

The Wonder Within Programme™

Kindness. Connection. Inclusion.

This booklet is written for commissioning schools, families, parents/carers, local authorities and professionals. It sets out the core policies and expectations that support safe, relational and professional practice across The Wonder Within Programme. This includes 1:1 therapeutic mentoring, CIC support, Wonder Club, workshops, family/home-based support and Alternative Provision where this is formally commissioned.

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POLICY 1

Policy Framework and Statement of Purpose

Our Purpose

The Wonder Within Programme provides relational, trauma-informed and neuro-affirming support for young people who may be finding school difficult because of attendance, emotional wellbeing, behaviour, social communication, identity, confidence, safeguarding concerns or wider unmet need. The programme works alongside schools, families and professionals to support safety, belonging, regulation and re-engagement.

Where support is commissioned as Alternative Provision, it is not intended to replace a young person's school identity or statutory support plan. Across all formats of work, The Wonder Within Programme™ offers a carefully planned bridge: safe, consistent and purposeful support where young people can rebuild trust, develop self-understanding and move towards greater engagement with education, relationships and life beyond school.

School-Facing Responsibilities

Where a young person remains on roll at a commissioning school, the school retains overall responsibility for education, attendance oversight, safeguarding oversight, SEND duties and statutory record keeping. The Wonder Within Programme™ will work in partnership with the commissioning school and will provide proportionate information to support safeguarding, attendance, engagement, wellbeing, reintegration and review processes. Where work is parent-funded or home-based, information sharing will be agreed clearly at the start and will always be guided by safeguarding duties, consent and the young person's best interests.

Key Statutory and Guidance Framework

- Keeping Children Safe in Education 2025
- Working Together to Safeguard Children 2026
- DfE Alternative Provision statutory guidance, updated February 2025
- Working Together to Improve School Attendance, statutory guidance from August 2024
- Children Missing Education statutory guidance, September 2025
- Supporting Pupils at School with Medical Conditions, statutory guidance
- SEND Code of Practice 0 to 25 years and the Children and Families Act 2014
- Equality Act 2010 and the Public Sector Equality Duty, where applicable to commissioning schools and public bodies
- Health and Safety at Work etc. Act 1974, First Aid Regulations, RIDDOR, UK GDPR and Data Protection Act 2018

Policy Review and Governance

Policies will be reviewed annually and sooner where there are changes to statutory guidance, local safeguarding arrangements, premises, staffing, commissioned activity, risk profile or incident learning. The proprietor/director is responsible for ensuring that policies are approved, implemented and understood by staff. The DSL leads safeguarding practice and ensures that policies reflect local safeguarding partnership procedures.

This policy will be reviewed annually, or sooner if statutory guidance, local procedures or provision arrangements change.

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POLICY 2

Safeguarding and Child Protection Policy

Policy Statement

The Wonder Within Programme recognises that safeguarding and promoting the welfare of children is everyone's responsibility. The welfare of the child is paramount. Staff will maintain professional curiosity, act quickly on concerns and work in partnership with schools, families, children's social care, police, health services and local safeguarding partners.

Definitions

Safeguarding means providing help and support to meet children's needs as soon as problems emerge; protecting children from maltreatment inside or outside the home, including online; preventing impairment of mental and physical health or development; ensuring safe and effective care; and taking action so children have the best outcomes. Child protection is the activity undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm.

Designated Safeguarding Arrangements

The provider will appoint a Designated Safeguarding Lead and at least one deputy where possible. Their names and contact details must be clearly displayed and shared with staff, commissioning schools and relevant professionals.

- The DSL will be trained to the required level and update knowledge regularly
- All staff will receive safeguarding induction and regular updates
- All staff must read and understand the relevant parts of Keeping Children Safe in Education
- The DSL will ensure safeguarding records are accurate, secure, chronological and shared appropriately

Recognising Harm

Physical, Emotional, Sexual Abuse & Neglect

Physical abuse, emotional abuse, sexual abuse and neglect. Child-on-child abuse, sexual violence, sexual harassment and harmful sexual behaviour.

Online & Radicalisation Risks

Online harm, grooming, image-based abuse, cyberbullying and harmful content. Female genital mutilation, forced marriage and honour-based abuse. Radicalisation and extremism.

Exploitation & Criminal Harm

Child sexual exploitation, child criminal exploitation, county lines, gangs and serious violence. Domestic abuse, including children seeing, hearing or experiencing its effects.

Vulnerability & Wider Concerns

Mental health concerns where they indicate risk of harm, abuse, neglect or exploitation. Private fostering, young carers, children with family members in prison and children missing education.

Responding to a Concern or Disclosure

01

Listen carefully and calmly

03

Reassure — Tell the child they have done the right thing by telling

05

Report the concern to the DSL immediately

02

Do not promise confidentiality — Do not ask leading or investigative questions

04

Explain what will happen next in an age-appropriate way

06

Record — as soon as possible using the child's own words where relevant. Call 999 immediately if there is an immediate risk of serious harm.

Information Sharing and Confidentiality

Information will be shared on a need-to-know basis to safeguard and promote welfare. UK GDPR and data protection law do not prevent the sharing of information for safeguarding purposes. Staff must never allow concerns about confidentiality to delay a referral where a child is at risk. Parents/carers will normally be informed of referrals unless doing so may increase risk, compromise an investigation or place another person at risk.

Referrals and Escalation

The DSL will follow local safeguarding partnership procedures and make referrals to children's social care, police, Prevent/Channel or the LADO as required. If a staff member believes that appropriate action has not been taken, they must escalate the concern using local escalation procedures or make a referral themselves.

Allegations and Low-Level Concerns

Concerns or allegations about staff, volunteers, contractors or adults working with children must be reported to the proprietor/director or DSL immediately, unless the concern is about that person, in which case it must be reported to the alternative named lead or LADO. Allegations meeting the harm threshold will be referred to the LADO. Low-level concerns will be recorded and managed in line with staff conduct procedures.

Safer Recruitment

The provider will follow safer recruitment practice, including identity checks, right to work, qualifications where required, references, DBS checks, barred list checks where applicable, prohibition checks where applicable, safeguarding questions and ongoing suitability procedures.

Record Keeping

Safeguarding records will be factual, timed, dated, signed, securely stored and separate from general pupil files. Records will include the concern, action taken, decisions made, rationale, referrals and outcomes. Relevant safeguarding information will be transferred securely to the commissioning school or receiving setting where appropriate.

This policy will be reviewed annually, or sooner if statutory guidance, local procedures or provision arrangements change.

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POLICY 3

Referral, Consent and Induction Policy

Purpose

Admission and induction are designed to ensure that any placement is safe, purposeful and suitable. The Wonder Within Programme™ will only accept a placement where it has sufficient information, capacity and confidence that the pupil's needs can be met safely.

Referral Information Required

- Referral form or placement request from the school/local authority
- Reason for referral and intended outcomes
- Safeguarding information and current concerns
- Attendance profile and risk factors
- SEND information, EHCP, pupil passport, reasonable adjustments and professional reports
- Medical information, allergies, medication and healthcare plans
- Behaviour information, risk assessments, known triggers and successful strategies
- Parent/carer contact details and consent arrangements
- Transport arrangements and emergency contacts

Suitability and Capacity Decision

The provider will review referral information, may hold a professional discussion, may complete an observation or visit, and will decide whether the provision can meet need. Where needs exceed the provider's capacity or create unmanageable risk, this will be communicated clearly to the referrer.

Induction

- A planned visit or transition session may be offered
- The young person will be introduced to key staff, routines, safe spaces and expectations
- Parents/carers will receive relevant information and consent forms
- A starting plan will be agreed with the school, including attendance pattern, reporting, transport, safeguarding communication and review dates
- A settling-in review will take place within the first agreed review window

Ending, Review and Reintegration

Placements will be reviewed regularly and may end when outcomes have been met, risk changes, funding ends, the placement is no longer suitable or reintegration has been agreed. A closing report will summarise progress, recommendations and next steps.

This policy will be reviewed annually, or sooner if statutory guidance, local procedures or provision arrangements change.

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POLICY 4

Attendance and Session Engagement Policy

Purpose

Regular attendance and consistent session engagement support safety, connection, progress and re-engagement. Many young people accessing support may have experienced barriers to attendance, confidence, trust or emotional regulation; our approach therefore combines clear expectations with compassionate, practical support.

Shared Responsibility

Where a pupil remains on roll at a school, the commissioning school retains statutory responsibility for the pupil's attendance register and coding. The Wonder Within Programme will provide accurate daily attendance information to support the school's records and safeguarding duties.

Expectations

- Parents/carers must ensure the young person is ready for the agreed start time, transport or handover arrangements
- Parents/carers must notify the provider and/or commissioning school of absence as early as possible on the first day of absence
- The provider will notify the commissioning school promptly of non-attendance, late arrival, early departure or unexplained absence
- Medical appointments should, where possible, be arranged outside placement hours
- Persistent absence or patterns of non-attendance will be reviewed with the school, parent/carer and relevant professionals

First-Day Response and Safeguarding

Unexplained absence will be followed up promptly. Where a young person is expected to attend and does not arrive, staff will follow the agreed absence protocol, contact parents/carers and inform the commissioning school. If safeguarding concerns are present, the DSL will consider whether further action is required, including a welfare check or referral in line with local procedures.

Children Missing Education and Extended Absence

If a young person's whereabouts are unknown or absence becomes prolonged, the provider will work with the commissioning school and local authority in line with Children Missing Education procedures. The provider will record contact attempts, concerns, professional discussions and agreed actions.

Holidays and Leave During Term Time

Requests for term-time leave remain the responsibility of the commissioning school or local authority where applicable. The provider will share attendance information but will not authorise school absence unless it has legal responsibility for the register.

This policy will be reviewed annually, or sooner if statutory guidance, local procedures or provision arrangements change.

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POLICY 5

Positive Relationships and Behaviour Policy

Purpose

The Wonder Within Programme uses a relational, trauma-informed and restorative approach to behaviour. Behaviour is understood as communication, but young people are also supported to develop accountability, empathy, repair and safer ways of responding.

Core Principles

- Relationships are central to safety, learning and change
- Adults remain calm, consistent and boundaried
- Distressed behaviour is responded to with curiosity, not shame
- Clear routines and predictable expectations help young people feel safer
- Restorative conversations support repair where appropriate
- Sanctions, where used, must be proportionate, respectful and linked to learning or safety
- Reasonable adjustments will be made for SEND, trauma, communication needs and emotional regulation needs

Expectations for Pupils

- Treat others with respect and kindness
- Follow agreed safety boundaries
- Use support when feeling overwhelmed
- Avoid physical, verbal, sexual, discriminatory or online harm
- Take part in reflection and repair following incidents, where emotionally ready

Staff Response to Dysregulation

Staff will use de-escalation, co-regulation, reduced language, space, predictable choices and safe boundaries. Physical intervention will only be used as a last resort to prevent serious harm and only by trained staff where possible. All incidents involving physical intervention must be recorded and reviewed.

Rewards, Recognition and Progress

The provision will recognise effort, regulation, kindness, courage, engagement, repair, honesty, reflection and personal progress. Recognition should build intrinsic motivation and self-belief rather than dependence on external rewards.

Serious Incidents

Incidents involving aggression, harmful sexual behaviour, weapons, drugs, discriminatory abuse, significant damage, absconding, self-harm or threats will be recorded, risk assessed and shared with the commissioning school, parent/carer and relevant agencies as appropriate. Placement suitability and support planning will be reviewed.

This policy will be reviewed annually, or sooner if statutory guidance, local procedures or provision arrangements change.



POLICY 6

SEND and Inclusion Policy

Purpose

The Wonder Within Programme is committed to inclusive, personalised and neuro-affirming practice. Many young people accessing support may have identified or emerging SEND, whether or not they have an EHCP. The provider will work with schools, families and professionals to understand need and make reasonable adjustments.

Definition of SEND

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made. SEND may relate to cognition and learning, communication and interaction, social, emotional and mental health, and/or sensory and physical needs.

Our Approach

Understand the Young Person

Understand the young person's strengths, needs, voice and lived experience.

Use Referral Information

Use referral information, EHCP outcomes, professional reports and school knowledge to plan support.

Make Reasonable Adjustments

Make reasonable adjustments to environment, communication, transitions, routines and expectations.

Graduated Approach

Use a graduated assess-plan-do-review approach where appropriate.

Work in Partnership

Work in partnership with the commissioning school SENCO and DSL.

Avoid Assumptions

Avoid assuming behaviour is simply a choice where unmet communication, sensory, trauma or learning needs may be present.

EHCPs and School Responsibility

Where a pupil has an EHCP and remains on roll at a school, the commissioning school and local authority retain responsibility for statutory EHCP processes, annual reviews and ensuring provision is arranged. The provider will contribute information and observations where requested and appropriate.

Monitoring Impact

Progress may be monitored through attendance, engagement, emotional regulation, communication, confidence, relationships, pupil voice, completion of agreed activities, reduction in incidents and readiness for reintegration.

Complaints

Concerns about SEND provision should be raised with the provider lead in the first instance. Where the placement is commissioned by a school or local authority, statutory SEND complaints and tribunal rights remain with the relevant responsible body.

This policy will be reviewed annually, or sooner if statutory guidance, local procedures or provision arrangements change.

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POLICY 7

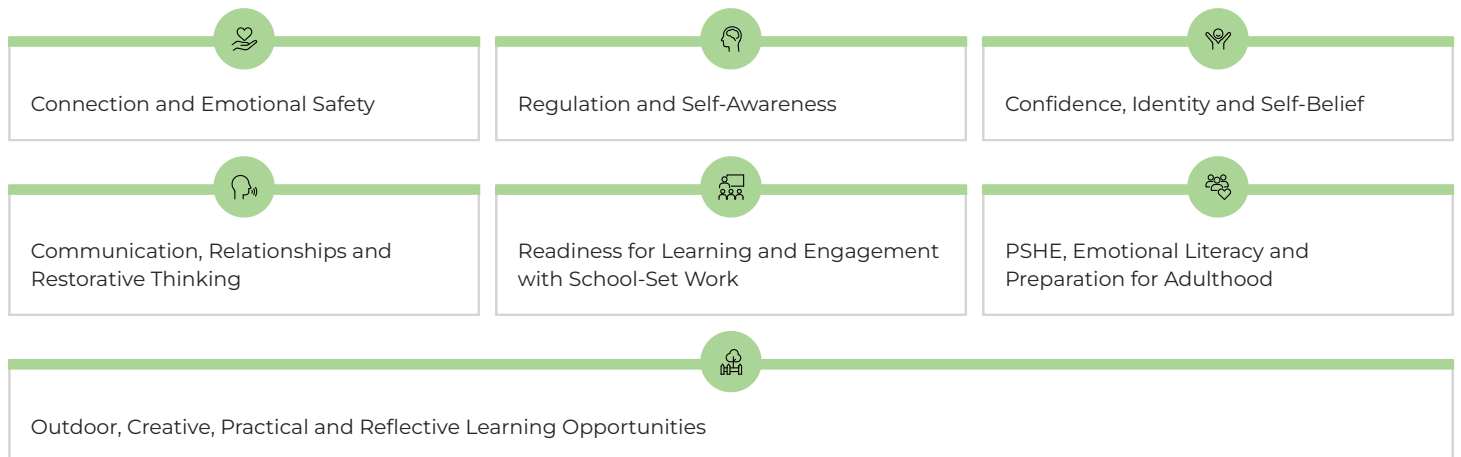
Programme, Curriculum and Therapeutic Practice Policy

Purpose

The programme content within The Wonder Within Programme is designed to support safety, belonging, self-awareness, emotional regulation, confidence, communication and gradual re-engagement with learning, relationships and wider life. It is relational first, but purposeful and accountable. Where support is commissioned by a school, it complements the school curriculum and wider pastoral, SEND, safeguarding and attendance systems.

Curriculum Intent

The curriculum aims to help young people understand themselves, reconnect with learning and build skills for life. It is designed to be flexible enough to meet individual need while remaining clear, structured and linked to school outcomes.



Working with Schools

For pupils on roll at a commissioning school, curriculum planning will be agreed in partnership. The school may provide core academic work, targets, subject priorities or reintegration goals. The provider will support engagement with this work where it is appropriate and does not undermine the therapeutic purpose of the placement.

Assessment and Reporting

Progress will be reviewed through observation, pupil voice, attendance, engagement, regulation, work completion, relationship building and agreed targets. Reports will be proportionate, school-facing and safeguarding-aware. The standard reporting model is a four-weekly written review and a final closing report, unless otherwise agreed.

Personal Development and Safeguarding Through the Curriculum

The curriculum will support pupils to understand safety, relationships, online risks, consent, emotional wellbeing, healthy coping strategies, British values, inclusion and where to seek help. Content will be age-appropriate and adapted to need.

This policy will be reviewed annually, or sooner if statutory guidance, local procedures or provision arrangements change.

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POLICIES 8 & 9

Equality Objectives & Online Safety Policy

Equality Objectives (Policy 8)

The Wonder Within Programme is committed to creating a safe, inclusive and respectful provision where young people, families, staff and visitors are treated with dignity. The provision will not tolerate discrimination, harassment, victimisation or prejudice-based harm. This policy is informed by the Equality Act 2010.

Protected Characteristics

Age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

Our Equality Objectives

- Increase staff understanding of equality, inclusion and reasonable adjustments
- Ensure that pupils with SEND, trauma-related needs, emotional barriers or identity-based vulnerabilities can access support safely
- Monitor incident patterns, attendance, engagement and pupil voice to identify barriers or trends
- Challenge discriminatory language and behaviour consistently and educationally
- Ensure resources, language and displays reflect diverse identities and avoid harmful stereotypes
- Embed kindness, connection and inclusion across the provision

Reasonable Adjustments

The provider will make reasonable adjustments to support access, communication, regulation, participation and safety. This may include adapted timetables, sensory considerations, communication supports, environmental adjustments, flexible transitions and personalised risk planning.

Online Safety and E-Safety Policy (Policy 9)

Technology can support learning, communication and creativity, but it can also expose young people to harm. This policy sets out how The Wonder Within Programme™ will support safe, responsible and developmentally appropriate use of technology.

Key Risks

Cyberbullying, grooming, exploitation, coercion, image-based abuse, access to harmful content, misinformation, scams, impersonation, inappropriate contact through gaming or social media, and over-sharing personal information.

Provision Devices

Where pupils use provider devices or networks, filtering and monitoring arrangements will be proportionate to the setting and risk profile. Staff will supervise use and respond to alerts or concerns.

Mobile Phones

Unless specifically agreed as part of a support plan, pupils will not use personal mobile phones, smart watches or personal recording devices during sessions.

Images and Recordings

Staff must not use personal phones to photograph or record pupils. Images may only be taken on approved devices, for clear professional purposes, with consent and in line with data protection requirements.

Responding to Incidents

Online safety concerns will be recorded and assessed by the DSL. Concerns involving sexual imagery, grooming, exploitation, extremist material, threats, self-harm content or criminal behaviour will be managed through safeguarding procedures.

Both policies will be reviewed annually, or sooner if statutory guidance, local procedures or provision arrangements change.

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POLICIES 10 & 11

Health and Safety & First Aid Policy

Health and Safety Policy (Policy 10)

The Wonder Within Programme is committed to providing a safe, nurturing and well-managed environment for pupils, staff, visitors and contractors. Health and safety is everyone's responsibility and will be considered in all planning, premises use, activities, off-site visits, risk assessments and staffing arrangements.

Responsibilities

The proprietor/director has overall responsibility for health and safety. Day-to-day responsibility may be delegated to a named health and safety lead. Staff are responsible for following procedures, reporting hazards and taking reasonable care of themselves and others.

Risk Assessment

- Risk assessments will be completed for premises, activities, off-site visits, individual pupils where needed, transport, lone working, manual handling, medical needs and any foreseeable hazards
- Risk assessments will be reviewed following incidents, changes in provision, changes in pupil need or at least annually
- Individual risk plans will be shared with staff on a need-to-know basis

Premises Safety

- Fire evacuation procedures will be displayed and practised
- Emergency exits must remain clear
- Equipment must be safe, age-appropriate and checked before use
- Visitors and contractors must sign in, wear identification where required and follow site procedures
- Defects, damage, hazards or near misses must be reported promptly

Staff Duties

- Follow all health and safety instructions, risk assessments and safe working practices
- Report accidents, near misses, violence, aggression, hazards or unsafe practice
- Take part in health and safety training where required
- Never improvise in a way that creates unnecessary risk

First Aid Policy (Policy 11)

The Wonder Within Programme™ will make suitable first aid arrangements to protect pupils, staff and visitors in the event of illness, accident or injury. Emergency services may be contacted by any adult where a medical emergency is suspected.

First Aid Provision

A first aid needs assessment will be completed. Suitable first aid boxes will be available, clearly marked and regularly checked. At least one appropriately trained first aider will be available during provision hours. Travel first aid kits will be taken on off-site activities.

Accident and Incident Response

The first aider will assess the pupil and decide whether further medical help is needed. Parents/carers and the commissioning school will be informed of significant illness, injury or head injury. Accidents and treatment will be recorded on the same day where possible. RIDDOR-reportable incidents will be managed in line with statutory requirements.

Infection Control

Staff will use appropriate hygiene measures, including gloves, handwashing, safe disposal of waste and cleaning of affected areas. Bodily fluids will be managed safely and sensitively.

Both policies will be reviewed annually, or sooner if statutory guidance, local procedures or provision arrangements change.

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POLICIES 12 & 13

Administration of Medicines & Intimate Care Policy

Administration of Medicines Policy (Policy 12)

The Wonder Within Programme recognises that some young people may require medication or medical support during their placement. The aim of this policy is to ensure that pupils with medical needs are supported safely, consistently and in partnership with parents, carers, commissioning schools and health professionals.

Principles

- Medication will only be administered where it is necessary for the young person's health, attendance or access to the provision
- Staff will not administer medication unless written consent, clear instructions and appropriate training are in place
- Medication must be supplied by a parent/carer or agreed responsible adult
- All medication must be in the original container, in date, clearly labelled and accompanied by written instructions
- Emergency medication must be readily accessible and known to staff
- Staff must never change doses on verbal instruction alone

Parental and School Responsibilities

- Parents/carers must provide accurate medical information and consent
- The commissioning school must share relevant medical risk information, existing healthcare plans, allergies, emergency protocols and any known triggers before the placement begins
- Where a pupil has an Individual Healthcare Plan, EHCP or risk assessment, this must be shared securely before the pupil attends
- Parents/carers are responsible for replacing expired medication and collecting unused medication
- The provider will record all administration of medicine and share concerns or incidents with parents/carers and the commissioning school

Prescription medication will only be accepted in the original pharmacy-labelled container. Controlled drugs will be stored in a locked, non-portable container with clear records of receipt, administration, refusal and return. If a young person refuses medication, the refusal will be recorded and parents/carers informed. Medication errors must be treated as incidents and reported immediately.

Intimate Care Policy (Policy 13)

The Wonder Within Programme™ is committed to safeguarding, dignity, privacy and respect. Intimate care means any care involving washing, toileting, changing or support with intimate personal areas.

Principles

The young person's dignity, privacy, consent and emotional safety will be prioritised. Intimate care will only be provided by trained, authorised staff and never by volunteers, visitors or students on placement. An individual intimate care plan will be agreed where ongoing support is required.

Planning and Recording

Where intimate care is foreseeable, a written plan will set out what support is required, who will provide it, where it will take place, how privacy will be maintained and how records will be kept. Deviations from the plan must be recorded and reported.

Health and Safety

Staff will use gloves, aprons, handwashing and safe waste disposal where needed. Medical creams or products must be managed in line with the Administration of Medicines Policy.

Safeguarding

All intimate care must be open to appropriate scrutiny. If a young person becomes distressed or uncomfortable with a specific arrangement, it will be reviewed immediately. Allegations against staff will be managed under safeguarding and allegations procedures.

Both policies will be reviewed annually, or sooner if statutory guidance, local procedures or provision arrangements change.

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POLICIES 14 & 15

Transporting Pupils & Anti-Bullying Policy

Transporting Pupils Policy (Policy 14)

Transporting pupils creates specific safeguarding and health and safety responsibilities. The Wonder Within Programme™ will only transport pupils where it is necessary, planned, risk assessed, authorised and covered by appropriate insurance.

Principles

- Transport by staff should be the exception unless it is an agreed part of the commissioned offer
- Journeys must be planned, necessary and authorised in advance wherever possible
- Written parent/carer consent must be obtained wherever possible
- The commissioning school must share relevant risks before transport begins
- Drivers must not transport pupils unless they have appropriate licence, insurance, MOT, tax and roadworthy vehicle checks
- Seatbelts/restraints must be used in line with the law and risk assessment
- Staff must not use mobile phones while driving and must not smoke or vape in the vehicle

Driver Checks

- Valid driving licence
- Business-use insurance
- Vehicle roadworthiness, MOT and tax
- Fitness to drive, including eyesight, tiredness, medication, alcohol or drugs
- Immediate reporting of driving convictions, endorsements or changes in health that may affect driving

During Transport

Only named pupils and agreed adults may travel. Journeys should follow agreed start and finish points and any change should be authorised and recorded. If a pupil refuses to wear a seatbelt or becomes unsafe, the driver must stop when safe and seek advice.

Accidents and Emergencies

Road traffic accidents must be reported to the driver's insurer and to the provider lead. Parents/carers and the commissioning school must be informed. Medical emergencies must be escalated to 999 where required.

Anti-Bullying Policy (Policy 15)

The Wonder Within Programme™ is committed to providing an environment where young people feel safe, respected and able to learn without fear of intimidation, humiliation or harm. Bullying is not tolerated and all concerns will be taken seriously.

Bullying is repeated, intentional behaviour that harms another person or group and usually involves an imbalance of power. Bullying may be physical, verbal, emotional, prejudice-based, sexual or online.

Emotional

exclusion, intimidation, humiliation, manipulation or threats

Physical

hitting, kicking, pushing, damage to belongings or use of force

Verbal

name-calling, teasing, insults, rumours or discriminatory language

Prejudice-Based

racism, sexism, homophobia, biphobia, transphobia, ableism, faith-based or other identity-based harm

Sexual

unwanted sexual comments, gestures, images, attention, touching or harassment

Cyberbullying

harm through social media, messaging, gaming, image sharing or online platforms

Prevention and Response

Prevention

The provision will promote kindness, connection and inclusion through relational practice, PSHE, reflective work, restorative conversations and clear expectations. Staff will be alert to changes in presentation, isolation, avoidance, conflict, online concerns and repeated low-level incidents.

Responding to Concerns

- All reported incidents will be recorded, reviewed and acted upon
- The young person reporting bullying will be listened to and reassured
- Parents/carers and the commissioning school will be informed where appropriate
- Patterns will be monitored through incident records and review meetings
- Restorative work may be used where safe and appropriate, but it will not be forced
- Serious or repeated incidents will be escalated to the DSL and commissioning school

Both policies will be reviewed annually, or sooner if statutory guidance, local procedures or provision arrangements change.

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POLICY 16

Wellbeing Policy

Purpose

The Wonder Within Programme believes that wellbeing is central to safety, learning, belonging and long-term change. The provision seeks to support the wellbeing of pupils and staff through relational practice, reflective systems, early help and realistic expectations.

Pupil Wellbeing

- Create calm, predictable and welcoming routines
- Build trusting relationships with key adults
- Support emotional literacy and nervous system regulation
- Encourage positive identity, self-worth and hope
- Use pupil voice to understand what helps and what feels difficult
- Work with parents/carers and schools to remove barriers where possible
- Refer or signpost to specialist support where needs exceed the provision's role

Mental Health and Safeguarding

Mental health concerns may be part of a wider safeguarding picture. Staff will not diagnose mental health conditions, but they will notice changes, listen to young people, record concerns and share them with the DSL. Where there is risk of harm, self-harm, suicidal ideation, exploitation, neglect or abuse, safeguarding procedures will be followed immediately.

Staff Wellbeing

Supporting distressed young people can be emotionally demanding. Staff will be encouraged to seek support, debrief after serious incidents, access supervision or reflective discussion where available and maintain professional boundaries. The provider will consider workload, lone working, emotional impact and safety within staff support arrangements.

Partnership

Wellbeing support is strongest when schools, families and professionals work together. The provider will communicate proportionately and respectfully, sharing key insights, concerns and recommendations without over-sharing the young person's private disclosures.

This policy will be reviewed annually, or sooner if statutory guidance, local procedures or provision arrangements change.

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POLICY 17

Appendices and Forms

The following appendices contain forms and records for use across The Wonder Within Programme™.

Appendix A: Administration of Medication Consent and Record

Field	Details
Young person's name	
Date of birth / year group	
Medication name	
Reason for medication	
Dose and time(s)	
Route	
Storage instructions	
Expiry date	
Relevant side effects / signs to monitor	
Start date	
End date / review date	
Parent/carer name and signature	
Staff receiving medication	

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APPENDIX B

Off-site Visit and Medical Consent

Appendix B: Off-site Visit and Medical Consent

Field	Details
Visit / activity	
Date and times	
Location	
Lead staff member	
Known medical needs / allergies	
Medication required during visit	
Emergency contact 1	
Emergency contact 2	
Parent/carer consent signature	

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APPENDIX C

Appendices and Forms

Appendix C: Emergency Salbutamol Inhaler Consent

To be used only where the provision holds an emergency inhaler and has appropriate arrangements in place. The parent/carer confirms that the young person has asthma or has been prescribed an inhaler and consents to use of the emergency salbutamol inhaler if the young person's own inhaler is unavailable or unusable.

Field	Details
Young person's name	
Parent/carer name	
Confirmation of asthma / prescribed inhaler	Yes / No
Own inhaler held at provision	Yes / No
Consent to emergency inhaler use	Yes / No
Signature and date	

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APPENDIX D

Appendix D: Incident / Concern Record

Field	Details
Young person's name	
Date and time	
Location	
Staff involved / witnesses	
What happened? Use factual language.	
Young person voice / exact words where relevant	
Immediate action taken	
Injury / first aid required	
Parent/carer informed?	
Commissioning school informed?	
DSL review / safeguarding action	
Follow-up and review date	

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APPENDIX E

Appendix E: Pupil Referral and Placement Checklist

Item	Status / Notes
Referral form received	Yes / No
Safeguarding information received	Yes / No
EHCP / SEND information received	Yes / No / N/A
Medical information received	Yes / No / N/A
Attendance profile received	Yes / No
Risk assessment received or completed	Yes / No
Parent/carer consent received	Yes / No
Transport arrangements confirmed	Yes / No / N/A
Reporting schedule agreed	Yes / No
Review date agreed	Yes / No

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APPENDIX F

Appendix F: Safeguarding Contacts

Role / service	Contact details
Designated Safeguarding Lead	Carly Uttridge – 07885 838346 – carly@carlyuttridge.com
Deputy DSL	To be added on appointment
Proprietor / Director	Carly Uttridge – 07885 838346 – carly@carlyuttridge.com
Local Authority Children's Social Care / MASH	Warwickshire – Family Connect 01926 414144
Local Authority Designated Officer (LADO)	lado@warwickshire.gov.uk
Crisis text service	Text CWHOPE to 85258
Childline	0800 1111
Police emergency	999
Police non-emergency	101

The **Wonder** Within. ♥

APPENDIX G

Appendices and Forms

Appendix G: Annual Review Record

Review item	Details
Policy booklet reviewed by	
Date reviewed	
Changes made	
Training required	
Next review due	
Approved by	

The Wonder Within Programme is committed to working alongside schools, families and young people with kindness, connection and inclusion at the centre. These policies support safe, professional and accountable practice, while keeping the young person's dignity, voice and welfare at the heart of every decision.

This booklet should be used alongside individual placement agreements, referral paperwork, risk assessments, consent forms, local safeguarding partnership procedures and commissioning school policies.