

Policy document control box	
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Policy owner (including job title)	Christina Pepper (Head of Centre)
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Purpose

RBR 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.

Scope

It is the responsibility of the Head of Centre to ensure that a full and appropriate range of well-being 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 well-being of students.

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. RBR 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 RBR's 'academic' Curriculum Policy.

Well-being Provision

Well-being is a central tenet of RBR; it plays a vital role in students' personal development and recovery. Student well-being is:

- embedded in the culture, ethos and community of RBR;
- delivered explicitly through discrete timetabled sessions.

Embedded Well-being

Student well-being permeates and underpins every aspect of RBR. 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 well-being and to creating a positive experience for all students.

RBR 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 Well-being Sessions

Students' well-being 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 Personal Social Health and Economic Education (PHSEE) 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' well-being is nuanced and complex; since we place the 'student voice' at the centre, provision cannot be a 'one size fits all' model. Within the RBR Well-Being 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 (EHCP) where appropriate.

RBR 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 Well-Being

Certain limitations are inherent in the evaluation of well-being: 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 well-being and personal development are tracked and evaluated, including in terms of specific outcomes of Education, Health and Care Plans where applicable.

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