

Student Welfare and Wellbeing Policy

SUMMARY

This policy outlines the framework and the environment implemented by OMNES Education London School (OELS) to promote a holistic development and overall wellbeing of its students.

PART ONE: Preliminary Information

1. INTRODUCTION

The Student Welfare and Wellbeing Policy at OELS is designed to foster a supportive, inclusive, and nurturing environment that prioritizes the holistic development of every student. Recognizing that academic success is intrinsically linked to mental, physical, and emotional health, this policy outlines a comprehensive framework for providing resources, support services, and initiatives aimed at promoting the overall wellbeing of students. By addressing diverse needs and challenges, the policy aims to create a campus culture where every student feels valued, supported, and empowered to achieve their full potential

2. SCOPE AND PURPOSE

2.1 The purpose of this policy is to establish a comprehensive framework that supports the mental, physical, and emotional wellbeing of all students at OELS. Our approach to student welfare and wellbeing at OELS is guided by a commitment to holistic development, inclusivity, proactive support, and collaboration. We focus on the complete development of students, ensuring they are supported in all aspects of their lives. We celebrate diversity and strive to create an inclusive environment where every student feels valued and respected. Emphasizing prevention and early intervention, we provide resources and support services that students can access before challenges escalate. Furthermore, we work closely with students, faculty, and external partners to continuously improve our support systems, fostering a community of engagement and mutual support.

2.2 This policy applies to all OELS Students.

2.3 This policy adheres to the equal opportunity Act of 2010 and it aligns with the Office for Students (OfS) conditions of registration and the QAA Quality Code, ensuring that our practices meet national standards for student welfare and support.

2.4 This policy should be read in conjunction with the following OELS Policies: Safeguarding Policy, Student Harassment and Bullying Policy, the Fitness to Study Policy.

3. KEY RESPONSIBILITIES

3.1 The Student Experience Committee serves as the key governance body for student welfare and wellbeing, providing strategic oversight and ensuring the implementation of best practices. This committee advises on welfare initiatives, monitors progress through satisfaction surveys, and integrates student feedback into the continuous improvement of

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welfare practices. By acting as the central body for welfare governance, the Student Experience Committee ensures that all welfare efforts are aligned with the needs and expectations of the student body, fostering a supportive and responsive environment at OELS.

3.2 Although some key roles at OELS have responsibility for developing and leading the implementation of student welfare strategies, the responsibility for student welfare lies with every member of our community.

3.3 All academic and professional services staff have a responsibility to act on any concerns raised about a student's welfare. These staff are not expected to be experts in student welfare support but need to know where to signpost students for appropriate support.

3.4 The Designated Safeguarding Officer and the Student Experience Manager are responsible for delivering specialist welfare support, at all times acting in accordance with any relevant professional body requirements

3.5 The Director of OELS is the first point of contact for faculty, staff and students who may have concerns for their own, or other students' welfare.

3.6 Students have a responsibility to proactively manage their own welfare and seek support when necessary. This includes providing information about any situation or condition that may affect their wellbeing and for which they would like support from OELS, or which may impact their time at the institution. In parallel, OELS is committed to providing proactive support to students through various means, ensuring that resources and assistance are readily accessible to help students navigate any challenges they may face.

PART TWO: Policy

1. OUR COMMITMENT

1.1 OELS is committed to the fair and equitable treatment of all members of the OELS community. Any disclosure of health issues, whether physical or mental, will be treated confidentially and will not put the student at a disadvantage. We extend this commitment to all aspects of student welfare, ensuring comprehensive support across various domains.

1.2 OELS will take all reasonable steps to ensure that the provision of welfare support is adequately resourced based on the needs of students. The level of support provided will be determined by assessing demand and needs, with a focus on resilience and prevention wherever possible. Where external specialist services are well-suited to support our community, we will establish links with them to develop effective referral pathways, rather than replicating services. Please refer to the *Fitness to Study Policy* for further information on support available.

1.3 OELS is dedicated to supporting students beyond health, addressing areas such as language skills, financial management, and career development. By offering workshops, advisory services, and access to external experts, we ensure that students have the necessary tools to thrive academically, personally, and professionally.

2. FACULTY/PROFESSIONAL SERVICES LEVEL

2.1 Emphasis is placed on ensuring a smooth transition for students to OELS, with information and activities designed to help students settle in with minimal disruption. Courses, programmes, and activities are intended to offer students the best opportunity to maximize their time at OELS, allowing for engagement in extracurricular activities that supplement and enhance their academic experience.

2.2 Faculty consider student welfare in curriculum design to avoid unnecessary pressure on learning and assessment. The Quality Manager monitors student feedback and ensures that any areas of concern are addressed promptly. Staff are available for academic and pastoral advice daily, with emergency contact options available during weekends and bank holidays. Learning opportunities and methods aim to be as inclusive as possible.

2.3 OELS staff are required to participate in welfare training, including sessions such as Mental Health First Aid and the Charlie Waller Memorial Trust online package. These training programmes raise awareness about mental health issues and equip staff with the necessary tools and resources to effectively address student welfare concerns. This training is essential for maintaining staff wellbeing and ensuring they are fully prepared to support students effectively.

2.4 When concerns about a student's welfare emerge, they are shared with relevant staff in other faculties and services to explore cohesive support options.

2.5 The OELS team includes members trained as Mental Health First Aiders. If a trained team member is not available, external support is called upon to assist the OELS team, ensuring there is always someone with the expertise to provide immediate support.

3. INDIVIDUALS

3.1 All members of the OELS community have responsibility for looking after their own health, wellbeing, and welfare. The primary responsibility for promoting health, wellbeing, and welfare within the OELS community lies with the school. OELS is dedicated to providing robust support services and creating an environment that fosters student wellbeing. While students are encouraged to proactively manage their own health and wellbeing, they are expected to engage with the available support services when experiencing issues. As an educational establishment, we will provide information on how best to look after one's own health and wellbeing and offer opportunities to engage in the **5 Steps to Mental Wellbeing**:

1. Connect (social relationships, feeling close to, and valued by, other people).
2. Be active (regular physical activity).
3. Take notice (take the time to enjoy the moment and the environment around you).
4. Learn (learn something new).
5. Give (participate in social and community life and commit acts of kindness).

However, ultimately it is the individual's responsibility if they choose to do so.

4. THIRD PARTY CONTACT

4.1 OELS do not act as 'in loco parentis' for students over the age of 18 as they are considered adults in the eyes of the law. We collect next of kin details upon enrolment; however, we will only contact them in exceptional circumstances and normally only with the student's permission. As we cannot be sure of the relationship that a student has with their family/next of kin, escalating welfare matters without a student's consent may make the situation worse. Our approach is to encourage the student to discuss any health & wellbeing issues with their family. Student Services staff are happy to facilitate that discussion if the student would like. However, where we have serious and immediate concerns about a

student's safety because of welfare issues, we will always involve the relevant specialist/emergency service who is qualified to make an assessment and involve family if they believe it appropriate. To that end, we will always cooperate with the police, NHS, and other emergency services on the sharing of information if deemed necessary.

4.2 For under-18 students, we will contact the student's guardian to inform them of any situation involving the welfare and wellbeing of the student. If case of emergency, if the guardian is not reachable, we will always involve the relevant specialist/emergency service who is qualified to make an assessment and involve family if they believe it appropriate. To that end, we will always cooperate with the police, NHS, and other emergency services on the sharing of information if deemed necessary.