



Wellbeing Policy

The Positive Impact Group

Effective Date

June 2026

Review Date

June 2027



Principles

At The Positive Impact Academy, we are passionate about making a meaningful difference in the lives of young people. We believe in the power of teamwork - working collaboratively with each other, with staff across the school, with families, and with the wider community. Most importantly, we work alongside The Positive Impact Group in our care, placing their needs and potential at the heart of everything we do.

We act with determination. Whatever challenges our pupils, their families, the setting, our team, or our community may face, we respond with support, resilience, and unity. And above all, we are committed to making a difference. We are active, engaged, and purposeful in our mission to help them grow, thrive, and succeed.

What Inclusion and Effective Mental Health Interventions Mean to Us

- We prioritise those who need our help most, but we intervene with all.
- We support and educate pupils; attendance matters.
- By building positive relationships, pupils are supported to make the right choices and develop a positive approach to learning.
- Build positive relationships between staff, pupils and parents.
- Staff encourage positive self-esteem in pupils, which is further embedded within our curriculum.
- We use evidence-based practice for all our interventions.

Expectations of Each Other

- All communication is to be shared through IRIS in a timely manner.
- To attend Whole School Safeguarding & Child Protection Training annually.
- Have read and understood Keeping Young People Safe in Education each time it is updated.
- Ensure that all relevant policies and protocols are read and understood by all.
- Attend duties to support the wider school community.
- Attend meetings on time and prepare.
- Ensure all pastoral work is evidenced.
- Speak to pupils, staff and each other with courtesy, respect and understanding.

Safeguarding

- Safeguarding pupils comes above everything else we do.
- All staff across the setting have training annually with reminders throughout the year at briefings, staff meetings and inset days.
- All new staff have safeguarding training as part of their induction.
- All staff at The Positive Impact Group recognise that safeguarding is everyone's responsibility, that they should have read and understood section one of Keeping Young People Safe in Education 2025, that early intervention is key, and that context matters.
- All notes are kept securely.

Attendance

- All staff have a role to play in ensuring each pupil attends.
- Mentors support by providing first wave support, checking in with pupils who have poor or low attendance.
- All staff work to remove barriers to good school attendance.
- We work together with external agencies to address and remove barriers to school attendance.
- We prioritise pupils who are classed as disadvantaged, SEMH or SEND; however, we are passionate about providing the same support to all pupils, irrespective of background.
- We follow the protocols which are in place, acknowledging that each pupil and situation is different and adjusting as required.
- We provide a welcoming 'from home, to home' environment for our pupils.

Behaviour

- We have a moral obligation to prepare pupils for the rigours of work and life beyond education.
- We are here to educate the whole pupil, helping with moral and personal development.
- We apply the protocols for each pupil, acknowledging that each pupil and their situation is different and adjusting as required.

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- We prioritise pupils who are classed as disadvantaged, SEMH or SEND; however, we are passionate about providing the same support to all pupils, irrespective of background.
 - We make reasonable adjustments for pupils with special educational needs or vulnerable pupils.
 - We have a Positive Relationship Policy that enables pupils to be supported.
 - We involve parents in supporting their pupils to improve their behaviour.

Pastoral Care and Mental Health

- Pastoral support is driven by moral purpose.
- We do not give up on pupils and constantly look for ways to support them.
- Our interventions are directed by evidence-based practice.
- Our team are passionate about becoming experts in their field.
- We work with numerous external agencies to support our pupils.
- We recognise that early intervention is vital.
- We involve parents as appropriate in the support that we put in place.
- Our interventions are assessed and evaluated.
- The mental health of our pupils and staff is of the highest priority.

This policy is reviewed annually.

Overall responsibility lies with the Director, who liaises with the Senior Leadership Team to ensure a robust and sustainable model of Leadership.

Signed by Director



James Armson

