

Wellbeing Policy



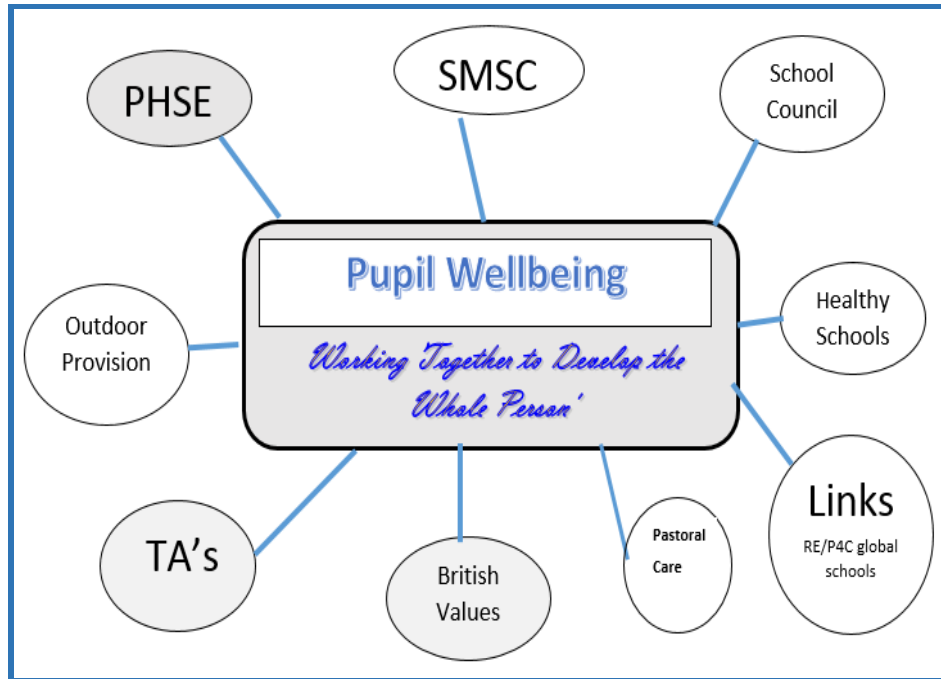
Through respect we will work together in Christ to develop the whole person

Written: September 2019

Date of Review: September 2021

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. Education involves learning to read, write, and do maths, science, history, geography and many more subjects. 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. The introduction to St. Matthew's School Mission Statement well describes the nature of wellbeing in our school.

"In St Matthew's Catholic Primary School, we strive to develop the whole person. We believe that each person is a unique individual with a God given dignity"

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 (and SEAL), 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 Curriculum Leaders incorporated this into all planning

SMSC stands for **spiritual, moral, social and cultural** development. Spiritual Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

- 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 are 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.

Pastoral Care

Mrs Grier is our Pastoral Care Manager and works closely with the Wellbeing and Safeguarding teams. She takes great pride in nurturing our young pupils. She deals with pupil's attendance, behavioral, pastoral and welfare issues. She also works hard to develop and maintain effective and supportive relationships with children and their families and enhance and extend existing provision in order to support learning. In liaison with Mrs Sime she delivers a specialist pastoral support service bridging learning and pastoral support for children and those engaged with them, in order to remove barriers to learning and raise standards.

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), the wellbeing team (see below) 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.

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.

Inclusion Manager (SENCO)

- 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), Mrs Grier, Mrs Walsh (KS1) Mr Brooks (UKS2) Mr McNally (LKS2) and Miss McNally (R)

- 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 taking action.

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, end of year awards assembly, coordinators assemblies, weekly singing and reinforcement of positive behaviour and expectations assembly

School Council Mrs Pritchard is School Council coordinator.

- Pupils are voted onto the School Council. They meet on a regular basis and organise activities throughout the school and feedback to the SMT. The council are presently working on an ECO project about rubbish around the school. They meet on a regular basis and organise ECO friendly activities throughout the school.
- **School Mentors (Playground Buddies)** pupils apply for this position.
- The children help organise equipment in the playgrounds and organise games and interact with younger children. They wear red 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.
- **Reading Buddies** - pupils read with children throughout the year.

Liaison with Parents

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

Extra Curricular Activities - Football, Music, phonics, SATS prep, Rainbows, Purple Mash, Storytelling, Arts and Crafts, Multisports

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, termly news, topical assemblies, Summer fayre, Christmas fayre

The Teaching and Learning Environment

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

A quiet, calm relaxed attitude combined with fairness and a sense of purpose. A demonstration interest in and knowledge of the pupils individually and mutual respect, the pupil recognising their personal qualities and the teachers being sensitive to the needs of the pupils and respecting their contributions.

This feature of wellbeing refers to the harmonious relations which are striven for, 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. We have adopted the Go-Givers scheme with all its resources and links as the backbone of our scheme. This is also linked to the SEAL and the PSHE and Citizenship curriculum.

The Foundation Stage

We use the document "Curriculum Guidance for the Foundation Stage" to inform planning in the Reception classes. We teach PSHE and Citizenship in the Foundation Stage classes as an integral part of our topic work. Our teaching in PSHE and Citizenship matches the aim of developing a child's personal, emotional and social development as set out in the Early Learning Goals. We also support Citizenship education in the Foundation Stage classes, when we teach 'how to develop a child's knowledge and understanding of the world'. Our Foundation Stage curriculum policy contains more detailed information regarding PSHE teaching and learning in our Foundation Stage classes.

PSHE and Citizenship and ICT

ICT makes a contribution 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 Key Stage 2 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 with learning difficulties. 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.

Assessment for learning

Our teachers assess the children's work in PSHE and Citizenship both by making 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.

Resources

We use a designated resource area 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.

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.