

# Wellbeing Policy

Through respect we will work together in Christ to develop the whole person

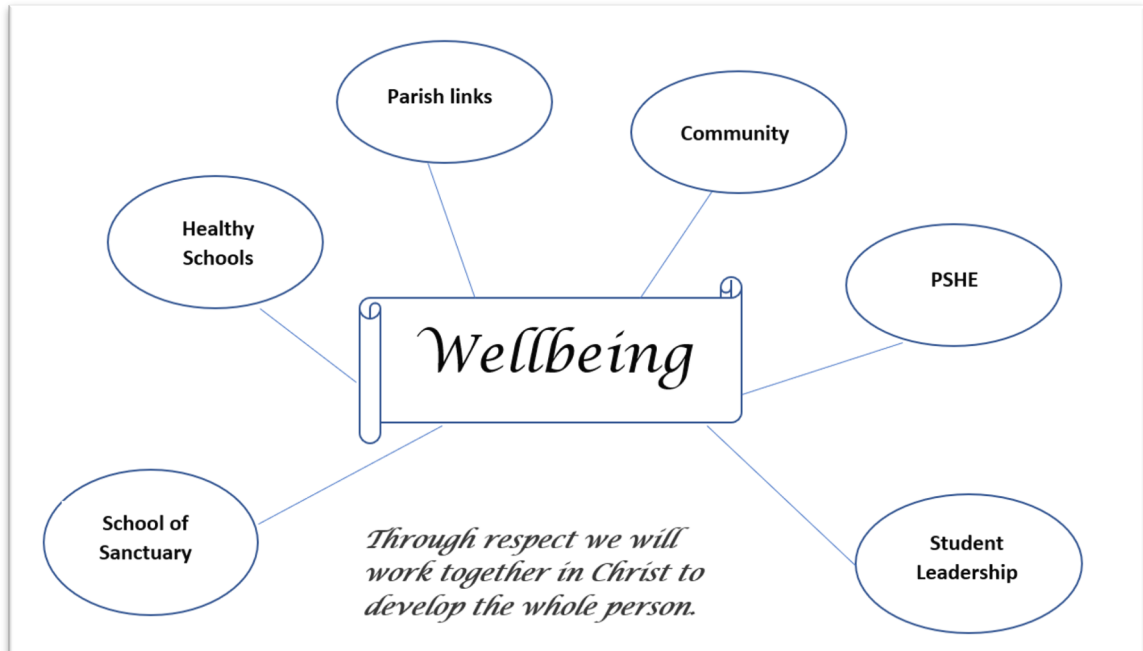
Written: September 2021



Date of Review: September 2022

Leader: Mrs C Pritchard

# Wellbeing Policy



## Rationale

Wellbeing is a broad and complex subject. Wellbeing and learning are two sides of a coin that cannot be separated. Wellbeing/Education involves all curriculum subjects, for example, learning to read, write, and do maths, science, history, geography and many more subjects. Education is the key to wellbeing. It also involves learning about ourselves and our communities. Education, whatever the subject matter, helps us to grow, change and develop as individuals.

Wellbeing is an all-embracing term which describes the whole atmosphere, ethos and tone of our school in its mission to promote the moral, intellectual, personal and social development of the pupils. St. Matthew's School Mission Statement describes the nature of wellbeing in our school.

*"Through respect we will work together in Christ to develop the whole person."*

*We aim to ensure that all children grow to love their learning, that they are happy in school. We are committed to ensuring that every pupil receives learning that enables them to attain the highest levels of achievement possible and that we provide a stepping stone for a positive future for all of them."*

Wellbeing is concerned with promoting pupils' personal and social development and fostering positive attitudes: through the quality of teaching and learning; through the nature of relationships amongst pupils, teachers, parents and others; through arrangements for monitoring pupils' overall progress, academic, personal and social; through specific pastoral structures and support systems and through extra-curricular activities and the school ethos. Wellbeing, accordingly, should help a school achieve success. Educating the mind, body and soul.

Simply put, at St Matthew's we strive to provide a safe and supportive environment in which students not only achieve good grades and high test scores, **good grades and high test scores** but also practice all of the **core values** and Gospel truths that will lead to both personal and professional success.

At St Matthew's Catholic Primary School our focus on Wellbeing does NOT mean that the pupils we work with need to 'feel good' all the time. Life is not like that. We understand that sometimes they will be unhappy. Sometimes they will struggle with their work and relationships. That is normal. Overcoming struggles and learning that unhappiness can pass is all part of what we do to help our pupils' experience and learn to understand for themselves.

The complexity of Wellbeing is best described in the Marmot Report (2010). The Healthy School's model of wellbeing suggest that Wellbeing can be broken down into 3 main areas:

**Emotional, Spiritual wellbeing** (including happiness and confidence which is the opposite of depression).

**Psychological wellbeing** (including autonomy, problem solving, resilience, attentiveness/involvement)

**Social wellbeing** (good relationships with others and the opposite of conduct disorder, delinquency, interpersonal violence and bullying).

At St Matthew's we believe that Wellbeing education permeates the culture of the school and transcends through every aspect of our curriculum. It is explicitly taught through PSHE Citizenship, British Values and SMSC. The Wellbeing curriculum enables children to become healthier, more independent and more responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing, we help to develop their sense of self-worth.

**British Values:** We actively promote British Values through direct teaching, discussions, assembly work, guest speakers, events such as mock elections and the ethos of the school. We teach our pupils how society is organised and governed. We ensure that the children

experience the process of democracy through participation in the school council. We teach children about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multi-cultural society.

**PSHE, Citizenship** The teaching of PSHE and Citizenship helps in many ways to meet the Physical, Social, Emotional and Mental Health education of all of our pupils. We strive to ensure that all children 'be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being'.

**SMSC** This embodies all aspects of Wellbeing and is co-ordinated by Mr Edwards.

### Spiritual

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning willingness to reflect on their experiences.

### Moral

Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

Pupils' moral development is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

### Social

Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of **democracy**, the rule of law, liberty, respect and tolerance.

Pupils' social development is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds

- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the [Fundamental British values](#) of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

## Cultural

Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

Our PSHE curriculum is co-ordinated by Mrs Pritchard.

## Our Aims

Wellbeing in St. Matthew's encompasses and pervades the whole life and work of the school in which:

- all the pupils and all the staff feel valued as individuals, feel safe and secure and are encouraged to develop their gifts and talents.
- the staff work well together, as an effective team keeping the pupils' interests and welfare as their main focus.
- there are good relationships between teachers and pupils and among pupils within and outside the classroom.
- the pupils are secure and are protected from emotional and physical harm.
- the pupils' opinions are valued and their worries and concerns are dealt with sympathetically and appropriately.
- the self-esteem of the pupils is promoted and they have opportunities to develop independence of thought and expression.
- the pupils are taught to work with their peers and are able to value and respect the opinions of others.
- our parents are closely involved in and knowledgeable about the life and work of the school.
- the school has clear lines of communication and good, flexible relationships with relevant external advice and support agencies, e.g. School Medical services, social services, police, etc.
- the school strives to promote and sustain high standards of behaviour and a discipline which reflect an appropriate balance between rewards and sanctions.

## Our objectives

- to know and understand what is meant by a healthy lifestyle;
- to be aware of safety issues and to be able to evaluate risk;
- to understand what is needed to develop good and positive relationships with others
- to have respect for others and self-respect;
- to be thoughtful and responsible members of their community and their school;
- to become active members of our democratic society;
- to develop self-confidence and self-esteem;
- to make informed choices regarding personal and social issues;
- to know and understand 'British Values' and to actively adhere to them.

We regularly carry out a full audit of the spiritual, moral, social and cultural (SMSC) development of pupils and the promotion of British Values within the School.

### **Wellbeing Responsibility**

While the Head teacher (Mrs Sime ) and the Board of Governors, have primary responsibility for the arrangements that promote and ensure the care and welfare of pupils and staff, it is obvious that wellbeing in the school is also a shared responsibility, involving Mrs Pritchard (Wellbeing Coordinator), and the whole staff in co-operation with parents and pupils and others.

All members of staff have the support of the Headteacher in matters of wellbeing and also have access to external support agencies.

### Partnership and Consultation with Parents

- This aspect of wellbeing refers to the school' s arrangements for keeping parents informed and up-to-date about their children's progress and about developments in school.

### Extra-Curricular Activities.

- This feature of wellbeing refers to the opportunities the school provides for learning and social activity outside the formal classroom setting. A variety of extra- curricular clubs are held each week/term.

### School Environment

- This aspect of wellbeing refers to the action of staff and management in ensuring safe, clean, comfortable and pleasant environment throughout the school. (Mrs Latham, Mr Johnson)

### Inclusion Manager (SENCO) Mrs Gaskell

- To ensure the appropriate response to all of our children's needs and to comply with SENCO it is important that all members of staff are informed of a child's specific learning or possible medical conditions e.g. ASD, ADHD etc. All members of staff have received training on Risk Assessment (Awareness Raising) and De-escalation and Diffusion of Challenging Behaviours. Please refer to the school's Confidentiality Policy.

### Bullying Mrs Pritchard (Wellbeing),

Bullying is the wilful, conscious desire to hurt or threaten or frighten someone else through physical, verbal, emotional or psychological aggression. Children must realise that any form of bullying is unacceptable and that such behaviour will be dealt with appropriately by the staff of the school. Individual members of staff need to be alert both inside and outside the classroom. Children must be aware that it is the responsibility of everyone to report acts of bullying as soon as they arise. They need to be aware that this is not 'telling tales'. To be seen to act is as important as acting.

### Examples of activities that promote Wellbeing

#### Circle Time and P4C: Teachers and Miss Little

- Circle time and P4C allows children to participate as partners in the process of developing responsibility for their own behaviour and learning. With their co-operative activities and discussion, these activities ensure that each child experiences success. When these approaches are followed on a regular basis a feeling of equal value is promoted and group identity is reinforced. The basic rules of sitting together in discussion and debate is that eye contact and respect is maintained at all times.
- Other ground rules include taking turns, allowing participants to pass in discussion and showing respect by listening to all contributions. These activities are a vital element in resolving conflicts. The teacher, by participating in these activities becomes part of the group and in this way a trusting climate is treated in which no participants feel threatened. There should be no 'put-downs' allowed. These activities aims to boost interpersonal skills, strengthen relationships and enhance confidence whilst at the same time, allows all involved to have fun together

#### Award Assemblies

- Mrs Sime, Mrs Walsh, Mrs Evans, TLR Team (Mrs Pritchard, Mr Brooks and Mr McNally
- Weekly Headteacher special achievement assembly, praise assembly

Student Leadership Student leadership enables children to have a true impact within the ethos of the school and local area."

(School Councillors, Parliament, Monitors, Prefects Play leaders)

The aim of the various teams within the Pupil Leadership Team is to enable children the chance to have leadership within the school, ensuring that their voices and opinions are heard. We are a pupil lead school, regularly receiving pupil voice to make improvements, raise money for charities and work towards improving their local communities. Therefore, we are giving the children the opportunity to assist with these improvements alongside teachers and Leaders.

At St Matthew's we actively encourage children to challenge, discuss and debate issues which are important to them. Our children feel safe to share their opinions and viewpoints. This is gathered through pupil voice surveys, learning walks and a pupil voice suggestion box. The feedback the junior leadership team receive from their peers is discussed at regular leadership team meetings and then acted upon accordingly. Members of the teams are assigned different roles and oversee their own sub teams, for example, Tuck Ship Enterprise, Prefects, Play Leaders which are supported by a linked member of staff (Mrs Evans and Mr Grieves and Mrs Dumbar). These teams monitor aspects of the school including the curriculum, the behaviour and wellbeing of pupils at our school and our school environment.

We are moulding leaders of the future, ready for work, ready for the world. From this, we have embedded Leadership Teams of children that act as a link between their peers, staff, SLT and our Governors. The intent is to offer children the opportunities to develop our school and local community, so that it continues to grow, thrive and succeed.

**Play Buddies (Playground Buddies) Mrs Dumbar** pupils apply for this position.

- The children help organise equipment in the playgrounds and organise games and interact with children.
- KS2 – have 16 pupils who will trial this first in Autumn 2 and will role it out to KS1 in Spring 1.
- They wear special jackets and are highly visible on the school yard. All children are aware that they can go to a buddy at any time with any issue or concern.

**School Parliament/Council** (Mrs Pritchard)

- Mrs Pritchard is School Council/Parliament coordinator.
- Pupils are elected democratically onto the School Council.
- They meet on a regular basis and organise activities throughout the school and feedback to Mrs Sime, pupils, parents and SLT.

**What is our School Councillors /School Parliament for?**

The School Council/ Parliament is about:

- Working and learning together
- Learning about democracy
- Learning how to play a positive role model in our school /community
- Improving our school for everyone



The School Council /Parliament's job is to involve everyone, not do everything. Everybody needs to help by:

- Finding things that they would like to change
- Finding ways to make things better
- Putting their ideas into actions

### **What will the School Councillor/ Parliamentarian do?**

- They share ideas
- Take ideas to meetings to discuss
- Tell you what is happening with your idea

They will try to make your idea happen by getting:

- Permission
- Money
- Support
- Time

If they cannot make the idea happen there will be clear reasons why this cannot happen. If they can make your idea happen they will need your help to make it happen.

### **What will staff do for the School Parliament?**

- Make sure meetings happen regularly when they are supposed to
- Support pupils to run meetings

- Pupils are elected by their peers to represent the views of all pupils and to improve their school.
- They will meet regularly to discuss and sort out problems such as school lunches, behaviour or ideas for fundraising events.
- School Parliamentarians will visit Liverpool Town Hall

### **Liaison with Parents**

- Formal & informal meetings, letters, school website, parent mail, Twitter, (Keeping parents up to date with school news and the celebration of recent successes), Annual reports.

**Extra Curricular Activities** - Mindfulness, Bollywood dancing, Storytelling, Arts and Crafts, Vollyball

**PTA: Mrs Walsh:** Fund raising activities: Christmas Fayre, Spring Raffle and Summer Parents' Enterprise day, Summer Fayre – (toy sale for Dementia UK)

**Special Events:** Big Culture Day, Anti Bullying Week, Science Week, Geography week, History Week, Art Week, ICT Week (Internet Safety etc), Parents' Enterprise Week, Religious Celebrations Sacraments, assemblies, topical assemblies, Summer fayre, Christmas fayre

### **The Teaching and Learning Environment**

**All teachers strive to create and maintain a positive classroom climate:**

They create a quiet, calm relaxed attitude to learning combined with fairness and a sense of purpose. Newly created reading areas are a reflection of this.

Relationships are nurtured and developed in the school between teachers and pupils and among the pupils within and outside the classroom. It encompasses mutual respect, tolerance, the approachability of teachers, the growth of pupils, and the expectations that each bring to the school situation. Pupils have a sense of security and are free from emotional and physical harm. Teachers are fair, consistent and compassionate in their approaches to discipline.

### **Teaching and learning style**

We use a range of teaching and learning styles to meet the PSHE and Citizenship requirements of the National Curriculum and to promote British Values. We emphasise active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of tasks that promote active Citizenship e.g. charity fundraising, the planning of special school events (such as an assembly), or involvement in helping other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able, through discussion, to set agreed classroom rules of behaviour and resolve any conflicts. We offer children the opportunity to hear visiting speakers, such as health workers, police and fire officers, whom we invite into the school to talk about their role in creating a positive and supportive local community.

We teach PSHE and Citizenship in a variety of ways. Sometimes e.g. when dealing with specific issues, we teach PSHE and Citizenship as a discrete subject. On other occasions, we introduce PSHE and Citizenship topics through teaching in other subjects. For example, when teaching about local environmental issues in geography, we offer pupils the opportunity to find out who is responsible for the maintenance and upkeep of local beaches and cycle paths.

The school develops PSHE and Citizenship through various activities and whole-school events e.g. the school council representatives from each form meet regularly to discuss school matters. We offer residential visits in Key Stage 2, where there is a particular focus on developing pupils' self-esteem and giving them opportunities to develop leadership skills and positive group work.

### **PSHE and Citizenship and ICT**

ICT contributes to the teaching of PSHE and Citizenship in that children in ICT classes learn to work together in a collaborative manner. They also develop a sense of global Citizenship by using the Internet and e-mail. There is consequently an Internet Policy for all pupils. This aims to develop a set of safe and discriminating behaviours for pupils to adopt when using the Internet and other technologies. Through discussion of safety and other issues related to electronic communication, the children develop their own view about the use and misuse of ICT, and they also gain an insight into the interdependence of ICT users around the world.

Online role-play software provides a very safe arena to try out actions without harmful consequences.

### **PSHE, Citizenship and inclusion**

We teach PSHE and Citizenship to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children. For gifted and talented pupils, teachers will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

### **Community and Parish Links**

- St Matthew's Catholic Primary school is committed to developing strong Parish and Community links and is constantly seeking opportunities to develop these.
- Children from year 1 to 6 regularly attend services in our parish church. We also have parent zoom meetings and will resume services in our school halls as soon as possible (Covid restrictions in place).
- Our parish priest is encouraged to visit our school as much as he can.
- Each year we have Cafod family Fast Day (harvest) and the collection of food from parents are shared between our school food bank and our local food bank.
- Each summer we hold an Enterprise day to which all parents contribute and are invited. Members of our community come in to help in classes each week and discuss their working roles in society.
- Our children take part in local events and festivals. They sing carols in the local elderly care home each Christmas and they take part in our school Summer Festival.
- Children regularly visit places in their school locality and meet people who serve the community : police, Fire officers, shop keepers: as part of the planned curriculum.
- The PTA work hard to organise events in the school, parish, and local community.
- As a school we believe that it is very important to build strong links with our parish and local community and are constantly looking for opportunities to do this.

### **School of Sanctuary**

We are proud of our 'School of Sanctuary Award' which was achieved in the Summer Term of 2016. In 2017 we became 'School of Sanctuary' Ambassadors and our pupils supported the roll out programme to schools in Sefton. All staff and children worked together to make our school a 'Welcoming' school for all. We highlighted the plight of Refugees from around the world and opened our doors to make them feel welcome... home (at last).

We are a School of Sanctuary and after a period of quiet due to the Covid Pandemic we shall be seeking to strengthen our link with EMTAS (Mrs Jill Rowlands) and rebuild our status and vision towards this great venture. (more to follow)

### **Healthy Schools**

- We currently hold the Bronze award for Healthy Schools
- We are in the process of working towards our Silver Award (See Silver Award Action Plan 'Mind, Body, Soul' )

## **Assessment for learning**

Our teachers assess the children's work in PSHE and Citizenship both by making formative informal judgements, as they observe them during lessons and through ongoing summative assessments of the work done and then gauging it against the specific learning objectives set out in the National Curriculum. They liaise with Mrs Pritchard any concerns or issues which may arise during teaching and learning.

We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage. We do not set formal examinations in PSHE and Citizenship. The assessments that we make of pupil achievement are positive and record achievement in its widest sense. See PSHE policy.

## **Resources**

We use a designated resource library area by the lunch hall for PSHE and Citizenship. We have additional resources in the library. Our PSHE and Citizenship coordinator holds a selection of reference materials for teaching sensitive issues and has an open door policy for all staff to discuss any issues or concerns.

## **Equal Opportunities**

We believe that every pupil should have the opportunity to achieve the highest possible standards. We ensure that all children, irrespective of their ethnicity, attainment and ability, age, disability, gender or background, have equality of access to learning. The curriculum we offer in the school encourages children to develop positive attitudes about themselves as well as to people who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking. We recognise that children have different learning styles, making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities. We ensure that children learning English as an additional language have full access to the curriculum and are supported in their learning.

## **Monitoring and review**

The planning and coordination of the teaching in PSHE are the responsibility of the PSHE coordinator, who also:

- supports colleagues in their teaching, by keeping informed about current developments in the subject and by providing a strategic lead and direction for PSHE
- evaluates the strengths and weaknesses in the subject and indicates areas for further improvement;
- uses specially allocated, regular management time to review evidence of the children's work and to observe PSHE across the school.

This policy will be updated annually.