

# Student Wellbeing Strategy



# INTRODUCTION

**Barnsley College shares a deep commitment to creating learning environments where every student can thrive academically, personally, and socially.**

We believe that wellbeing is fundamental to learner success, and that education is most effective when students feel safe, supported, and empowered.

We want to develop an environment where students feel like they are part of a community that provides opportunities to make meaningful connections, where people feel truly seen, heard, and known. Building these relationships helps reduce loneliness, tackle isolation, and significantly supports overall wellbeing.

This Student Wellbeing Strategy forms a key part of our wider Health and Wellbeing approach. It reflects our values of respect, inclusion culture, empowerment, and excellence, and aligns with national priorities relating to mental health and wellbeing.

The strategy promotes equity by adapting support and opportunities to ensure all students have what they need to succeed and achieve fair outcomes.

**Our approach aims to:**

- Foster a sense of belonging, connection, and community
- Equip students with the skills and resilience to manage their wellbeing
- Remove barriers to learning through timely, high-quality support
- Embed wellbeing into teaching, learning, and college life
- Promote a culture where wellbeing is everyone's responsibility
- Work collaboratively with external partners and services

**Together, we are committed to creating a learning environment where every student feels valued, respected, and supported.**



## Section 1

# STATUTORY AND REGULATORY FRAMEWORK

**This strategy is underpinned by statutory duties and national guidance, including:**

- Keeping Children Safe in Education (KCSIE)
- Working Together to Safeguard Children
- Education Inspection Framework (EIF) 2025
- Children Act 1989 and 2004
- Equality Act 2010
- SEND Code of Practice (2015)
- DfE guidance on mental health and wellbeing (2026 update)

**Barnsley College recognises its duty to:**

- Safeguard and promote the welfare of young people
- Protect vulnerable adults
- Provide a safe, inclusive culture and supportive environment
- Safeguarding is central to all wellbeing activity

## VALUES AND WELLBEING PRINCIPLES

**Our approach is guided by the following principles:**

- Student-centred support: Provision is shaped by student voice and individual needs
- Inclusive and fair: Support reflects diverse backgrounds and experiences
- Partnership working: Collaboration ensures the right support at the right time
- Empowerment: Students are supported to develop confidence and independence



# UNDERSTANDING OUR STUDENTS

We recognise that our learners have diverse experiences and needs. This includes young people transitioning from school, adult learners returning to education, and those managing personal or health challenges.

**We use:**

- Enrolment data to identify existing needs
- Referral processes to ensure timely support
- Tutorial programmes for group and 1:1 pastoral support
- Student voice and feedback mechanisms
- Wellbeing and safeguarding data
- Protected characteristic and those facing additional barriers feedback

This ensures our support is responsive and targeted.

## STRATEGIC PRIORITIES

**Supporting Students with Existing Needs**

We identify students accessing external support at enrolment and work in partnership with agencies to ensure continuity of care.

**Accessible and Inclusive Wellbeing Support**

Students can access confidential advice from trained staff, including wellbeing practitioners and Mental Health First Aiders.

**Empowering Students**

We support students to understand and manage their wellbeing, including navigating services and making positive health choices. Consistently improving our provision through student feedback.

**Creating a Safe and Connected Environment**

We promote belonging through inclusive spaces, positive relationships, and clear expectations. Dedicated wellbeing spaces support reflection and self-regulation.



# WHOLE COLLEGE APPROACH TO MENTAL HEALTH AND WELLBEING

**Our strategy reflects the DfE principles of a whole-college approach:**

1. Leadership prioritising wellbeing
2. A supportive and inclusive environment
3. Staff development and wellbeing
4. Curriculum promoting resilience
5. Student voice shaping provision
6. Early identification and support
7. Partnership with parents and carers
8. Monitoring and evaluation

A Senior Mental Health Lead oversees implementation.

## OUR WELLBEING SUPPORT OFFER

**Universal Support**

- Wellbeing spaces and drop-in support
- Information and resources
- Enrichment activities
- Online support materials

**Targeted Support**

- 1:1 wellbeing support
- Support for identified needs
- Additional Learning Support (e.g. ASD, ADHD, dyslexia)
- Community pathways

**Specialist Support**

- External mental health services
- NHS and community partnerships
- Crisis intervention
- Trained Mental Health First Aiders



## Section 4

# ENRICHMENT AND PERSONAL DEVELOPMENT

**We offer a wide range of opportunities to support wellbeing, including:**

- Workshops and creative activities
- Sport and fitness opportunities
- Student groups and projects
- Volunteering and leadership roles

These activities promote confidence, resilience, and personal growth.

## WORKING IN PARTNERSHIP

**We work with a range of partners, including:**

- NHS and mental health services
- Voluntary and community organisations
- Local authorities and safeguarding partnerships
- Charities and national campaigns

This ensures joined-up support and continuity of care.

## WORKING TOGETHER

Supporting student wellbeing is a shared responsibility. Barnsley College works in partnership with students, parents and carers, external agencies and the wider community to help ensure students receive the support they need to succeed.

Parents and carers play an important role in supporting wellbeing, attendance and engagement. Students are encouraged to actively develop their wellbeing, resilience and independence throughout their learner journey.

College staff contribute to a positive and supportive culture by recognising concerns, providing guidance and promoting access to appropriate support.

Barnsley College provides a range of non-therapeutic wellbeing interventions designed to build resilience, promote positive wellbeing and support students in overcoming barriers to learning. Where a student's needs extend beyond the College's wellbeing offer, we work collaboratively with specialist services to help students access appropriate professional support.

## ROLES AND RESPONSIBILITIES

- Leadership: Strategic direction and resourcing
- Wellbeing and Safeguarding Teams: Specialist support and intervention
- Teaching and Support Staff: Early identification and support
- Students: Engagement and peer support
- External Partners: Specialist provision
- Governors: Oversight and accountability
- Designated Safeguarding Lead (DSL): Safeguarding leadership and coordination



## Section 5

# CRISIS SUPPORT, SAFETY AND SAFEGUARDING

**Safeguarding and wellbeing are closely linked.**

**Our approach includes:**

- A Designated Safeguarding Lead and deputies
- Clear reporting and escalation processes
- Early help and intervention
- Multi-agency working

**We respond to:**

- Mental health crises
- Learner-on-learner harm
- Online risks
- Sexual violence and harassment

## SAFEGUARDING AND WELLBEING CULTURE

**We are committed to a culture where:**

- Students feel safe, respected, and heard
- Staff are confident and proactive



# ENRICHMENT AND PERSONAL DEVELOPMENT

### Implementation

This strategy is delivered through an annual action plan, including:

- Key priorities and actions
- Named leads
- Timelines and milestones
- Training and development
- Monitoring systems

### Measuring

We evaluate success through:

- Student feedback
  - Participation in activities
  - Safeguarding and wellbeing data
  - Attendance and engagement
  - Outcomes for vulnerable groups
- This ensures continuous improvement.

### Relevant Policies

- Additional Learning Support Policies
- Quality and Performance Policies
- Direct Entry Policies
- Health and Safety Policies
- Safeguarding Policies
- Student Services Policies
- Teaching and Learning Policies

