

Student Wellbeing Policy

Policy document control box	
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RBET Norfolk approving body	RBET trustees
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Purpose

RBET Norfolk 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 aspire to help all students to live healthy, safe, productive, capable, responsible and balanced lives.

Scope

It is the responsibility of the Headteacher 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.

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. RBET Norfolk 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 RBET Norfolk's 'academic' Curriculum Policy.

Wellbeing provision

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

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

Embedded wellbeing

Student wellbeing permeates and underpins every aspect of RBET Norfolk. 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.

RBET Norfolk 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 their 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 (always respecting professional boundaries);
- 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 group mentoring;
- formal PSHCE lessons, taught in groups;
- community sessions (e.g. circle time, face-to-face group activities, online group sessions);
- community celebrations/presentations;
- creative arts;
- sport/physical exercise;
- off-timetable experiences (e.g. cultural days, trips, work experience).

Developing students' wellbeing is nuanced and complex; since we place the 'student voice' at the centre of our work, provision cannot be a 'one size fits all' model. Within the RBET Norfolk 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 requirements within Education, Health and Care Plans.

RBET Norfolk reviews programmes, together with students, parents¹ and commissioners, to ensure that they continue to meet the students' needs as they progress through their time at RBET Norfolk.

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, where appropriate, any specific outcomes set within Education, Health and Care Plans.

Legislation and guidance that inform this policy

- The Education (Independent Schools Standards) (England) Regulations (2015 updated 2019)

Other RBET Norfolk policies to be read in conjunction with this one

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

¹ Wherever the term "parent" is used in the policy, it means any person with parental responsibility for the young person.