


Statement

DSFC Staff and Student Wellbeing Statement of Intent

Approved by:	Principal
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This policy applies to:	 DURHAM SIXTH FORM CENTRE

Contents

1. Introduction and Purpose Statement	3
Mission	3
Definition	3
The role of the Senior Mental Health Lead (SMHL)	3
Long term strategy	4
Focus	4
Quality Assurance	4
2. Appendix 1	5
Actions for 2025-2026	5

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1. Introduction and Purpose Statement

Mission

- 1.1. Durham Sixth Form Centre commits to placing wellbeing and mental health at the heart of our decision making by creating an open and inclusive ethos in which we will support staff and students to make positive choices for their own wellbeing.

Definition

- 1.2. The five main drivers of wellbeing are identified as:
- 1.3. **Health:** Including mental and physical health. In education, there is often a focus on stress caused by excessive workload (e.g. hours worked and exam pressure) and lack of recovery time. Importantly, people can also present with highly complex emotional needs, including mental and physical health issues which can directly impact the health of those who support them.
- 1.4. **Security:** Including working/studying conditions, safety, bullying and harassment, and financial security. Equality and diversity are of particular importance here, especially where a person has protected characteristics that they feel make them vulnerable to discrimination.
- 1.5. **Environment:** This is a broad category that in education can cover both:
 - The organisational environment: including the physical environment (facilities) and systems (working/studying arrangements). This may also include the degree to which a person identifies with organisational values and culture.
 - The policy environment: including the policies of the government of the day, and public perceptions of the status of the profession/education.
- 1.6. **Relationships:** In particular, the degree of support and respect an individual has from immediate colleagues, line managers, and leadership (staff) or subject peers, friendship groups, and teachers (students). It can also include relationships with parents.
- 1.7. **Purpose:** In particular, high-quality job design. For staff, this can mean:
 - The right type of work for the individual.
 - A sense of 'belonging' – including shared organisational goals and vision.
 - The opportunity to develop and demonstrate competence, and progress in their career.
 - An appropriate degree of autonomy.
- 1.8. For **students**, this can mean:
 - The right type of work for the individual.
 - A sense of 'belonging'.
 - The opportunity to develop and demonstrate competence, and progress in their education.
 - An appropriate degree of independence and maturity.

The role of the Senior Mental Health Lead (SMHL)

- 1.9. Durham Sixth Form Centre has a designated Senior Lead for Mental Health in response to the Green Paper 'Transforming Children and Young People's Mental Health', sometimes also called the Designated (D)MHL. Although promoted and recommended by the DfE that all schools should have a SMHL by 2025, the role is not mandatory.
- 1.10. The SMHL's role is to ensure that the safeguarding of students' emotional wellbeing is a priority and equally as important as protecting their physical health. Their aim is to drive the cultural transformation, early intervention and support strategies required for students experiencing poor [mental health to help them cope and succeed](#). At Durham Sixth Form Centre we have adopted a whole school approach as we

recognise mental health and wellbeing is a priority for all individuals and members of the school community as outlined in our mission statement.

Long term strategy

- 1.11. Specifically, we commit to develop a long-term strategy for:
- 1.12. Improving staff wellbeing in line with the DfE's Education Staff Wellbeing Charter by:
- Prioritising staff mental health.
 - Giving staff the support they need to take responsibility for their own and other people's wellbeing.
 - Giving managers access to the tools and resources they need to support the wellbeing of those they line manage.
 - Establishing a clear communications policy.
 - Giving staff a voice in decision-making.
 - Driving down unnecessary workload.
 - Championing flexible working and diversity in approach.
 - Creating a culture of positive behavior.
 - Supporting staff to progress in their careers.
 - Including a sub-strategy for protecting leader wellbeing and mental health.
 - Holding ourselves accountable, including by measuring staff wellbeing.
- 1.13. Improving student wellbeing as outlined in the DfE Senior Mental Health Lead training with a focus on the eight principles which include:
- Leadership and management.
 - Ethos and environment.
 - Curriculum.
 - Identifying need and monitoring impact.
 - Targeted support and appropriate referrals.
 - Staff development.
 - Working with parents and carers.
 - Student Voice.

Focus

- 1.14. The wellbeing focus (Appendix 1) for each academic year will be derived from the school's annual self assessment and improvement planning process. The outcomes of this work result in a Wellbeing Action Plan which is overseen by senior leaders in school.

Quality Assurance

- 1.15. The Wellbeing Action Plan will be reviewed periodically throughout the academic year to ensure progress is made and the focus remains relevant to ensure the wellbeing of our community.

2. Appendix 1

Actions for 2025-2026

1.16. Generic:

1. Review and reshare DSFCs Staff and Student Wellbeing Statement of Intent with all stakeholders.
2. Raise the profile/visibility of wellbeing with the staff/students/parents and carers.
3. Reflect upon and develop further the 'praise and celebration strategy' of the school, both for staff and students.
4. Seek out and develop positive external partnerships to support and aid reflection of our offer.

1.17. Staff:

1. Review the school calendar with a view to identify and relieve pressure points and drive down unnecessary workload.
2. Share an updated Workload Report with staff and governors.
3. Maintain and develop the staff Wellbeing Working Group.
4. Plan a 2025/26 wellbeing offer for staff informed by consultation.
5. Trial new arrangements for PPA and WFH promoting greater workplace flexibility.
6. Continue to respond to staff voice when requests arise and where appropriate.

1.18. Student:

1. Raise the profile around student wellbeing with each respective Student Exec including the student wellbeing working party.
2. Empower the student wellbeing working party to drive activities and events.
3. Create opportunities for staff and student events to align where appropriate.
4. Identify appropriate means and points in the academic year to consult with the wider student body on issues pertaining to wellbeing in line with the definition of wellbeing and then to respond accordingly to the findings/outcomes.
5. To further extend the enrichment offer relating to wellbeing embedding the role of the enrichment lead.

1.19. Senior Mental Health Lead:

1. Induct a new Senior Mental Health Lead.
2. With the principal and SLT, review the full personal and wellbeing offer to ensure it is relevant and responsive to statutory and societal change.
3. Access external funding and direct resources to support the Wellbeing Action Plan.
4. Track student need, their uptake of support and monitor impact to inform future intervention.

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