

Policy document control box	
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Policy owner (including job title)	Rob Watson (Director of Education)
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1. Purpose

Red Balloon aims to increase students' self-esteem, self-awareness, self-efficacy and resilience, whilst also developing their capacity to establish positive and respectful relationships with others. We prepare students for the opportunities, challenges and experiences that lie ahead, through enabling them to build essential understanding, skills and attributes. We help to equip them to live healthy, safe, productive, capable, responsible and balanced lives. The wellbeing curriculum may take up to 50% of the timetable when the student first arrives dwindling to just a couple of sessions a week before a student's departure.

2. Scope

It is the responsibility of the Head of Centre to ensure that a full and appropriate range of wellbeing provision is available to all students. The responsibility for the day-to-day implementation of this may be delegated to a colleague. All staff are responsible for ensuring that their practice makes a positive contribution to the wellbeing of students.

3. Policy statement, provision and safeguards

The Schools Standards Regulations require that the proprietor ensures that a written policy on the curriculum is drawn up and implemented effectively. Red Balloon provides for students who have self-excluded from school or for whom attendance at mainstream school is problematic, in terms of their mental health and/or special educational needs and disabilities. Therefore, since we aim to ensure that students' personal, emotional and social needs are met, this policy is a necessary counterpart to Red Balloon's 'academic' Curriculum Policy.

Wellbeing Provision Wellbeing is a central tenet of Red Balloon; it plays a vital role in students' personal development and recovery. Student wellbeing is:

- embedded in the culture, ethos and community of Red Balloon
- delivered explicitly through discrete timetabled sessions

Embedded Wellbeing Student wellbeing permeates and underpins every aspect of Red Balloon. Staff use student-centred strategies to engage young people and build confidence. They adopt a coherent and consistent approach of unconditional positive regard; the strong relationships that result from this are key to enhancing wellbeing and to creating a positive experience for all students.

Red Balloon staff continuously demonstrate and model positive behaviour and boundaries, including skills and strategies for developing healthy relationships and for effective conflict resolution. They value each student as an individual and promote his/her social and emotional development. Consequently, core elements of practice for every member of staff include:

- welcoming students warmly every day, whether in person or online
- responding positively to them in every interaction
- respecting students through always being well prepared for lessons

- communicating both sensitively and effectively with students about areas for development and improvement
- engaging with them outside formal lesson times (where appropriate)
- ensuring they leave with a positive farewell

Discrete Wellbeing Sessions Students' wellbeing is also developed explicitly through a range of discrete timetabled sessions, which constitute a core element of the formal curriculum. These may include:

- individual counselling/therapy
- individual and/or group mentoring
- formal PSHEE lessons, taught in groups
- community sessions (eg. circle time, face-to-face group activities, online group sessions)
- community celebrations/presentations
- creative arts
- sport/physical exercise
- occasional off-timetable experiences (eg. cultural days, trips, work experience)

Developing students' wellbeing is nuanced and complex; since we place the 'student voice' at the centre, provision cannot be a 'one size fits all' model. Within the Red Balloon Wellbeing Framework, appropriate adjustments are made and a programme is devised according to each student's circumstances, readiness and stages of emotional, social and academic development. Every student follows a relevant and accessible pathway, tailored to meet his/her individual needs and with due account taken of any Education, Health and Care Plan where appropriate.

Red Balloon reviews this programme, together with students, parents/carers and commissioners, to ensure that it continues to meet the student's needs as they evolve over time.

Evaluation of Student Wellbeing Certain limitations are inherent in the evaluation of wellbeing: assessing and measuring personal development is a highly complex subject, whilst students' social and emotional progress does not follow a neat linear trajectory. With these caveats noted, student wellbeing and personal development are tracked and evaluated, including in terms of specific outcomes of Education, Health and Care Plans where applicable.

Policy updated Sept 2020 by Rob Watson, Director of Education - for annual review.

**Red Balloon:
Student Wellbeing 2020**

Policy prepared by Rob Watson, Director of Education September 2020

This policy was ratified by the _____ Red Balloon trustee group on

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and will be reviewed in Sept 2021

Signed by (date must be added):

Head of Centre

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Chair of trustees

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Legislation / guidance that informs this policy:

- The Education (Independent Schools Standards) (England) Regulations (2015)

Other Red Balloon policies to be read in conjunction with this one

- Behaviour for Learning
- Curriculum
- Personal, Social, Health and Economic Education
- Special Educational Needs and Disabilities