



**William Henry  
Smith Foundation**

**Residential Care Self-  
Evaluation:  
William Henry Smith School  
& Sixth Form 2025/26**



**William Henry Smith  
School and Sixth Form**



Our non-maintained residential special school and sixth form provides a safe, nurturing and aspirational environment where children and young people are supported to thrive socially, emotionally and academically. Through a trauma-informed, person-centred approach and strong multidisciplinary working, we promote safeguarding, wellbeing, independence and preparation for adulthood, ensuring every child receives individualised support, enriching experiences and opportunities to achieve their full potential. Our current judgement is outstanding, below are the areas we feel we are sustaining.

### **How Well Children Are Protected**

#### **1. Safeguarding Culture and Leadership**

A highly effective multi-disciplinary safeguarding team is in place to address all safeguarding concerns across the school and residential provision. Safeguarding is led strategically by a member of the Senior Leadership Team, with every department represented by DSL-trained staff, ensuring safeguarding responsibilities are embedded throughout the organisation. Proactive planning strategies are implemented to ensure safeguarding practice remains effective, responsive and productive.

A tiered safeguarding approach is utilised, with early intervention embedded through Learning Mentor Teams (LMTs), ensuring a consistent "Team Around the Child" approach. Where necessary, the Child Protection Team responds promptly and effectively to concerns, working collaboratively with a range of external agencies and professionals. The safeguarding team utilises the expertise of trained staff to build a comprehensive understanding of individual situations, enabling informed and timely decision-making. Staff are well supported to advocate for children and young people and confidently work within multi-disciplinary frameworks to address risk effectively. The safeguarding team demonstrates tenacity and confidence in escalating concerns where required.

There are extensive knowledge and experience within the safeguarding team, including a qualified social worker with specialist child and adult protection training. A tiered case management structure ensures timely and proportionate responses to concerns. The safeguarding team meets fortnightly to maintain regular oversight of cases, alongside ongoing clinical supervision discussions. The school nurse further supports safeguarding practice by providing specialist health-based guidance and clinical support.

#### **FIP 2025/26 Objectives & Actions:**

- 1.4 Strengthen Residential Care through Compassionate Practice
- [1.5 Embed Formulation-Led Practice to Personalise Admissions and Intervention](#)
- 1.7 Embed the 'One Plan' to Personalise Support and Safeguard Every Learner
- 2.3 Embed Supervision as a Reflective and Supportive Practice



Alignment with National Minimum Standards (NMS): This area directly aligns with NMS 5 (Safeguarding Children) and 13 (Leadership and Management), ensuring robust systems are in place to protect children from harm and promote their welfare. The multi-disciplinary safeguarding model, SLT-led oversight, and DSL representation across all departments demonstrate a strong safeguarding culture embedded throughout the organisation. The tiered safeguarding and early intervention model (LMTs) reflects NMS expectations for effective identification and response to risk, ensuring concerns are acted upon promptly and appropriately. Fortnightly safeguarding meetings, clinical supervision, and strong professional accountability ensure continuous oversight and reflective safeguarding practice. Multi-agency collaboration with social care, YOT, health services and external professionals support coordinated safeguarding responses in line with NMS requirements for partnership working. The presence of a qualified social worker and school nurse further strengthens safeguarding leadership, ensuring informed, specialist decision-making.



## 2. Risk Management and Child Protection

Comprehensive risk assessments are implemented to effectively reduce the risk of harm while ensuring children are still able to experience independence, opportunity and positive experiences in a safe and supportive manner.

### FIP 2025/26 Objectives & Actions:

- 1.5 Embed Formulation-Led Practice to Personalise Admissions and Intervention
- [1.7 Embed the 'One Plan' to Personalise Support and Safeguard Every Learner](#)
- 1.9 Embed Co-Regulation and Body-Based Strategies to Support Wellbeing and Readiness to Learn

Alignment with National Minimum Standards: This links closely to NMS 26 (Risk Assessment and Individual Care Planning) and NMS 5 (Safeguarding Children), ensuring that children are protected while also supported to develop independence. Individual risk assessments are proportionate, regularly reviewed and designed to minimise risk without unnecessarily restricting opportunity or experience. This reflects the NMS requirement that children are supported to take appropriate risks as part of their development while maintaining safety. Risk management is integrated into daily practice and informed by multi-disciplinary input, ensuring consistency across care, education and therapeutic settings.



### 3. Safeguarding Education and Child Voice

Safeguarding education is delivered regularly to students to ensure they understand safeguarding processes and know how to raise concerns. All young people have access to several trusted adults, including Key Workers and members of the safeguarding team, should they require support or guidance. Safeguarding structures and procedures are clearly promoted throughout the school and residential houses to ensure children have continuous access to information and support.

The One Plan is developed collaboratively with each young person to ensure their views, wishes and feelings are reflected within their individual plans. The Quality of Life (QoL) framework underpins the ethos of the school and residential provision, promoting fulfilling and meaningful lives for children and families. Every child and family has a named Key Worker who provides consistent support, guidance and advocacy, while also offering a trusted point of contact for raising concerns.

#### FIP 2025/26 Objectives & Actions:

- 1.4 Strengthen Residential Care through Compassionate Practice
- 1.7 Embed the 'One Plan' to Personalise Support and Safeguard Every Learner
- 1.8 Advance Inclusive Attendance Through a Relational Approach
- 1.10 Drive A Fully Neuroinclusive Culture

Alignment with National Minimum Standards: This aligns with NMS 2 (**Promoting Positive Behaviour and Relationships**) and NMS 5 (**Safeguarding Children**), ensuring children are actively supported to understand how to keep themselves safe and express concerns. Regular safeguarding education ensures children know how to report worries and understand safeguarding processes, meeting expectations that children are supported to be active participants in their own protection. The use of Key Workers and accessible safeguarding structures reflects NMS requirements for trusted adults and clear communication routes. The Positive Support Plan and framework ensure that children's voices, wishes and feelings are central to planning and decision-making, supporting NMS expectations for child participation and person-centred care.



#### 4. Positive Behaviour Support and Emotional Wellbeing

A strong ethos of Positive Behaviour Support is embedded throughout the school and residential provision. This person-centred approach supports children and young people to develop emotionally, socially and behaviourally, while promoting an improved quality of life. The approach underpins all aspects of the school community and reflects the school's commitment to promoting healthy lifestyles, emotional wellbeing and positive relationships for both students and staff.

The school provides a proactive and thorough response to mental health concerns. In response to the national increase in mental health needs following the pandemic, additional training and support have been introduced for both staff and students. Members of the Senior Leadership Team and middle leadership team have completed suicidal ideation training sourced through CAMHS to further strengthen support and intervention strategies.

##### FIP 2025/26 Objectives & Actions:

- 1.4 Strengthen Residential Care through Compassionate Practice
- 1.9 Embed Co-Regulation and Body-Based Strategies to Support Wellbeing and Readiness to Learn
- 1.10 Drive A Fully Neuroinclusive Culture

Alignment with National Minimum Standards: This directly links to NMS 3 (**Promoting Positive Behaviour and Relationships**) and NMS 4 (**Health and Wellbeing**), ensuring behaviour support is therapeutic, consistent and focused on emotional regulation and development. The Positive Behaviour Support approach promotes dignity, respect and relationship-based practice, in line with NMS expectations for restraint reduction and positive culture. Trauma-informed practice and CAMHS-informed training ensure staff are equipped to respond to mental health needs effectively. The emphasis on emotional wellbeing and proactive mental health support reflects NMS requirements for promoting psychological health and responding to emerging needs.



## 5. Multi-Agency Working and Family Support

The school promotes a supportive and inclusive community where healthy relationships are encouraged through a holistic and therapeutic approach. Children and young people are supported through a wide range of strategies, resources and external agencies, with relationship education also embedded extensively throughout the RHSE curriculum. External organisations, including Barnardo's Positive Identities Programme and Big Talk, further strengthen this area of provision.

Strong and positive working relationships have been developed with a wide range of external agencies to enhance safeguarding practice and early intervention support. Families are signposted and referred to relevant services where appropriate, including disability support services, debt advice and advocacy services, ensuring children and families have access to wider guidance and support networks. The safeguarding team works closely with children's social care services across all home authorities to ensure concerns are responded to promptly and effectively.

The safeguarding team works collaboratively with external professionals, including Social Workers, the school nursing team, YOT and Early Help Services, to promote a holistic and multidisciplinary response to children's overall wellbeing. Positive working relationships with voluntary organisations, including the West Yorkshire ADHD Group, further strengthen support available to children and families.

### FIP 2025/26 Objectives & Actions:

- 1.5 Embed Formulation-Led Practice to Personalise Admissions and Intervention
- 1.7 Embed the 'One Plan' to Personalise Support and Safeguard Every Learner
- 1.8 Advance Inclusive Attendance Through a Relational Approach

Alignment with National Minimum Standards: This aligns strongly with NMS 1 (**Suitable Person and Placement Planning**), 5 (**Safeguarding Children**) and 7 (**Contact and Family Support**), ensuring coordinated, holistic support for children and families. Multi-agency working with social care, YOT, health professionals and voluntary organisations ensures joined-up safeguarding and welfare planning in line with statutory expectations. Early intervention and signposting to external services reflect NMS requirements for supporting families and ensuring access to appropriate services. Strong relationships with families and external agencies ensure continuity of care and consistent support across all environments.



## 6. Staff Training and Development

An extensive core training programme is in place to ensure all staff maintain a robust and consistent understanding of safeguarding practice across the school community. Training includes recording and report writing, online safety, working with young people displaying problematic sexualised behaviours and Achieving Best Evidence (ABE) training.

### FIP 2025/26 Objectives & Actions:

- 1.4 Strengthen Residential Care through Compassionate Practice
- 1.9 Embed Co-Regulation and Body-Based Strategies to Support Wellbeing and Readiness to Learn
- 1.10 Drive A Fully Neuroinclusive Culture
- 2.1 Offer a Warm, Structured Welcome and Ongoing Development for All Staff
- 2.3 Embed Supervision as a Reflective and Supportive Practice

Alignment with National Minimum Standards: This links to NMS **19 (Staff Recruitment, Training and Supervision)** and NMS **13 (Leadership and Management)**, ensuring staff are suitably trained, competent and supported. The extensive safeguarding training programme ensures all staff understand their responsibilities to safeguard and promote welfare. Training in ABE, online safety, harmful sexual behaviour and recording practices meets NMS expectations for specialist safeguarding competence. Ongoing development ensures staff practice remains reflective, consistent and aligned with statutory guidance.



## Experiences and Progress of Children

### 1. Trauma-Informed and Personalised Care

Students are cared for by a highly skilled, experienced and knowledgeable care team who are trained in Trauma-Informed Practice through Beacon House. The PACE model of care is embedded throughout practice to effectively meet the individual needs of students.

Residential experiences are highly personalised and tailored to individual interests, needs and aspirations. Personalised bedrooms and living areas demonstrate the school's commitment to listening to students, respecting their rights and choices and supporting them to confidently express their opinions while developing responsibility for shared living environments. Regular house meetings ensure student voice is actively promoted while supporting children to develop confidence, communication skills and respect for the views of others within a structured environment.

All children have en-suite facilities, and staff work hard to create warm, nurturing and homely living environments that meet the complex needs of students. One residential house includes a cinema room, and cooking is a particularly valued activity within the houses. Staff take pride in teaching children important lifelong skills while broadening their experiences through exposure to foods and cultures from around the world. Children are also able to achieve accreditation through AQA and [OCR programmes](#).

Individual pathways are developed to capture children's starting points and support their progress through opportunities both within school and in the wider community, enabling them to further develop interests, confidence and skills.

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- 1.10 Drive A Fully Neuroinclusive Culture

Alignment with National Minimum Standards: This aligns with NMS 2 (**Promoting Positive Behaviour and Relationships**), 3 (**Personalised Care and Support**) and 26 (**Care Planning**), ensuring care is individualised, therapeutic and responsive. The use of trauma-informed and PACE approaches reflects NMS expectations that children are supported in a way that takes account of their emotional and developmental needs. Personalised environments and daily routines promote belonging, identity and stability, consistent with requirements for high-quality residential care. The use of Key Workers and structured house meetings ensures children's views influence their care and daily experience.



## 2. Health, Wellbeing and Therapeutic Support

The school environment offers a wide range of facilities and opportunities that promote physical health, emotional wellbeing and personal development. Children can access facilities including a farm, where they help feed and care for animals daily, an up-to-date gym facility for older students and an all-weather football surface, alongside a variety of other spaces designed to encourage healthy lifestyles and physical wellbeing.

Specialist therapeutic support ensures emotional health needs are fully met. Therapeutic disciplines include art therapy, drama therapy, music therapy, [Occupational Therapy \(OT\)](#), [Speech and Language Therapy \(SaLT\)](#) and [psychotherapy](#). Strong collaboration between care, education, health and therapy teams ensures seamless transitions and a fully integrated approach to support. Learning Mentor Teams, with representation from all areas of the school, ensure children remain central to all decision-making processes and that no aspect of support is overlooked. Key Worker Mentors are available to support LMTs in all aspects of practice.

### FIP 2025/26 Objectives & Actions:

- 1.4 Strengthen Residential Care through Compassionate Practice
- 1.5 Embed Formulation-Led Practice to Personalise Admissions and Intervention
- 1.9 Embed Co-Regulation and Body-Based Strategies to Support Wellbeing and Readiness to Learn

Alignment with National Minimum Standards: This directly links to NMS **4 (Health and Wellbeing)** and **26 (Care Planning)**, ensuring children's physical, emotional and mental health needs are fully met. Access to a wide range of therapeutic disciplines demonstrates compliance with expectations for specialist input where required. Integrated working between education, care, therapy and health services ensures holistic planning and coordinated support. Facilities and opportunities that promote physical activity and wellbeing reflect NMS expectations for healthy living environments and positive lifestyle development.



### 3. Enrichment and Community Inclusion

The school is committed to ensuring children access a wide range of enriching experiences, fostering an inclusive environment where every student is encouraged and supported to explore diverse opportunities. The comprehensive learning experience programme includes activities such as gym sessions, kickboxing, swimming, walking, career fairs, college visits and a variety of indoor activities designed to develop confidence, independence and enjoyment.

Non-residential students are also able to access aspects of the residential provision through after-school clubs, including Dungeons and Dragons, reinforcing the school's inclusive ethos.

The school recognises the importance of children accessing clubs and organisations beyond the school community to develop independence and transferable skills. Examples include students attending Bradford City Foundation football sessions and local boxing clubs.

The local environment is used extensively to provide outdoor learning experiences that encourage lifelong interests and passions. Activities include campfire cooking, nature trails, storytelling, fire building and fishing, while enabling children to safely explore and enjoy the outdoors. These experiences also contribute towards achievements such as the Duke of Edinburgh Award Scheme and charitable or community contributions.

School trips and wider learning experiences are carefully planned to engage students in meaningful and purposeful activities, helping them develop communication, resilience, social interaction and confidence through the support of trusted staff.

Children are encouraged to develop empathy, compassion and social responsibility through supporting local and national charities. For example, students support a local residential care home for elderly residents, focusing on improving wellbeing and assisting with practical tasks.

Students and staff are also preparing to take part in a charity bike ride across Scotland, providing valuable life experiences while supporting a nationally recognised charity organisation.

Holiday experiences are carefully tailored to individual needs and offer many children opportunities to experience travel, different cultures and new environments for the first time. Experiences include overseas travel alongside outdoor opportunities within the UK such as mountain biking in Snowdonia, gorge walking in the Yorkshire Dales and fishing experiences. Our children's holiday experiences reflect their individual needs by ensuring that activities and experiences are carefully planned around the child's interests, abilities, emotional wellbeing and, for some, to reach a personal goal. For some children this may mean building resilience and confidence through taking part in a more



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challenging experience, whilst for others a new cultural experience may help develop their independence and sense of belonging.

In line with the school's Social Progress system, some older students independently access the community with peers, planning and participating in social activities of their choice to further support Preparation for Adulthood.

Our Outreach is a holistic offer which can involve the whole family in shared experiences, with activities such as snowboarding and fishing being enjoyed together by children and their families. These opportunities help to strengthen family relationships, create lasting memories, and support meaningful shared engagement. The impact of these experiences extends beyond leisure, as they enhance family involvement, promote skill development, and strengthen relationships between children and staff. These trusted relationships have had a significant positive impact on the emotional regulation and overall wellbeing of our boys.

#### FIP 2025/26 Objectives & Actions:

- 1.4 Strengthen Residential Care through Compassionate Practice
- 1.6 Empower Futures: Personal Development, Vocational Skills, and Real-World Preparation
- 1.8 Advance Inclusive Attendance Through a Relational Approach

Alignment with National Minimum Standards: This aligns with NMS **9 (Leisure and Activities)** and **10 (Education, Leisure and Skills Development)**, ensuring children have access to a wide range of meaningful experiences. The extensive enrichment programme promotes personal development, confidence and social inclusion in line with NMS expectations for varied and enriching activities. Community engagement, volunteering and external clubs support children to develop independence and social integration. Outdoor learning, trips and cultural experiences ensure children benefit from opportunities that enhance life skills and personal growth.



#### 4. Family Engagement

The In-reach programme provides opportunities for students and families to access the school environment during weekends and experience the quality of care and activities available within the provision. Activities include trampolining and animal care, while also enabling families to build positive relationships with staff.

External Family Mornings provide hard-to-reach families with opportunities to meet key professionals from across the foundation to discuss all aspects of their child's care, development and wellbeing.

The school adopts a resolution-focused approach, supporting students to learn from mistakes and apply their learning within home and family life. Through this approach, families are strengthened and relationships improved.

Key Working is fully embedded throughout the school. Regular training ensures Key Workers have the knowledge and skills required to effectively support children and families. Key Workers work closely alongside the Family Team, including Counsellors and Welfare Practitioners, using a systemic approach that also considers siblings and wider family dynamics.

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Alignment with National Minimum Standards: This links to NMS 7 (**Contact and Family Support**) and 1 (**Placement Planning**), ensuring families are actively involved in children's lives and development. In-reach, outreach and family mornings support strong, consistent communication and relationship-building between families and staff. The use of Key Working and systemic approaches reflects NMS expectations for family involvement in planning and decision-making. Resolution-focused practice supports improved relationships and continuity between home and residential settings.



## 5. Preparation for Adulthood

The William Henry Smith Sixth Form provides students aged 16–19 with opportunities to engage successfully in further education within a familiar, supportive and nurturing environment through highly individualised packages of support. Students follow education programmes ranging from Entry Level through to GCSE in literacy and numeracy, alongside external further education courses at local colleges. Driving lessons are also offered as part of the sixth form provision, with recent successful driving test outcomes achieved.

Preparation for Adulthood is central to the school's ethos. Sixth form students are encouraged to travel independently, manage finances and develop the practical skills needed for adult life. Work experience opportunities are prioritised and have, in some cases, led directly to full-time employment.

Students are also offered a wide range of school-based job opportunities to support employability skills and preparation for the world of work. Roles include working within the kitchen, on the farm, at reception and alongside the Premises Team. The application process is designed to mirror real-life employment experiences, with students completing application forms and participating in interview processes. Work experience opportunities are also available to students in Years 10 and 11.

The Premises Team works collaboratively with the care team to provide meaningful opportunities for children, including learning practical skills, fixing and repairing items, preparing meals and engaging in hobbies and interests during evenings.

### FIP 2025/26 Objectives & Actions:

- 1.4 Strengthen Residential Care through Compassionate Practice
- 1.6 Empower Futures: Personal Development, Vocational Skills, and Real-World Preparation
- 1.10 Drive A Fully Neuroinclusive Culture

Alignment with National Minimum Standards: This aligns with NMS **10 (Education, Leisure and Skills Development)**, **26 (Care Planning)** and **14 (Preparation for Leaving Care)**, ensuring children are supported to develop independence and life skills. Work experience, vocational opportunities and sixth form pathways reflect NMS expectations for progression and future planning. Independent travel, financial skills and employment preparation ensure young people are equipped for adulthood. The structured approach to transition supports continuity and successful progression beyond residential care.



## Leadership and Management

### **1. Leadership Oversight and Monitoring**

The school provides extensive peer-to-peer and school-to-school support both regionally and nationally. The independent visitor attends six times annually, evenly spread throughout the year, and provides written reports detailing findings and any required actions. The Head of Care meets regularly with the independent visitor to review inspections and discuss wider matters relating to the residential provision.

Governors undertake half-termly residential monitoring visits to ensure robust oversight and accountability regarding the effectiveness of the provision. Residential Care Leaders meet weekly alongside the School Social Worker and Safeguarding Lead to review the needs, progress and wellbeing of children and families, with practice underpinned by the National Minimum Standards.

The Senior Leadership Team meets weekly to discuss all organisational matters. "Tea with Head of School" meetings provide opportunities to review strengths, areas for development and priorities relating to residential provision and children's experiences.

Student Voice representatives and Governors are invited to Senior Leadership Team meetings once each term to contribute to leadership discussions, school development priorities and areas for improvement.

Accommodation across the residential provision is purposeful, well maintained and exceeds expected standards. Half-termly monitoring of all houses is completed and recorded to ensure consistently high standards and expectations are maintained.

Foundation Development Leaders meet weekly to review operational and strategic matters, promoting effective cross-departmental collaboration and communication. Half-termly breakfast briefings provide opportunities for department heads to share updates and discuss the wider impact of developments relating to the Foundation Improvement Plan across the school. The Principal also provides regional and national strategic updates to ensure staff remain informed of wider developments.

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Alignment with National Minimum Standards: This strongly aligns with NMS **13 (Leadership and Management)** and **20 (Monitoring of the Service)**, ensuring effective oversight, accountability and continuous improvement. Regular governance visits, independent visitor reports and SLT monitoring demonstrate robust quality assurance systems. Cross-departmental leadership structures ensure consistency and shared responsibility for safeguarding and care outcomes. Student and staff voice at leadership level reflects NMS expectations for inclusive and reflective leadership practice.



## 2. Staff Supervision and Development

Full care meetings take place regularly and include key discussions, training opportunities and practice development. Care staff receive formal supervision six times per year, with Performance Development Targets reviewed regularly to support continuous improvement.

The management structure continues to strengthen and evolve, providing clear progression routes and career pathways for staff. Opportunities are available for staff to pursue additional qualifications, including NVQ Level 4 and 5 qualifications, supporting professional growth and leadership development.

The school remains committed to developing staff through the Performance Development Review (PDR) process. Clinical supervision is offered to a wide range of staff to promote reflective practice and emotional wellbeing.

The Clinical Psychologist meets weekly with staff to discuss children's needs and identify further strategies to strengthen support and outcomes. DSL knowledge and safeguarding expertise continue to develop across the workforce.

Beacon House reflective sessions take place termly, ensuring staff are supported in developing trauma-informed approaches for students and families. The Head of Care is currently completing ILM Level 7 Coaching and Mentoring, further strengthening leadership and staff development within the provision.

### FIP 2025/26 Objectives & Actions:

- 1.4 Strengthen Residential Care through Compassionate Practice
- 2.1 Offer a Warm, Structured Welcome and Ongoing Development for All Staff
- 2.3 Embed Supervision as a Reflective and Supportive Practice

Alignment with National Minimum Standards: This links directly to NMS **19 (Staff Recruitment, Training and Supervision)**, ensuring staff are appropriately supported and developed. Regular supervision, clinical oversight and performance management ensure staff remain reflective, competent and emotionally supported. Career pathways and professional development opportunities reflect expectations for workforce development and retention. Specialist leadership training and coaching further strengthen the quality of residential practice.



### 3. Quality of Life and Staff Wellbeing

The Quality of Life Team meets regularly to review and improve outcomes for children, families and staff wellbeing across the organisation.

Staff wellbeing is actively promoted through access to a dedicated wellbeing room, a "Life Day" entitlement each academic year and additional incentives linked to attendance. Staff also have opportunities to purchase foundation-branded clothing at a discounted rate.

All staff have access to the Westfield wellbeing package, funded by the school, ensuring additional support for health and wellbeing.

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- 2.3 Embed Supervision as a Reflective and Supportive Practice

Alignment with National Minimum Standards: This aligns with NMS **13 (Leadership and Management)** and **19 (Staff Support and Supervision)**, ensuring a stable, well-supported workforce capable of delivering high-quality care. Staff wellbeing initiatives, supervision structures and supportive working environments reflect NMS expectations for safe and sustainable staffing. A focus on wellbeing contributes directly to improved consistency, relationship-based practice and positive outcomes for children. This supports the overall requirement that leadership promotes a positive culture that prioritises children's welfare and staff effectiveness.