



# EDUCATION & WELFARE POLICY

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## Rationale

We aim to provide the best possible education and welfare for all those under our care at Springboard.

It is important that all pupils feel safe and secure in our setting and we strive to enhance each and every student with the skills to face lives challenges.

Our School Motto: Laughter and Learning 4 Life, is the driving force behind many of the things that we do at Springboard.

We believe that for students to fully embrace learning they need to be able to laugh, in order for them to laugh it is essential that they feel safe within our environment and with the staff.

Our staff are dedicated to the ethos of our school and know the importance of giving each student the best possible life chances despite their past.

All staff and students follow the Springboard Way:

## Our Springboard Way

Laughter & Learning 4 Life



**Happiness:** Everyone has the Right to be happy, communicate their feelings, have respect for others, environment and self

**Belonging and Unity:** Everyone has the Right to feel valued, be heard, feel safe, feel trusted, be believed and feel respected

**Resilience and Determination:** Everyone has the right to achieve their goals, be aspirational, to do their best, to dream

**Independence:** Everyone has the right to have space, speak their views, have an opinion, to learn, have a say, to be independent and choice

## Welfare of Students

Pastoral System:

### Tutors and Group Teachers.

Every student at Springboard has a Tutor or a Class Teacher who is responsible for the overall welfare of the student in their care. Groups and teaching staff meet regularly throughout the term to discuss students and ensure that the correct amount of support is given.

### Pastoral Team

We have a dedicated pastoral team how provide support to students throughout the school day. They are involved with working with students on a one-to-one basis, provide intervention for those that require additional support. Provide drawing and talking therapy. Be there when a student is having a tough day and needs additional short-term support.

### The Head and SENCO

The role of Head and SENDCO, is to ensure that students are supported throughout their time at Springboard Education. They ensure that students are assessed, and review meetings are held regularly throughout the academic year.

Students that struggle and their behaviour becomes disruptive, will be given the opportunity to an alternative timetable, in order to support them on their academic journey. Additional resources are provided to assist the student, such as pastoral team, one to one, play therapy, drawing and talking therapy, reduced timetable.

Annual Reviews are held throughout the time a student is with Springboard, providing an opportunity to review the targets and desired outcomes.

## **Students of Concerns**

A time is set aside at the daily staff meeting when individual students may be raised by any member of staff. There may also be a number of children who are on the Senior Leadership Meetings agenda for a number of weeks while their progress is monitored. Key points/concerns raised are recorded and shared with the Safeguarding team, who will discuss any actions required from a Safeguarding aspect. All staff may enter comments about an individual student on Provision Map, which is a secure electronic recording system.

These comments are then picked up by the Tutor or SLT to provide a record of and a pattern to a child's welfare, behaviour and progress. All staff can access basic information on Provision Map, such as, SEN information, behaviour, attainment, attendance and wellbeing.

We aim to educate student to appreciate their own welfare and the welfare of those around them. This is done through many different areas of the Curriculum and via tutor time activities, Assemblies, School Trips, Personalised Timetables and whole school focus weeks

## **Safeguarding Children**

We ensure that all staff employed at Springboard go through all the appropriate checks and procedures (reference Safeguarding Children and Safer Recruitment in Education). We provide relevant in-service training where necessary on safety and pastoral care, such as First Aid, Fire Warden Training, LGBTQU, Safeguarding Policy and a Child Protection policy.

## **Medical Welfare**

First Aiders provide medical care and support for all pupils within the school. There are a number of staff who are trained to administer medication to ensure that students who need to take medication throughout the day are able to.

## **Anti-Bullying Policy**

The school has an Anti-Bullying Policy which is high profile.

## **New Pupils**

We aim to ensure that starting at Springboard is as happy an experience as possible for new Students. New Students and their parents are invited to meet staff and current pupils before term starts, typically at a 'trial day'. They will be aware of their Tutor/Class Teacher and group before starting term. Staff are made aware of all new Students and their individual needs before they start so as to provide all the necessary support, both academically and pastorally. Great care is taken to position students in the most appropriate group and tutor group and where an action isn't working, we will make a change. The school is committed to regular contact with parents at all times, not just when things go wrong. Parents receive written reports three times a year and a student review weekly. Whenever necessary the school will also call parents into school for a meeting if there is a cause for concern

## **Welfare of Staff**

The school has a duty of care for all staff in their employment. The school is committed to ensuring the staff workload is balanced and fair.

The school is also committed to provide training for staff in order to advance their own professional career.

Staff needing support for their mental health may be offered appropriate counselling. Staff needing support for their physical health may be offered an Occupational Health Assessment.

## **Supporting Pupils for whom English is an additional language**

Bilingualism is an asset, and the first language has a continuing and significant role in identity, learning and the acquisition of additional languages. It is widely accepted that bilingualism confers intellectual advantages and the role of the first language in the child's learning is of great importance. Children need to develop strong foundations in the language that is dominant in the home environment, where most children spend most of their time.

Home language skills are transferable to new languages and strengthen children's understanding of language use. Developing and maintaining a home language as the foundation for knowledge about language will support the development of English and should be encouraged. Insistence on an English-only approach to language learning is likely to result in a fragmented development where the child is denied the opportunity to develop proficiency in either language.

The best outcome is for children and their families to have the opportunity to become truly bilingual with all the advantages this can bring.

In order to support any student for which English is an additional language can expect the following: Use of minimal language, instructional language is supported with visuals and/or translations. Encouragement of sharing their culture and to follow the families wishes in terms of language development.

**This policy is subjected to change as the need requires and changes will be updated on the website**