



Policy document control box	
Policy title	Learner wellbeing
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RB Worthing approving body	Red Balloon Educational Trust
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Purpose

Red Balloon aims to increase learners' self-esteem, self-awareness, self-efficacy and resilience, whilst also developing their capacity to establish positive and respectful relationships with others. We prepare learners 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 wellbeing provision is available to all learners. 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 learners.

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 learners 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 learners' 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 learners' personal development and recovery. Learner wellbeing is:

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

Embedded wellbeing

Learner wellbeing permeates and underpins every aspect of Red Balloon. Staff use learner-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 learners.

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 learner as an individual and promote his/her social and emotional development. Consequently, core elements of practice for every member of staff include:

- welcoming learners warmly every day, whether in person or online

- responding positively to them in every interaction
- respecting learners through always being well prepared for lessons
- communicating both sensitively and effectively with learners 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

Learners' 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)

Within the Red Balloon wellbeing framework, appropriate adjustments are made and a programme is devised according to each individual learner's circumstances, readiness and stages of emotional, social and academic development. Every learner 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 learners, parents/carers and commissioners, to ensure that it continues to meet the learner's needs as they evolve over time.

Evaluation of Learner wellbeing

Certain limitations are inherent in the evaluation of wellbeing: assessing and measuring personal development is a highly complex subject, whilst learners' social and emotional progress does not follow a neat linear trajectory. With these caveats noted, learner wellbeing 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