



Springvale Primary School

Policy Title: Wellbeing
Date of Review: Spring 2022
Review by: Spring 2025

Signed by:
Chair of Governors
All policies available at
www.springvaleprimary.org

SPRINGVALE PRIMARY SCHOOL

Wellbeing Policy September 2022



A. Introduction

This policy was created after a period of consultation with relevant stakeholders within school. It has been formally adopted by governors and reflects our approach at Springvale Primary School.

B. Aims and Principles

The policy is underpinned by the central aims of Springvale Primary and values held by the school community:

C. Aims of the school

- Springvale is committed to promoting high standards of academic achievement for all learners in all subjects.
- As a school we will continue to develop and instil key life skills and values in our pupils.
- We will encourage positive relationships and communications between home, our community and the wider world.

In particular, Springvale School has an inclusive approach to our provision. Our aim is always to involve all our children and stakeholders in all areas of the curriculum and school life. In accordance with our **Disability Equality Scheme** we recognise that this may mean making special adaptations or arrangements from time to time for children with specific disabilities. We welcome the involvement of disabled adults in all areas of school life.

D. Background Information

Springvale Primary School is a caring and open school, where parents, children, staff and the wider school community all know that their views and needs will be listened to, in both education and personal areas.

E. What is Wellbeing?

- Wellbeing, or PHSE (Personal, Social and Health Education) as it is known in some schools, is learning about who we are, how to keep safe and how to do the best for ourselves and others
- It is about recognition and reward for doing our best
- It is recognising our important role in society and in our school
- It is about making right choices in our lives.

We believe that it is through the provision of a modern and comprehensive wellbeing curriculum, both discretely and via other curriculum areas, that our

children will be enabled to become healthy, independent and responsible members of society.

F.Aims

Wellbeing is an ideal vehicle for focussing on the ethos of our school, as reflected in our main aims. We will continue to develop and instil key life skills and values in our pupils by:

- Increasing confidence, a sense of responsibility and independence.
- Promoting a respect for themselves and others.
- Valuing the contributions of all.
- Ensuring children know how to keep themselves safe and where to go for support.
- Developing the concept of right and wrong thereby encouraging the highest possible standards of behaviour.
- Using and applying academic and social skills in a range of situations.

We will encourage positive relationships and communications between home, our community and the wider world through:

- Nurturing and encouraging personal aspirations.
- Recognising that everyone can make a difference in the world.
- Celebrating similarities and differences amongst us.
- Ensuring that we are all working to a common goal.
- Understanding that education is a three way process between child, home and school.
- Being an accessible and welcoming community learning resource.
- Having respect for and understanding of others' beliefs and ways of life.

G.Principles of the teaching of and learning of wellbeing

The objectives of WELLBEING reflect the objectives and values of our school, namely:

- We wish the children in our school to be recognised for their kindness, responsibility and independence.
- They should be part of a community in which children, staff and parents work together.
- Staff and Governors are regularly trained on aspects of safeguarding children.

H.Strategies for the Teaching of wellbeing

- In Foundation Stage, we plan from the 'Personal, Social and Emotional Development' area of the Early Years Foundation Stage. We plan carefully for play opportunities in order to develop children's skills and attitudes.
- Class teachers throughout school are responsible for the delivery of wellbeing learning and they are guided and supported by the wellbeing

leader Mrs Wildsmith. It is taught both discretely and within other curricular areas. Various schemes including *Circle Time*, *Social Stories*, *Time to Talk* and *Philosophy 4 Education* may be accessed by teachers and used with children.

- In addition to specific lessons, issues are discussed regularly in class council meetings, circle times, assemblies and informal discussions.
- The children are encouraged to take part in a range of activities that promote active citizenship e.g. charity fundraising, planning school special events and interacting with the elderly and the wider local community at Christmas and Harvest time etc.
- The school deploys an experienced and qualified wellbeing TA (Mrs Kent who is present every day) and childrens' counsellor (Val Cortese who visits regularly and who can be called on when required.)
- Children have the opportunity to hear visiting speakers, e.g. health workers, police, theatre groups, local clergy etc. whom we invite into school to talk about their role in creating a positive and supportive community.
- Any sensitive issues (including Sexual Relationships Education or links to sensitive world news) will be taught only after discussion/communication with parents- see the SRE policy on our school website for full details.
- The school currently uses the One Decision learning programme for our wellbeing delivery from F1 to Y6.

I.Strategies for Supporting Pupils Development of Wellbeing in School

There are several pathways available for children who need support:

- A constant focus on positive recognition and reward through whole school systems including a weekly wellbeing theme that is shared with parents/carers, staff and pupils.
- A classroom problem can be solved via circle time or class council.
- Children know that all staff within school are approachable and will listen.
- Our Pastoral Lead, Mrs Amanda Kent is available for children and parents who require one to one support.

J.The Role of the Welling Leader

The wellbeing co-ordinator role has been allocated a specific member of staff who has the following responsibilities.

To:-

- Liaise with other members of staff
- Arrange training support for teaching and non-teaching staff
- Liaise with other agencies
- Ensure continuity, progression and appropriateness
- Gather, organise and disseminate information and resources.
- Actively promote principles of safety, health and wellbeing and friendship within school.

K.Assessment & Reporting

In Foundation Stage, we assess children by observing their play and talk. Written notes, annotated photographs and comments made by children are kept in individual target tracker records which are regularly shared with the parents. We record school entry, termly progress and the summative Foundation Stage Profile scores onto our computer based record keeping system.

In KS1 and KS2 the children may work towards a display, fill in evaluation sheets, record on an activity sheet, or produce a piece of drama work relating to the wellbeing theme. Teachers assess their children through observation and knowledge of their children, and the co-ordinator monitors Wellbeing by collecting evidence e.g. photographs or pieces of work.

L.Role of Pupils in Participation and Responsible Action

The children at Springvale School take an active role in the community, through a range of regular activities e.g. local gala float procession, money raising events, child-initiated sales, public concerts and delivery of harvest produce to the elderly. The school council is actively involved in decision-making.

M.Monitoring & Evaluation

The wellbeing co-ordinator plus management monitor and discuss the development of wellbeing within our school.