



Student Support and Wellbeing Policy (HE)

Version	1
Owner	Student Engagement and Experience Committee
Approving body	Board of Directors
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See Appendix A for version history

Student Support and Wellbeing Policy (HE)

1. Purpose

- 1.1. Boomsatsuma Education Ltd ('Boomsatsuma') is committed to supporting students to succeed in their studies and to maintaining a positive, inclusive, and safe learning environment.
- 1.2. This Policy sets out the framework through which student support and wellbeing are delivered. It outlines the principles that underpin our approach, the routes through which students can access support, and how support is coordinated during their studies.
- 1.3. It also explains how concerns relating to student wellbeing, engagement, or academic progress may be identified and responded to, including coordination across Course Teams, Personal Tutors, and Student Support and Wellbeing services.

2. Scope

- 2.1. This Policy applies to all higher education students at Boomsatsuma.

3. Principles

- 3.1. Boomsatsuma's approach to student support and wellbeing is underpinned by the principles stated below.
- 3.2. Early identification and timely response. Student needs are identified at the earliest appropriate stage, with timely action taken to provide support and prevent escalation where possible.

- 3.3. Accessible and flexible support routes. Students are able to access support through multiple routes, ensuring help is available in ways that reflect different needs and circumstances.
- 3.4. Student-centred practice. Support is designed to promote engagement, progression, and positive student outcomes, taking account of individual circumstances.
- 3.5. Fairness, consistency, and transparency. Decisions relating to support are made fairly and consistently, and processes are communicated clearly to students.
- 3.6. Proportionate responses. Support and intervention are tailored to the level of need identified, ensuring responses are appropriate and not excessive.
- 3.7. Students as partners. Students are active participants in their own support journey. Boomsatsuma works with students to identify needs, agree appropriate forms of support, and review progress over time. Students are encouraged to engage with support processes and to communicate openly with staff where difficulties arise.
- 3.8. Collaborative working. Effective support relies on collaboration between students, Course Teams, Personal Tutors, Student Support and Wellbeing services and, where appropriate, safeguarding staff and external agencies.
- 3.9. Inclusive practice and equality of opportunity. The needs of diverse student cohorts are recognised and supported, ensuring equitable access to learning and support.

4. Support Structure and Access

- 4.1. Boomsatsuma operates a multi-route model of student support, recognising that students may access services through different routes depending on their needs and circumstances.

- 4.2. Course Teams act as the primary point of contact for academic matters. They provide teaching-related support, feedback on work, guidance on independent study, and general academic advice to support learning and progression.
- 4.3. The Personal Tutor Scheme provides a structured programme of individual and/or group meetings focused on personal and professional development. Students are assigned a Personal Tutor at the beginning of the academic year, who supports reflection on progress, goal setting, and wider academic and career development.
- 4.4. The Student Support and Wellbeing Team provides pastoral, wellbeing and safeguarding support. This may include wellbeing coaching, listening sessions, drop-in support, and advice on managing stress, workload or personal circumstances that may affect study.
- 4.5. Boomsatsuma operates a 'no wrong door' approach, meaning students are not required to identify the most appropriate service in advance. Students can access support by contacting any appropriate member of staff, including their Course Team, Personal Tutor, or the Student Support and Wellbeing Team. Concerns relating to wellbeing, safeguarding, academic progress and personal circumstances will be directed and coordinated internally to ensure students receive timely and appropriate support.
- 4.6. Information about available support services, including how to access academic, pastoral, and wellbeing support, is provided to students through course handbooks and the Virtual Learning Environment. Students are informed at the start of their studies, and reminded as appropriate, about what support is available and the routes through which support can be accessed.

5. Identifying Support Needs

- 5.1. Concerns relating to a student's wellbeing, safety, engagement or academic progress may be identified through a range of routes, including Course

Teams, Personal Tutors, the Student Support and Wellbeing Team, or through student self-referral.

- 5.2. Additional indicators of concern may include attendance monitoring, assessment performance, or professional observation by staff in the course of their role.
- 5.3. Where a concern is identified, Boomsatsuma will engage with the student at the earliest appropriate opportunity to understand their circumstances and determine whether any support or intervention is required.

6. Additional Learning Support

- 6.1. Students are encouraged to disclose any disability, specific learning difficulty, or additional learning support needs at the earliest opportunity, including during the application process via UCAS and at enrolment. Students may also disclose such needs at any point during their studies.
- 6.2. Where such needs are disclosed, Boomsatsuma will undertake an individual assessment of requirements and seek to agree and implement reasonable adjustments where appropriate, in line with the Additional Learning Support Policy (HE) [\[Link\]](#). This may result in the creation of an Additional Learning Support Plan (ALSP).
- 6.3. Reasonable adjustments may relate to teaching, learning, assessment, or wider aspects of the student experience and will be designed to ensure equitable access to study.

7. Support Interventions

- 7.1. Where a need for support is identified, Boomsatsuma will work with the student to agree appropriate interventions. These may include academic guidance and interventions such as an Academic Recovery Plan, pastoral

support, wellbeing-related interventions, safeguarding support, referrals to specialist services, or reasonable adjustments.

- 7.2. Staff will discuss concerns with the student in an appropriate manner, confirm agreed forms of support, and explain any next steps or follow-up actions.
- 7.3. Support will be coordinated through Course Teams, Personal Tutors, or the Student Support and Wellbeing Team, depending on the nature of the concern and the most appropriate route of response.
- 7.4. Support arrangements will be reviewed regularly to ensure they remain appropriate and effective in promoting engagement, wellbeing, and academic progression.
- 7.5. Where appropriate, and with consent where required, Boomsatsuma may liaise with external services or partner institutions to support the student's needs and continuity of study.
- 7.6. All staff involved in delivering student support and wellbeing, including Course Teams, Personal Tutors, and Student Support and Wellbeing staff, are appropriately trained and supported to ensure that support is provided consistently, sensitively, and in accordance with this Policy, safeguarding requirements, and relevant regulatory expectations.

8. Academic Recovery Plans

- 8.1. Where a student is at risk of academic failure due to engagement, participation, non-submission, underperformance or limited academic progress, Boomsatsuma may use an Academic Recovery Plan (ARP).
- 8.2. An Academic Recovery Plan is a supportive intervention. It is used to identify the concern, agree appropriate academic support, set out the actions expected of the student and confirm how progress will be reviewed. The

purpose is to help the student re-engage with their studies, understand what is required, and take practical steps to improve their academic position.

- 8.3. Academic Recovery Plans may be initiated by the Head of Programme or Student Support and Wellbeing Team, depending on how the concern is identified. Where appropriate, the plan may include academic guidance, attendance or engagement expectations, assessment support, referral to additional learning support, or liaison with wellbeing or safeguarding staff.
- 8.4. The use of an Academic Recovery Plan does not replace relevant academic regulations or awarding body procedures. Where concerns require formal consideration under Kingston University academic regulations, or under another relevant procedure, the student will be directed to the applicable process and supported to understand the next steps.

9. Escalation of Concerns

- 9.1. Where concerns about a student's wellbeing, engagement, or academic progress remain significant, persistent, or cannot be resolved through informal support, they may be escalated for formal review under Kingston University's Wellness to Study Procedure [\[Link\]](#).
- 9.2. In situations where there are serious concerns about a student's immediate wellbeing or safety, Boomsatsuma may take appropriate action to safeguard the student or others. This may include sharing information without consent and contacting relevant support services or emergency assistance where necessary. Such actions are taken in line with the Boomsatsuma's Safeguarding Policy (HE) [\[Link\]](#).

10. Confidentiality and Information Sharing

- 10.1. Boomsatsuma treats student information with appropriate confidentiality and in accordance with applicable data protection legislation, including the UK General Data Protection Regulation (UK GDPR).

- 10.2. Information is shared internally on a need-to-know basis where this is necessary to support student wellbeing, academic progress, or safety.
- 10.3. Information may be shared externally where necessary and appropriate, including with partner institutions, support services, or where required by law or regulatory obligation.
- 10.4. In certain circumstances, Boomsatsuma may be required by law to share information with statutory bodies or regulators. Such disclosures will only be made where there is a lawful basis to do so.
- 10.5. Where possible, data may be used in anonymised form for reporting, evaluation and the improvement of student support services.

11. Review

- 11.1. This Policy will be reviewed periodically by the Student Engagement and Experience Committee to ensure it remains aligned with relevant legislation, regulatory expectations, and provider practice.

Appendix A – Version History

Version	Date	Changes
1	10 June 2026	New draft