



WELLBEING AND EQUITY POLICY

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This document is a Statutory Official School Policy of Caerleon Comprehensive School. This Policy was formally adopted by Caerleon Comprehensive School on September 2019.

Signatories: _____ (Headteacher) _____ (Chair of Governors)

PRINT: _____

Date	Revision	Type	Author	Approved by
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Annotation Key for this Document

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Wellbeing and Equity Policy

1 Preface

This Wellbeing and Equity policy brings together in one document all the actions we are taking to improve wellbeing for all learners but in particular with a focus on vulnerable groups.

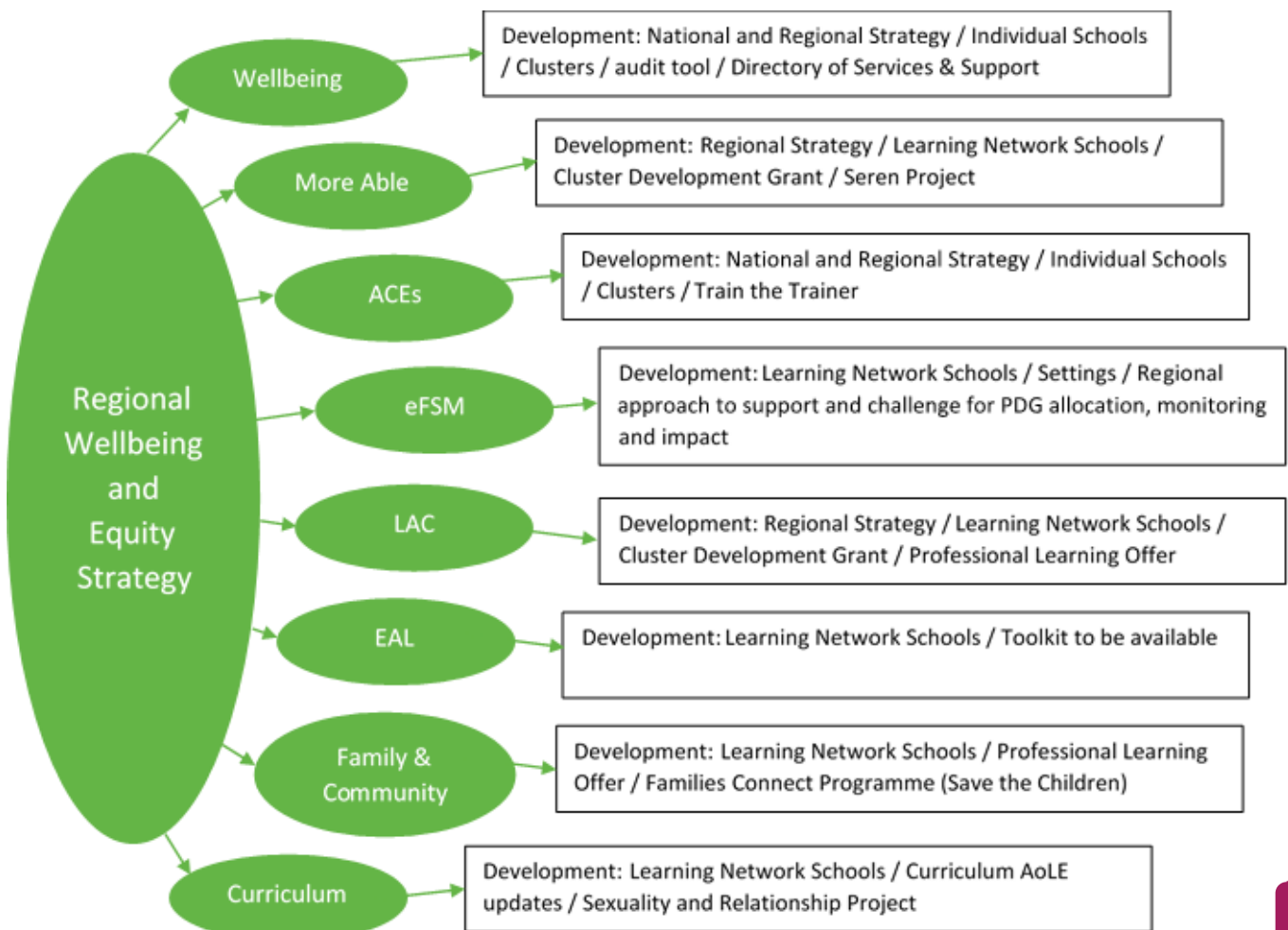
2 Vision

We have the expectation that all learners feel welcomed into their learning environment and can achieve their best, but equally when emotionally or academically challenged they know where to access support and what support is available for them.

3 Our Cluster Definition of Wellbeing.

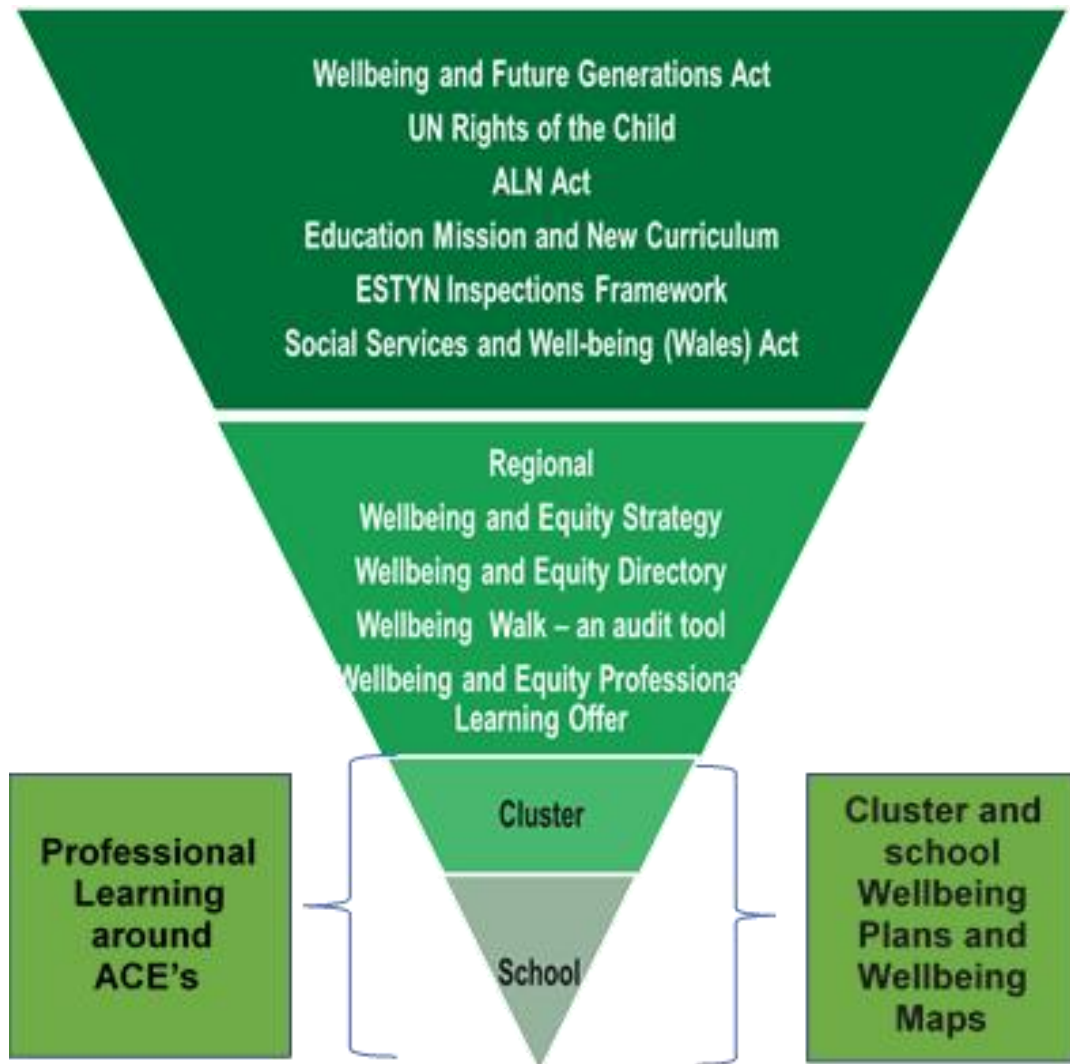
“A state of comfort, health and happiness for all in a supportive and nurturing learning environment”.

4 Structure and Direction of Work.



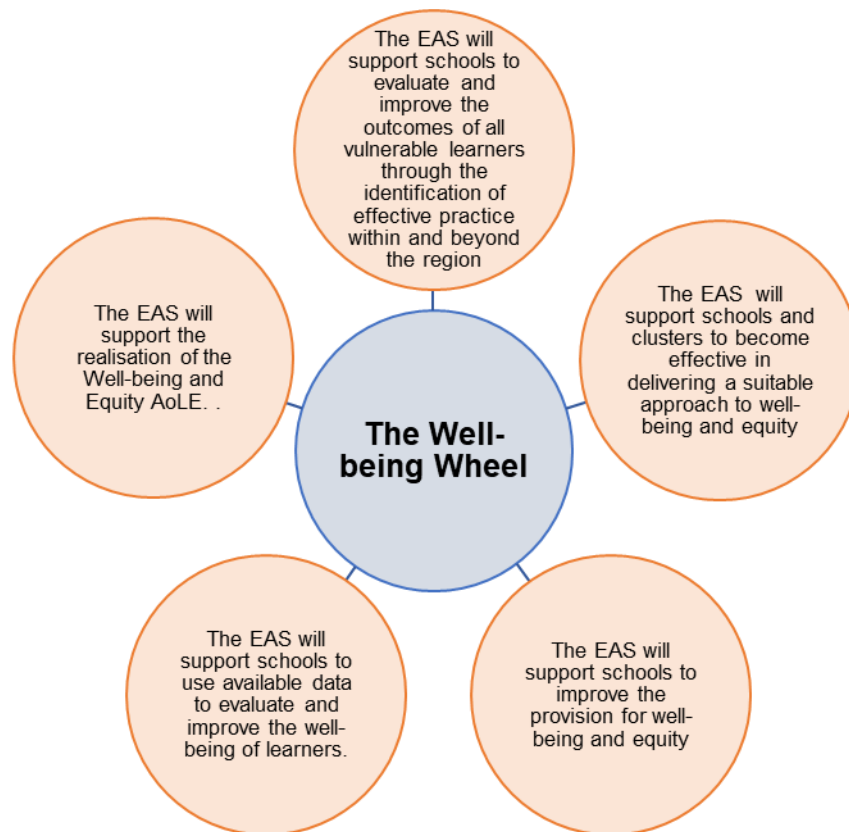
5 National Context

Well-being of Future Generations Act - Wales is the only country with a Well-being of Future Generations Act which became law in April 2015, and into operation in April 2016. This Act places new requirements on the Welsh Government and all public bodies to work together to develop practice to promote the seven well-being goals that aim to improve social, economic, cultural and environmental well-being. There is an expectation that all public bodies, including Local Authorities derive their own objectives from the seven areas.



6 Regional Context

The EAS Consortia published their Wellbeing and Equity Strategy in October 2018. The strategy outlines the direction of work for 2018-2020 including professional learning opportunities. The diagram below illustrates how the EAS will work in close collaboration with Local Authorities and partners to realise the well-being goals for the region.



7 Reference Groups

- Whole school staff, Governors, Parents (Carers) and Students.
- Professional Partners – Healthy School Officers, Police Liaison Officers, PCSO's, schools within clusters, LNS Schools, School Nurse, ACE Support Hub, Public Health Wales, LA Officers, Social Services, Families First, Talking Zone, Ed. Psychology Service, Education Welfare Service.

8 Wellbeing at Caerleon Comprehensive School:

As a school we will:

- Provide excellent leadership in this area of work;
- Ensure excellent classroom teaching and learning is accessible to all learners;
- Effectively track and measure the progress of all learners on a regular basis using both quantitative and qualitative data;
- Effectively track and measure the impact of school-based intervention programmes and monitor the impact of PDG expenditure.

At Caerleon Comprehensive School each student has access to:

- Full PSE programme
- Daily contact with Form Tutor / theme of the week.
- Head of Year.
- Senior Leadership Team including AHT Wellbeing.
- 3 Learning Coaches (Two at Key Stage 3 and one of Key Stage 4).
- Newport Youth Service Support Worker.
- School Based Counsellor.
- Learning Centre, divided into Progress Hub and Wellbeing Hub.
- ELSA.
- Educational Psychologist (through referral by AENCO).

We recognise that staff wellbeing is hugely important within our school. Each staff member has a line manager who will support them with their responsibilities. The Senior Leadership Team has a duty of care to ensure all staff are valued, supported and encouraged to maximise their wellbeing.

9 Effective practice in wellbeing and equity

The effectiveness of this policy will be evidenced through:

- The school will have a Wellbeing and Equity policy approved by Governors.
- The Wellbeing Lead will play a strategic role within the school.
- The school has a named Governor linked to Wellbeing and Equity and liaises with the Wellbeing Lead.
- The school will have an effective system in place to review all learners wellbeing.
- Learners have access to all appropriate school-based interventions and support.
- The school/cluster has received Adverse Childhood Experience Training and used the content to shape the way vulnerable learners are supported within the school and at transition within the cluster.
- The school will reflect and evaluate provision on a regular basis, e.g by using the Wellbeing Walk (Audit Tool), ETLF.

- School Self Evaluation reports will accurately evaluate strengths and areas for development for wellbeing and equity which are effectively detailed within the School Development Plans.

10 Links to other key documents

- Behaviour for Learning Policy.
- Inclusion Policy.
- More Able and Talented Policy.
- ALN Policy.
- Safeguarding Policy.
- Online Safety