



GREEN VALLEY ACADEMY

Student Support, Wellbeing and Support to Study Policy

Approved: October 2026

DOCUMENT CONTROL

Reference	GVA-31 (merges, in a single instrument, the student support and wellbeing policy, the vulnerable student support policy, and the support to study policy and procedure)
Policy owner	Wellbeing Team Leader; the support to study procedure is operated jointly with the Course Director
Approved by	Academic Board, through the Student Support, Safeguarding and Wellbeing Committee — 5 October 2026
Effective from	5 October 2026
Next review	August 2027
Applies to	All students of Green Valley Academy; every member of staff carries duties of notice and referral
Linked documents	Mental Health and Wellbeing Referral Policy; Safeguarding and Prevent Policy; Disability Disclosure and Learning Support Policy; Anti-Harassment and Bullying Policy; University of Wolverhampton support-to-study, extenuating-circumstances and interruption procedures

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1. PURPOSE AND STRUCTURE OF THIS POLICY

- 1.1** Green Valley Academy's model of education rests on a single organising conviction, stated in its Strategic Plan and given operational effect by this policy: that in a college of its size, every student can and shall be known, supported personally, and reached before difficulty becomes crisis. This policy sets out, in one instrument, the three connected frameworks through which that conviction is delivered. Part A describes the Academy's universal student support offer — the entitlements of every student, from the named Personal Academic Tutor to the wellbeing service — and the standards to which that offer is delivered. Part B establishes the enhanced arrangements for students whose circumstances make them particularly vulnerable, ensuring that the students least likely to ask for help are the students most actively offered it. Part C contains the support to study procedure: the structured, compassionate framework that operates when there is serious concern about a student's health, wellbeing or behavior and its impact on their own studies or on others, providing a supportive alternative to disciplinary process and a fair, staged route through which continued study is enabled wherever possible. The three Parts share one set of principles, one owner and one governance route, which is why the Academy maintains them as one policy rather than three.

2. PRINCIPLES

- 2.1** The following principles govern every Part of this policy and every decision taken under it. Support is an entitlement of enrolment, not a concession: every student has the same right to the offer in Part A, and no student's access to support shall ever be diminished by their academic standing, their fee position or their history. Support is proactive: the Academy does not wait to be asked, but uses induction, tutoring and the attentive use of engagement data to find the students who need it. Support is respectful of autonomy: students are adults, engagement with support is voluntary save where safeguarding thresholds are met, and the student's own account of their needs is the starting point of every plan. Support is joined up: the Personal Academic Tutor system, the Wellbeing team, disability support under the Disability Disclosure and Learning Support Policy, mental health referral under the Mental Health and Wellbeing Referral Policy and safeguarding under the Safeguarding and Prevent Policy operate as one system with warm handovers, and no student shall be required to retell their story to each service in turn. And support is never punitive: the support to study procedure in Part C exists to keep students studying safely, its stages are supportive interventions rather than sanctions, and its use is always preferred to disciplinary process where health or wellbeing is the underlying issue.

3. PART A — THE UNIVERSAL SUPPORT OFFER

- 3.1** Every student of the Academy is entitled to the following, and the entitlements in this clause shall be published in the Student Handbook in the same terms: a named Personal Academic Tutor, allocated before or at enrolment and retained wherever possible throughout the course, with a scheduled one-to-one meeting in each semester, additional meetings at the student's request, and a first meeting within the first three weeks of the first semester; access to the Wellbeing team — the Wellbeing Team Leader

and Wellbeing Officers — by self-referral, without appointment barriers and without any requirement to explain the reason in advance; academic skills development embedded in the curriculum and supplemented by workshops and one-to-one guidance; disability support and reasonable adjustments under the Disability Disclosure and Learning Support Policy; mental health support and referral under the Mental Health and Wellbeing Referral Policy; hardship advice and signposting, including on student finance, budgeting and emergency support; and impartial advice on academic processes — extenuating circumstances, appeals, complaints and interruption — with practical help preparing applications under the University of Wolverhampton's procedures.

- 3.2** The Personal Academic Tutor is the spine of the offer, and the role's support duties are these: to know each tutee as an individual, including their circumstances, goals and pressures, so far as the student chooses to share them; to review each tutee's attendance, engagement and submission pattern weekly, and to make personal, unthreatening contact within three working days wherever a pattern gives cause for concern; to be the student's first port of call for any difficulty, academic or personal, and to refer onward — to the Wellbeing team, to the Disability Disclosure and Learning Support Policy or the Mental Health and Wellbeing Referral Policy routes, or to the DSL — within one working day wherever a matter exceeds the tutor's role; and to coordinate with the Wellbeing team, through the weekly triage meeting, so that academic and pastoral information about a student at risk is brought together rather than held in separate silos. Tutors shall record the fact and outcome of tutorial contact in the student record system; personal detail being recorded only to the extent necessary and held under the IT, Data Protection and Data Security Policy.
- 3.3** The support offer shall be actively communicated, because an unknown entitlement is no entitlement at all: through a dedicated induction session for every intake; through the Student Handbook and the virtual learning environment; through campus publicity at The Atrium, including the wellbeing office's visible location and drop-in times; and through the termly reinforcement of routes in tutorials and student communications. The offer shall be delivered to published service standards — wellbeing self-referrals acknowledged within one working day and seen within five, urgent matters the same day — and performance against those standards shall be reported each term to the Student Support, Safeguarding and Wellbeing Committee.

4. PART B — ENHANCED SUPPORT FOR VULNERABLE STUDENTS

- 4.1** Certain circumstances place students at heightened risk of disengagement, harm or withdrawal, and the Academy shall treat the following, without limitation, as indicators for enhanced support: care experience, estrangement from family, or current or former status as a young carer or adult carer; homelessness or insecure housing; refugee or asylum-seeker status; pregnancy, maternity and lone parenthood; recent bereavement; serious physical or mental ill-health, including in combination with the Disability Disclosure and Learning Support Policy and the Mental Health and Wellbeing Referral Policy; experience of domestic abuse, harassment or exploitation, including matters within the Anti-Harassment and Bullying Policy, the Safeguarding and Prevent Policy

and the Sexual Misconduct, Sexual Harassment and Staff–Student Relationships Policy; contact with the criminal justice system; and acute financial hardship. Vulnerability is treated as circumstance, never as label or deficit: the term describes the situation, not the student, and enhanced support shall be offered in language that respects this.

- 4.2** Enhanced support under this Part comprises: a named Wellbeing Officer as the student's key contact, in addition to their Personal Academic Tutor; a written support plan, agreed with the student, drawing together the adjustments, referrals and practical assistance in place across the Academy's frameworks; priority access to wellbeing appointments and hardship processes; proactive check-ins at agreed intervals rather than contact only in crisis; and coordination, with the student's consent, with relevant external agencies — local authority teams, health services, and specialist voluntary organisations. Identification shall operate through every available route: self-declaration invited at application and enrolment in encouraging, stigma-free terms; disclosure at any point to any member of staff, which shall reach the Wellbeing team within one working day; and the professional judgement of tutors and the weekly triage. The register of students receiving enhanced support shall be held securely by the Wellbeing Team Leader under the IT, Data Protection and Data Security Policy, and the continuation and completion of students on the register shall be monitored each term by the Student Support, Safeguarding and Wellbeing Committee, in anonymised form, as a first-order measure of whether this Part is working.

5. PART C — SUPPORT TO STUDY PROCEDURE

- 5.1** The support to study procedure applies where there is serious or persistent concern about a student's health, wellbeing or behaviour, and its impact upon their capacity to study, upon their own safety, or upon the safety, wellbeing or learning of others, and where the ordinary support offer has not resolved, or cannot be expected to resolve, the concern. It exists to answer a question that disciplinary procedures answer badly — what should happen when the underlying issue is health or wellbeing rather than misconduct — and its objectives, in descending order of preference, are: to enable the student to continue studying with support; to enable the student to take a managed break and return; and only where neither is presently possible, to manage a withdrawal from study with dignity, financial fairness under the Refund and Compensation Policy, and a clear route back. Where behaviour raises safeguarding risk, the Safeguarding and Prevent Policy takes precedence; where conduct is wilful misconduct without a health or wellbeing dimension, the Student Discipline Procedure applies; and where the University of Wolverhampton's own support-to-study or fitness-to-study procedures are engaged for a registered student, the Academy's procedure operates as the local stage of, and feeds into, the University's framework.
- 5.2** Stage one — supportive conversation. The concern is discussed with the student by the Personal Academic Tutor or a Wellbeing Officer, at a meeting arranged with care and without alarm, at which the student may be accompanied; the concern is explained specifically and kindly, the student's own account is heard first, and an action plan is agreed recording the support to be provided, any adjustments, and what improvement in

the situation would look like, with a review date not more than four teaching weeks ahead. Most matters shall be expected to be resolved at this stage, and the record shall be a support record, not a disciplinary one.

- 5.3** Stage two — case review. Where stage one has not resolved the concern, or the concern is too serious to begin there, the Wellbeing Team Leader shall convene a case review meeting with the student, their Personal Academic Tutor, and the Course Director or nominee, the student being entitled to be accompanied and to receive the meeting's purpose and the information to be considered five working days in advance. The review shall consider the student's circumstances in the round — health, engagement, academic standing and support already provided — and may agree: an enhanced support plan under Part B; adjustments and referrals under the Disability Disclosure and Learning Support Policy and the Mental Health and Wellbeing Referral Policy; applications under the University's extenuating-circumstances procedures, prepared with the student; or a supported, voluntary interruption of study under the University's procedures, with a planned return date, a named contact during the break, and a re-entry plan. The outcome shall be recorded in writing with reasons and a review date, and the student shall receive it within five working days.
- 5.4** Stage three — formal panel. Where the concerns are grave — a serious risk to the student or others, or a sustained incapacity to engage with study notwithstanding the support provided — the Principal shall convene a support to study panel comprising the Principal or nominee as chair, the Wellbeing Team Leader, and a senior academic not previously involved, with the student entitled to attend, to be accompanied, to submit evidence including medical evidence, and to comment on all information before the panel. The panel may: confirm continued study under a formal support plan with stated conditions and review; require a medical assessment, at the Academy's expense, where the evidence before it is insufficient; direct a supported interruption of study; or, as a last resort and only where continuation is presently untenable, direct withdrawal from study, in which case the decision shall record the route and conditions of future return, the student's fee position shall be determined under the Refund and Compensation Policy with no punitive element, and the University of Wolverhampton shall be engaged as its procedures require. Panel decisions shall be issued in writing with full reasons within five working days and carry a right of appeal to the Chair of the Academic Board within ten working days on grounds of procedural irregularity, new evidence, or manifest unreasonableness, the appeal being heard by persons not previously involved.
- 5.5** Throughout every stage of this Part: support continues — no student within the procedure loses access to any element of Parts A and B, and the procedure itself is a vehicle for support rather than a suspension of it; emergencies override process — immediate risk engages 999 and the Safeguarding and Prevent Policy at any point; return is planned, never presumed against — a student returning from interruption or withdrawal under this Part shall have a documented re-entry meeting, a refreshed support plan, and a Personal Academic Tutor briefed for their return; and records are support records, held by the Wellbeing Team Leader under the IT, Data Protection and Data Security Policy, disclosed within the Academy only on a need-to-know basis, and never treated as disciplinary history.

6. GOVERNANCE, MONITORING AND REVIEW

- 6.1** The Wellbeing Team Leader owns this policy and reports on all three Parts each term to the Student Support, Safeguarding and Wellbeing Committee: the service standards and volumes of Part A, the register outcomes of Part B, and the cases, stages, outcomes and timeliness of Part C, all in anonymised form; the Committee reports annually to the Academic Board, and the annual report shall include the voice of students who have used the services, gathered through the survey cycle and through direct feedback. Every member of staff shall receive training in the support offer and their duties of notice and referral at induction and annually; Personal Academic Tutors and the Wellbeing team shall receive enhanced training, including in the operation of Part C. This policy shall be reviewed annually, and any case in which Part C results in withdrawal shall be individually reviewed by the Principal and the Wellbeing Team Leader for lessons within one month of the decision.