Help, Prevention and Proactive Support: Activate Learning adopts a proactive and preventative approach to promoting student health and wellbeing, with a strong focus on early identification and early help. We ensure that staff, students and our wider partners are aware of sources of support within Activate Learning and in the local community.

Students are encouraged to disclose any health conditions, disabilities or additional support needs at the earliest opportunity so that appropriate support can be put in place without delay. In line with the Equality Act 2010, reasonable adjustments are made to reduce barriers to learning and promote full participation.

A graduated and responsive model of support underpins this approach, ensuring that students can access the right level of help at the right time. This includes access to wellbeing support, safeguarding advice, counselling, learning support, exam access arrangements, and wider pastoral and financial support. In some locations, additional provision such as college nurse services further strengthens early help arrangements.

All students have access to confidential counselling services delivered in line with professional standards. Where concerns meet safeguarding thresholds or involve risk of harm, information will be managed in accordance with safeguarding procedures.

Early intervention is prioritised to reduce barriers, prevent escalation and support positive

outcomes for students. Support is regularly reviewed to monitor impact and ensure that interventions remain appropriate, effective and responsive to changing needs. This proactive approach enables students to engage safely and successfully with their learning and wider college experience.

Targeted Intervention and Referrals: Where students require additional or more complex support, Activate Learning implements a coordinated and student-centred approach. This may include individual support planning, risk assessments, safety planning and the involvement of specialist internal teams.

Activate Learning recognises that some students may be at increased risk of poorer wellbeing outcomes, including those who are care-experienced, young carers, estranged from family, or living in challenging circumstances. These students are prioritised for targeted support and may require more intensive or multi-agency intervention.

Pregnant students and young parents are supported through an individualised approach. This may include risk assessments to ensure the health, safety and wellbeing of the student and their unborn child, alongside reasonable adjustments to support continued engagement in learning. Additional pastoral and practical support are provided, and where appropriate, students may be supported to take a planned break in learning to enable a safe and successful return.

Individual risk assessments and support plans are implemented where appropriate to safeguard the health, safety and wellbeing of the student and others. Support is tailored to individual need and may include adjustments to timetables or attendance expectations, alongside additional pastoral and practical support.

Activate Learning has a responsibility to ensure that students can study and, where applicable, reside safely without posing significant risk to themselves or others. Where concerns arise, a structured and supportive approach is followed under the Fitness to Study or Reside Policy, which may include multi-agency involvement and agreed risk management arrangements.

This coordinated approach ensures that students with higher levels of need receive effective,

specialist support, enabling them to remain safe, supported and engaged in their education.

Working with Families, Employers and External Agencies: Activate Learning works collaboratively with parents, carers, employers and a range of external partners to support student wellbeing. This includes engagement with health services, mental health support teams, social care and voluntary sector organisations.

Information sharing is undertaken appropriately and, where required, with student consent, to ensure coordinated and effective support.

Responsibilities

All staff share responsibility for promoting and supporting student health and wellbeing. This includes maintaining a safe learning environment, modelling positive behaviours, and ensuring that students know how to access support. Staff are expected to remain vigilant to signs of concern and to report safeguarding issues in line with organisational procedures.

Teaching staff and performance coaches play a key role in embedding wellbeing within learning, providing individual support and facilitating referrals where additional needs are identified.

Designated Safeguarding Leads and the Mental Health Lead are responsible for overseeing safeguarding and wellbeing responses, providing advice and guidance, and ensuring appropriate intervention and referral to internal or external services.

Student Support and Safeguarding, Support and Inclusion Service, and Student Experience teams provide targeted support, deliver wellbeing-related activities and ensure that students with additional needs receive appropriate adjustments and support to enable their success.

Students are expected to take reasonable responsibility for their own health and wellbeing, as well as showing consideration for the wellbeing of others. They should raise any concerns about their mental health or wellbeing with a member of staff, including the safeguarding team, and engage with the support offered to them.

Equality, Diversity and Inclusion

Activate Learning is committed to ensuring that all wellbeing provision is inclusive, accessible and responsive to the diverse needs of its students. Particular consideration is given to students who may face additional barriers, including those with protected characteristics and those from vulnerable groups such as care-experienced students, young carers and those with challenging personal circumstances. Targeted support is provided to address inequalities and promote equitable outcomes.

Review

This policy will be reviewed to ensure continued alignment with legislative requirements, statutory guidance and best practice, and to reflect emerging needs within the student population.

References

This policy complies with the following legislation:

Keeping Children Safe in Education

Equality Act 2010

Promoting and Supporting Mental Health and Wellbeing in Schools and Colleges Guidance

Special Educational Needs and Disability Code of Practice: 0 to 25 years' statutory guidance 2015

Section 175 of the Education Act 2002

The Care Act 2014

This Policy should be read in conjunction with the following Policies and Procedures:

Admissions Policy

Attendance, Punctuality, and Absence Management Policy

Equality and Diversity Policy

Fitness to Study and Reside Policy

Health and Safety Policy

Residential Statement of Principles and Practice

Safeguarding and Prevent Policy

Statement of British Values

Student Bursary Policy

Student Positive Behaviour Management Policy