

POLICY – Mental Health and Well-Being (MHWB)

Education

Policy Author	Laura Dickie, Head of Policy Tonia Lewis, Education and Quality Improvement Lead
Approval Date	Feb 2026
Policy Approver	Jo Dunn, Compliance, Regulation and Quality Director
Next Review Date	Feb 2029
Version No.	001
Policy Level	Education
Staff groups affected	All Education

Monitoring and Review

This policy will be monitored on an ongoing basis through the service's established governance and quality assurance systems. Responsibility for ensuring that the policy remains compliant with legislation and regulatory frameworks sits with the Proprietor Representative and Regional Lead.

A formal review of this policy will be undertaken no later than three years from the date of approval, or sooner if changes in legislation, regulatory guidance, or operational requirements necessitate it.

The Head of Policy will support this process by identifying relevant changes in legislation, regulation, national standards and emerging best practice. The Head of Policy will also incorporate learning from inspections, audits and practice developments into future revisions whilst overseeing all proposed amendments to the universal content to ensure accuracy, consistency and compliance.



Andrew Sutherland
Representative, Proprietor- Cambian Group
February 2026



Sean Di Sora
Headteacher
February 2026

Terminology

Our aim is to use consistent terminology throughout this policy and all supporting documentation as follows:

Term	Definition
'Establishment' or 'Site'	A generic term referring to the school/college owned by CareTech.
Learner	Any child or young person under the age of 18, or young adult over 18 who receives education.
Service Head	The senior person with overall responsibility for the school/college.
Tutor/Teacher	Members of staff who have teaching responsibility for learners at the school/college.
Parent/Carer	Parent or person with parental responsibility.
Regulatory Authority	The independent regulatory body responsible for inspecting and regulating services (e.g., Ofsted, Estyn, Education Scotland).
Social Worker	The worker allocated to the individual learner; if none is allocated, the Duty Social Worker or Team Manager is responsible.
Placing Authority	The local authority/agency responsible for placing the learner or commissioning the service.
Local Authority	The local authority for the establishment's location.
Staff	All staff working at the location, including employed staff, students on placement, contractors, agency staff, volunteers and proprietors.



1. Local School/College Profile

Linton School is an independent special school who caters for children and young people with social, emotional and mental health needs.

We are located in Freckleton, near Preston, and therefore benefit from some amazing outdoor space where we develop an extensive outdoor curriculum which includes farming, equestrian, horticulture and small animal care. The school provides full time education for up to 12 male or female students aged between 8 - 18 years old. Linton School aims to nurture pupils by offering quality learning experiences so that they can be the best they can be. Pupils are given the opportunity to learn and develop in a supportive and creative environment, ensuring that they feel safe and happy to progress and achieve.

2. Purpose

This policy sets out the universal framework for promoting, protecting and supporting Mental Health and Wellbeing (MHWB) for Learners and staff across all sites (Schools). It applies to all members of the staff team, all Learners and visitors, and describes the proactive, responsive and targeted approaches that together create a safe, caring and high-expectation learning environment.

This policy is to be adopted and implemented at Linton School and across all sites. Where local terms, roles, procedures, or national equivalents are required, these must be completed only in sections marked Adapt Locally.

3. Scope

- Applies to all sites in the organisation, all Learners, all Teachers/tutors, the wider education team, and the multi-agency team working around each Learner.
- Covers universal, targeted and specialist support for MHWB within the curriculum, pastoral systems, behaviour supports, and partnership working with clinical and care colleagues.
- Interfaces with (and does not replace) safeguarding and child protection, attendance, behaviour, anti-bullying, SEND, equality, curriculum and assessment policies.

4. Vision and Ethos

Our organisational vision is that Learners are supported to develop self-esteem, confidence, respect and consideration for others, enabling them to become effective and contributing citizens. Through an interesting, engaging and tailor-made curriculum, Learners are encouraged to develop a love of learning so each Learner can achieve the best attainable outcomes for their ability. Talents will be recognised, developed and celebrated within a caring and supportive site community.



Our approach to education is to inspire and engage Learners through a wide range of positive learning experiences so they can build personal resilience. We foster a culture of mutual respect across the site community that is predictable, safe, and positive, where Learners feel known and valued.

Our enduring concern is to help our Learners do their best and to leave our care well-rounded and prepared young adults.

Linton School provides a safe, nurturing learning environment to provide skills for lifelong opportunities, which gives the young people an ambitious outlook towards their future.

The vision drives everything we do and will be achieved through:

- Outdoor enrichment activities to promote life skills through play, nurture and teamwork.
- Promoting independence, patience and listening skills through Equestrian lessons.
- Multi-disciplinary links from both internal and external companies to provide a bespoke, broad and balanced curriculum that develops the education of our pupils.
- Empowering each learner to achieve their personal goals and develop a lifelong love of learning.
- A positive and ambitious school environment that promotes learning for all.
- Offering a broad range of learning experiences within the curriculum that values academic attainment as well as developing social skills, experiences and resilience.

More information about the school can be found in the school Prospectus.

5. Learner Profile

Most young people at our sites have social, emotional and mental health needs, often accompanied by additional learning needs. Many have experienced loss and trauma, leading to attachment needs and difficulties with trust. As a result, some Learners may initially find it difficult to form and maintain appropriate positive relationships.

Typical profile indicators (adjust locally only where indicated):

- Ages 8 to 18
- May be placed within a residential home
- Residents from placing authorities throughout the United Kingdom
- Many have SEND or significant gaps in prior learning — some Learners may have an Education, Health and Care (EHC) Individual Education Plan (IEP).

Each Learner engages in a personalised learning programme appropriate to age and ability. Baseline assessment informs learning goals and an individualised curriculum. Literacy and numeracy are core. For Key Stage 4 and 5 Learners, there are opportunities to pursue a range of formal qualifications and vocational experiences.

6. Organisation Vision Statement / Motto / Values

Organisation Vision Statement

“As a member of the CareTech Group we share a common vision: ‘To actively enable each and every one of the people in our care to achieve their personal best, however it is defined by or for them.’

Whole-Site Objectives / Ethos

1. To inspire through an academic, creative and flexible learning environment which meets individual needs.
2. To support individuals to build resilience, develop confidence, achieve, and become independent learners.

7. Aims of Our Site and Our Curriculum

Working collaboratively with care colleagues, the clinical team, families/carers and Learners, we aim to:

- Provide a positive, safe and caring environment in which Learners and the staff team feel happy and secure in learning.
- Remove or reduce barriers to learning.
- Provide access to high-quality education and pastoral care that enhances personal development, stimulates growth and ensures equal opportunity.
- Develop self-esteem, independence and empathy, and consideration for the feelings and needs of others in the site and wider community.
- Encourage Learners to positively manage their own behaviour and difficulties.
- Establish a climate where young people and adults relate respectfully, with high levels of mutual interest and personal respect.
- Develop the skills needed so Learners can be as independent as possible, make safe choices and be ready for life after School/College.
- Provide a broad and balanced curriculum that meets each Learner’s needs, statutory requirements, and, where applicable, the Education, Health and Care (EHC) Individual Learning Plan (IDP) plan, Coordinated Support Plan (CSP)
- Work in close partnership with parents/carers, the clinical team and other professionals.

Our Curriculum Intent

INTENT	Intention 1 — Develop our sense of self	Intention 2 — Develop our sense of others	Intention 3 — Develop our sense of the world
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We strive to...	• Develop strong personal character • Ensure high levels of mental & physical wellbeing • Be passionate about learning and life	• Understand equity for all and challenge inequality • Support the wellbeing of others • Be tolerant and understand everyone has their own path	• Use the world sustainably • Understand and respect rules and laws • Take part in enrichment experiences that develop positive citizenship
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8. Framework for Mental Health and Wellbeing (MHWB)

8.1 Rationale

Wellbeing is holistic, encompassing physical and emotional health. When wellbeing is strong, people experience balance, motivation and engagement; they are resilient and can deal with everyday difficulties and 'bounce back' from challenges.

At Linton School and across our sites, we place great value on protecting the MHWB of all members of our community. We recognise that our Learners may experience mental health challenges; we also acknowledge education can be a demanding environment for staff. Sites have a central role in promoting and protecting positive MHWB. We therefore use a layered framework of proactive strategies, responsive measures and specialist targeted interventions, drawing on the professional expertise of the education team, clinical team and multi-agency team.

8.2 Proactive Measures

A. Teaching about Mental Health and Wellbeing

We speak openly and safely about mental health, recognising life has ups and downs. We teach the knowledge, skills and understanding Learners need to keep themselves and others mentally healthy as a core part of our PSHE curriculum. Topics include: concepts of mental health and ill-health; relationships and sex education; resilience; recognising and managing difficult feelings; and healthy coping strategies.

We follow the PSHE Association Guidance to ensure MHWB teaching is safe, sensitive and helpful.

B. Developing Healthy Habits

We provide formal and informal opportunities—within and beyond the curriculum—to help Learners develop habits for positive mental health, including:



- Encouraging play and fun (e.g., tutor activities, enrichment, 1:1/group activities).
- Building community and belonging (e.g., charity work; School Council; voluntary work; Learner Voice).
- Keeping active (e.g., PE, Outdoor Education, horticulture, break/lunch activities).
- Promoting healthy eating (e.g., Food Technology, Science).
- Managing transitions (e.g., 'Sal's Café'; reflections; predictable routines; consistent timetables).
- Celebrating success (e.g., Class Dojo reward points; weekly awards; positive behaviour strategies; recognising staff achievements in de-brief/supervision; sharing good news with care colleagues).
- Caring for each other (e.g., modelling positive staff relationships; pastoral role of the tutor; restorative practices; no-tolerance approach to bullying; kindness as a site value).
- Ensuring regular breaks and promoting staff and Learner self-care.
- Teaching strategies for difficult times (e.g., key-worker sessions; PSHE lessons; developing emotional literacy).
- Helping each other manage difficulties (e.g., staff daily de-briefing; staff supervision; key role of the form tutor; multi agency team support; consistent use of positive behaviour support and Team Teach de-escalation strategies when a Learner is in crisis).

C. The Role of the Tutor/Teacher

Every Learner is part of a tutor group with an allocated form tutor. The form tutor provides consistent pastoral support; monitors academic and social progress; and promotes involvement, commitment and high standards of work and behaviour.

- Meet and Greet each morning supports transition into the site, readiness for learning, early identification of worries, and planning for success.
- Daily tutor time allows in-depth work on individual/group issues and supports a positive, calm start or close to the day.

D. Positive Behaviour Support

Many Learners display attachment needs. Our behaviour policy is underpinned by the Nurture Group Principles to foster positive mental health and enable emotional development:

- Social, emotional and behavioural skills develop developmentally; we meet Learners at their emotional stage.
- The classroom provides a safe base with reliable, consistent adults.
- Nurturing approaches build positive self-esteem.
- Language helps to put thoughts and feelings into words.
- All behaviour is communication.
- Transitions are significant and require careful, supported management.

We take a positive and proactive approach to behaviour support: clear expectations, consistent reinforcement, and individualised support. Plans are co-produced with the

multi-agency team and take SEMH needs into account. See Positive Behaviour Support Policy for detail.

E. Signposting and Support

All staff and Learners are made aware of sources of support within the site and beyond. Every Learner is supported by a personal tutor/teacher, their Care Team and their clinician; these professionals monitor MHWB, identify issues early and plan support.

We explicitly teach how to seek help, ensuring Learners understand:

- What help is available
- Who it is aimed at
- How to access it
- Why and when to access it
- What is likely to happen next

8.3 Staff Training

- All staff receive regular training on recognising and responding to mental health issues as part of their annual child protection/safeguarding training to keep Learners safe.
- The Headteacher/SLT hold weekly meetings (or more frequently if required) to discuss MHWB of Learners; staff can access formal training/support on specific issues (e.g., Attachment, Autism awareness, OCD, self-harm, eating disorders).
- Formal training opportunities are provided through the organisation's CPD programme (Your Hippo), delivered by specialist practitioners.
- Where needs are identified, additional site-wide training is hosted to promote understanding of specific MHWB topics.

8.4 Staff Mental Health and Wellbeing

Our most valuable resource is our **staff team**. Staff deserve a supportive environment that enables them to be their best, experience job satisfaction and sustain capacity to fulfil their role with Learners.

- **Formal support:** One-to-one supervision with line managers is available regularly (at least once per term). Additional supervision can be requested.
- **Informal support:** The education team meets daily at the end of the day. Staff reflect on pedagogy and on supporting Learner behaviour. We care for each other, especially after incidents or during difficulty. The Headteacher operates an open-door approach.
- **Work/life balance:** We promote a healthy work-life balance, open dialogue about workload, and a culture of working smart, not working long. Staff have regular breaks and encourage colleagues likewise.
- **Employee Assistance Programme:** CareTech provides a free EAP with confidential support 24/7/365 (e.g., stress, health, workload, family issues).

Telephone: 0800 030 5182. Information is provided on induction and displayed in the staff toilet.

9. Responsive Measures

9.2 Warning Signs

Staff should take warning signs seriously and share concerns promptly with the Designated Safeguarding Lead (DSL)

Possible warning signs include:

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating or sleeping habits
- Increased isolation from friends/family; becoming socially withdrawn
- Changes in activity and mood
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Misuse of drugs or alcohol
- Expressions of failure, uselessness or loss of hope
- Changes in clothing (e.g., long sleeves in warm weather)
- Secretive behaviour
- Skipping PE or changing secretively
- Lateness to or absence from the site
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

Record-keeping and Escalation: Concerns should be recorded in line with **site** safeguarding procedures (see Child Protection and Safeguarding Policy). Urgent risk should be escalated immediately to the DSL.

9.3 Supporting Learners with Mental Health Issues

Mental ill-health can have multiple, complex causes. Risk factors include childhood abuse, trauma, neglect; family breakdown; bereavement and loss; social disadvantage/poverty/debt; parental mental illness; and being in care. Many of our Learners have experienced some of these and may be more susceptible than mainstream peers.

Our sites respond quickly at early signs of difficulty by leveraging:

- High staffing levels and skilled support
- Depth and breadth of professional expertise across the team
- Access to the on-site therapy team
- Effective multi-agency working

Every Learner has a behaviour management plan detailing strategies and approaches that support them during difficulty. In crisis, the staff work together to co-produce and implement a support plan.

9.4 Supporting Peers (Learners)



When a Learner is experiencing mental health difficulties, peers may need additional support. On a case-by-case basis, and guided by the Learner and parents/carers/social worker, we consider:

- What peers should and should not be told
- How peers can best support
- Words/actions peers should avoid
- Warning signs of relapse or emerging risk

We also highlight:

- Where/how peers can access support for themselves
- Safe, reliable information about the condition
- Healthy coping strategies for their feelings

10. Monitoring

Concerns about MHWB can be raised daily at staff briefing and de-brief and are a standing item on the staff meeting agenda. Concerns are recorded as a School Welfare concern or a Child Protection concern, depending on assessed risk. Records are kept on the Safeguarding Log on Behaviour Watch.

11. Related Policies

This policy should be read in conjunction with:

- Anti-Bullying Policy
- Positive Behaviour Policy
- Child Protection and Safeguarding Policy
- Staff Code of Conduct
- Safer Recruitment
- SEND Policy
- Curriculum Policy
- Accessibility Plan
- PSHE curriculum map and planning

Equality Impact Statement

This policy has been developed to promote equality, safeguard individual's rights, and ensure fair and inclusive practice across all services. The potential impact of the policy on children, young people, young adults, families, and staff with protected characteristics has been considered in line with the Equality Act 2010.

No negative impacts have been identified. Staff must apply this policy with sensitivity to individual need and make reasonable adjustments to ensure equitable access, safety, wellbeing, and participation for every individual. Any emerging risks of differential impact should be reported and addressed through ongoing review and quality assurance.

This policy will be reviewed by the Headteacher every year.

At every review, the policy will be approved by the Richard George, Regional Lead.

This policy will be due for renewal in June 2027.

Appendices

Appendix A – Legal and Regulatory Framework in England

Appendix A — England

The legal and regulatory frameworks and guidance underpinning Mental Health and Wellbeing (MHWB) in England.

Education (Independent School Standards) Regulations 2014 — ISS

- **Means:** Legal standards all independent schools must meet across Parts 1–8 (quality of education, SMSC, welfare/health/safety, suitability, premises, information, complaints, leadership).
- **Requires:** Evidenced curriculum and assessment; robust safeguarding/health & safety; safer recruitment and SCR; suitable premises; compliant information/complaints; effective governance.
- **Our stance:** Termly ISS compliance review by Part with actions, owners and dated evidence.
- **Implementation example:** ISS evidence index mapping each paragraph to policies, training logs, risk assessments, the SCR and curriculum records; monthly SCR sampling and KCSIE-cross-referenced safeguarding policy.
- **Links:** Regulations: <https://www.legislation.gov.uk/uksi/2014/3283>
DfE guidance: https://assets.publishing.service.gov.uk/media/67605baec80a844a7aa4b7cb/Independent_School_Standards_Guidance.pdf

Ofsted — Education Inspection Framework (renewed from Nov 2025)

- **Means:** National inspection framework and remit toolkits for maintained schools, FE and non-association independent schools.
- **Requires:** Evidence aligned to the relevant toolkit/operating guide and compliance with applicable legislation (including ISS).
- **Our stance:** Maintain an inspection evidence set mapped to toolkit sections and cross-referenced to ISS Parts 1–8.
- **Implementation example:** Termly-refreshed folders (curriculum intent/implementation/impact, safeguarding culture, inclusion, leadership & governance) plus a 2-page site overview linking MHWB plan, attendance/wellbeing analysis and DSL logs.
- **Links:** EIF: <https://www.gov.uk/government/publications/education-inspection-framework>

Keeping Children Safe in Education (KCSIE) 2025



- **Means:** Statutory safeguarding guidance for all schools/colleges; defines DSL role, training, safer recruitment, information-sharing.
- **Requires:** Annual staff training/updates; clear reporting routes; DSL-led record-keeping; child-centred practice.
- **Our stance:** All staff complete KCSIE Part 1 annually; induction pack and training matrix maintained.
- **Implementation example:** Termly safeguarding audit (policies, logs, file transfer, SCR sampling); spot checks of concern logs and documented CP file transfers at admission/exit.
- **Links:** Guidance page: <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Working Together to Safeguard Children 2023

- **Means:** National multi-agency guidance for help, support and protection, including education's role and CP standards.
- **Requires:** Partnership working, lawful information-sharing and compliance with national child-protection practice standards.
- **Our stance:** DSL procedures/thresholds align to local arrangements and multi-agency processes.
- **Implementation example:** DSL attendance at strategy discussions with shared chronology/assessment tools; recorded strategy outcomes with review dates and actions.
- **Links:** Guidance page: <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

Relationships, Sex and Health Education (RSHE) — statutory guidance

- **Means:** Statutory guidance covering Relationships Education/RSHE and **physical health & mental wellbeing**.
- **Requires:** Published policy, taught curriculum and assessment, with parent engagement.
- **Our stance:** MHWB curriculum mapped to RSHE strands; annual policy consultation held.
- **Implementation example:** Sequenced RSHE/MHWB curriculum with baseline→formative→summative assessment and adaptive teaching notes, plus a parent-facing overview.
- **Links:** Guidance page: <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Mental health and behaviour in schools (DfE)

- **Means:** Non-statutory guidance on culture, identification and support where MHWB needs present as behaviour.
- **Requires:** Early identification, graduated support, reasonable adjustments and multi-agency coordination.



- **Our stance:** Graduated response pathway recorded in the Learner plan.
- **Implementation example:** Weekly pastoral/MHWP triage using attendance/behaviour/wellbeing data; half-termly review of intervention logs with outcomes/next steps.
- **Links:** Guidance page: https://assets.publishing.service.gov.uk/media/625ee6148fa8f54a8bb65ba9/Mental_health_and_behaviour_in_schools.pdf

SEND Code of Practice: 0–25 years

- **Means:** Statutory guidance under the Children and Families Act 2014 on SEND identification, EHC plans and multi-agency coordination.
- **Requires:** Person-centred assessment→planning→review; joint commissioning; reasonable adjustments; annual EHC reviews.
- **Our stance:** Termly SEND/MHWP panel aligns provision and captures “normal way of working” evidence.
- **Implementation example:** Outcome-based EHC tracking linking curriculum and MHWP targets with the provision map; annual review minutes circulated to partners.
- **Links:** Code page: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Equality Act 2010 — Education

- **Means:** Anti-discrimination and Public Sector Equality Duty (PSED), including anticipatory reasonable adjustments.
- **Requires:** Accessible assessment/environments; equality information/objectives (where PSED applies).
- **Our stance:** Termly accessibility checks on curriculum/assessment; record each Learner’s normal way of working.
- **Implementation example:** Accessibility walk-throughs and exam-access planning with evidence sampling; assistive tech and adjusted environments in place before summative assessments.
- **Links:** DfE advice: <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

Appendix B — Wales

The legal and regulatory frameworks and guidance underpinning **Mental Health and Wellbeing (MHWB)** in Wales.

Keeping learners safe (KLS) — statutory guidance

- **Means:** Welsh Government safeguarding guidance for education settings and proprietors under the Education Act 2002.
- **Requires:** Reporting routes, DSL role and training, lawful information-sharing and alignment to the Social Services and Well-being (Wales) Act 2014.
- **Our stance:** Site safeguarding policy, training matrix and audit cycle aligned to KLS.
- **Implementation example:** DSL-led self-audit against KLS modules with logged actions and deadlines; referrals recorded via local procedures.
- **Links:** Guidance page + handbook: <https://www.gov.wales/keeping-learners-safe> <https://www.gov.wales/sites/default/files/publications/2022-04/220401-keeping-learners-safe.pdf>

Additional Learning Needs and Education Tribunal (Wales) Act 2018

- **Means:** Primary legislation establishing the ALN system and Individual Development Plans (IDPs) 0–25.
- **Requires:** Early identification, co-produced planning and review; multi-agency coordination; Tribunal access.
- **Our stance:** Treat the IDP as the single plan where ALN applies; schedule multi-agency reviews.
- **Implementation example:** IDP checklist (outcomes, provision, review cadence) with secure sharing to the multi-agency team; termly review minutes with progress evidence.
- **Links:** Act: <https://www.legislation.gov.uk/anaw/2018/2/contents>
- <https://www.gov.wales/additional-learning-needs-and-education-tribunal-wales-act>

Additional Learning Needs Code for Wales 2021

- **Means:** Statutory Code detailing ALN/IDP duties and processes across education, local authorities and health.
- **Requires:** Co-production, review cycles and cross-agency working for IDPs.
- **Our stance:** IDP QA checklist in use; MHWB supports integrated within ALP.
- **Implementation example:** Standard templates for outcomes, provision and reviews; central IDP register with deadlines; joint meeting notes uploaded to a secure portal.
- **Links:** Code page: <https://www.gov.wales/additional-learning-needs-code>

<https://www.gov.wales/sites/default/files/publications/2024-04/220622-the-additional-learning-needs-code-for-wales-2021%20%282%29.pdf>

Framework on embedding a whole-school approach to emotional and mental wellbeing

- **Means:** National framework to embed a whole-school MHWB approach aligned to Curriculum for Wales.
- **Requires:** Self-review, action planning, evaluation and governance, including Learner/staff wellbeing and partnership work.
- **Our stance:** MHWB action plan with KPIs, reviewed termly at leadership.
- **Implementation example:** Annual self-evaluation using the framework; actions for protective education, staff supervision and targeted support; site dashboard tracking wellbeing measures and impact.
- **Links:** Framework page: <https://www.gov.wales/framework-embedding-whole-school-approach-emotional-and-mental-wellbeing>

Estyn — “What we inspect” (2024–2030): Maintained/PRUs & Independent Schools

- **Means:** Inspection areas and methodology; for independent schools, Estyn also evaluates compliance with registration regulations/ISS(W).
- **Requires:** Evidence for teaching and learning; wellbeing, care, support and guidance; leadership and improving; and compliance statements.
- **Our stance:** Inspection-ready MHWB evidence set aligned to the three areas and cross-mapped to ISS(W).
- **Implementation example:** Pre-inspection evidence index linking MHWB plans, safeguarding logs, IDPs and premises checks to handbook sections; impact file showing attendance/wellbeing trends and intervention outcomes.
- **Links:** Handbooks: <https://estyn.gov.wales/app/uploads/2024/08/What-and-how-we-inspect-independent-schools.pdf>

Independent School Standards (Wales) Regulations 2024

- **Means:** Current Welsh ISS for registration, inspection and operation (replacing the 2003 regs).
- **Requires:** Standards across quality of education, SMSC, welfare/health/safety, suitability, premises, information, complaints, with explicit safeguarding and training duties.
- **Our stance:** ISS(W) compliance matrix used; evidence updated after Estyn feedback.
- **Implementation example:** Schedule-based evidence folders (policies, training logs, SCR extracts, premises checks); safeguarding policy, training tracker and SCR audits recorded termly.
- **Links:** Regulations + ops guidance:
<https://www.legislation.gov.uk/wsi/2024/27/made>
<https://www.gov.wales/sites/default/files/publications/2021-09/210901-handbook-independent-schools-registration-and-operation-guidance.pdf>



Appendix C — Scotland

The legal and regulatory frameworks and guidance underpinning **Mental Health and Wellbeing (MHWB)** in Scotland.

Getting it right for every child (GIRFEC)

- **Means:** National approach and framework (SHANARRI, National Practice Model, Child's Plan) for coordinated wellbeing support.
- **Requires:** Named person/lead professional arrangements, lawful information-sharing and multi-agency Child's Plan where needed.
- **Our stance:** Sites adopt GIRFEC language in MHWB plans and align escalation to lead professional/Child's Plan processes.
- **Implementation example:** Use National Practice Model tools and local processes for assessment, planning and review; Child's Plan with outcomes, supports and review cadence co-authored with partners and family.
- **Links:** GIRFEC: <https://www.gov.scot/policies/girfec/>

National Guidance for Child Protection in Scotland (2021 — updated 2023)

- **Means:** National, multi-agency child protection guidance integrating GIRFEC; sets processes, roles and standards.
- **Requires:** Inter-agency referral discussions (IRDs), rights-respecting practice, secure recording and escalation for significant harm.
- **Our stance:** DSL equivalents follow local IRD protocols; single chronology and secure CP file for each Learner at risk.
- **Implementation example:** Immediate safety planning; recorded IRDs; scheduled conferences and reviews with partners; CP plan minutes with actions, timescales and outcomes.
- **Links:** Guidance: <https://www.gov.scot/publications/national-guidance-child-protection-scotland-2021-updated-2023/documents/>

Curriculum for Excellence — Health and Wellbeing (Experiences & Outcomes)

- **Means:** National Es&Os setting MHWB expectations and responsibilities of all staff across the curriculum.
- **Requires:** Holistic, staged MHWB learning with regular revisiting, risk education and help-seeking knowledge.
- **Our stance:** MHWB curriculum mapped to Es&Os; moderation assures progression and adaptive teaching.
- **Implementation example:** Yearly scope/sequence with benchmarks and moderation samples; integrate with protective education; annual MHWB curriculum map with sampled Learner evidence.



- **Links:** Es&Os + overview: <https://education.gov.scot/media/5p4dvqvm/health-and-wellbeing-eo.pdf>
<https://education.gov.scot/curriculum-for-excellence/experiences-and-outcomes/>

How good is our school? (HGIOS4) — self-evaluation/inspection

- **Means:** National quality indicators and toolkit for self-evaluation and improvement used by HM Inspectors of Education.
- **Requires:** Evidence-based evaluation of learning, wellbeing and leadership with improvement planning against QIs.
- **Our stance:** HGIOS4-aligned MHWB evidence set (e.g., QIs 2.3/3.1) feeds the site improvement plan.
- **Implementation example:** Annual SE day using HGIOS4 challenge questions; findings converted to SMART actions with milestones and impact measures.
- **Links:** HGIOS4: https://education.gov.scot/media/2swjmnbs/frwk2_hgios4.pdf
Inspectorate page: <https://educationinspectorate.gov.scot/inspection-frameworks/hgios4/>