



WELL BEING POLICY

Version	Date	Actions Taken	Person Responsible
1	1.3.21	Policy Agreed	C Stubbs / J Neal

Introduction

The Queens' Federation seeks to support the health and wellbeing of all pupils and will provide education and care that recognises the needs of all children. The health and welfare of our pupils is paramount. We recognise the ever-changing multicultural and multi faith nature of our country and community and recognise our role in ensuring that all children and families are treated equally regardless of faith, ethnicity, gender, sexuality, political or financial status.

This policy provides a framework of procedures and responsibilities to support the health and wellbeing of all pupils. It will ensure that all pupils have access to appropriate support and are treated with dignity and respect.

We know that positive emotional health and wellbeing promotes school success and improvement by:

- Contributing positively to priorities such as enhancing teaching and learning, raising standards, promoting social inclusion and improving behaviour and attendance
- Involving pupils more in the operation of the school
- Helping pupils and staff feel happier, more confident and more motivated
- Helping to meet legal, ethical and curricular obligations

Aims

It is the aim of this policy to ensure that children develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Improved health and wellbeing will lead to...

Teaching and Learning

- All pupils being fully engaged, motivated and learning to the best of their abilities
- Pupils being able to challenge themselves and take risks in their learning, determined to reach high standards of achievement and achieve success in different activities
- Pupils and staff being open to new thinking and ideas
- Pupils and staff being able to think creatively and independently
- Pupils and staff being able to link and apply different kinds of learning in new situations
- More effective teaching for all
- Improved attainment and progress
- Pupils and staff will be able to make informed decisions in order to improve their emotional, social and physical wellbeing and in pursuing a healthy lifestyle
- Parents and carers involved in school life and learning

Behaviour and Attendance

- Pupils with positive self-esteem and self-confidence
- Pupils who feel their voice is heard and respected in school
- Pupils with a positive sense of physical, emotional and mental wellbeing
- Pupils who are able to relate well, are respectful to others, and manage themselves well
- Fewer pupils disengaged in learning
- Fewer incidents of unacceptable behaviour with children being able to discuss and resolve incidents through a restorative approach
- Improved attendance
- A strong, supportive school community

Staff Confidence and Development

- High staff morale
- Staff who work in partnership and in a team
- Staff being open to new thinking and new ideas
- Lower levels of staff absenteeism
- Good levels of recruitment and retention
- Positive and effective relationships with pupils, families and the local community

Vehicles for Emotional Health and Wellbeing

The school promotes and provides a range of services to pupils:

- All staff work to ensure every pupil is happy and safe in school, dealing with problems or concerns in a positive and supportive manner
- Trusted adults who can take on the role as an active listener
- Home School Support Worker
- Qualified first aiders
- Visiting therapists and counsellors
- Co-ordinated support from a range of external organisations
- Welcome meetings and transition events
- Wide range of curricular and extra-curricular activities

The school promotes an anti-bullying culture through:

- A strong school ethos which empowers the 'Seven Habits of Effective People,' and respect for difference and diversity
- Regular promotion of anti-bullying procedures through events such as assemblies, national anti-bullying week and PHSCE activities
- Active listeners (adults in school) to whom the victim may turn to

The school promotes and supports pupil voice through:

- Range of leadership opportunities across the school
- Opportunities to become involved in school assemblies
- Pupil leadership groups involvement in school wide decisions
- Fundraising campaigns and pupil led enterprises
- Involvement in recruitment of school staff
- Opportunities for pupils to input and plan for specific tasks and activities
- Assessment for learning involves teachers and pupils in reflection, dialogue, decision-making and target setting

The school promotes the involvement of parents and carers in the life and learning of the school through:

- Welcome meetings, 'Meet the Teacher' sessions, subject focus parent information sessions, open afternoons
- Class assemblies, sports events, musical performances and concerts, end of topic events, special themed events
- Involvement in school trips and extra-curricular activities
- Regular newsletters and school website updates
- Parent Questionnaires
- Regular communication and involvement regarding pupil progress, behaviour and pastoral issues

The school facilitates a context for learning through:

- A well planned progressive curriculum that supports and develops the needs of all learners
- A school environment that
- Enhancing school and classroom layout, facilities and resources
- Recognising the background of individual pupils and their physical, social and emotional needs
- Use of the 'Seven Habits of Effective People'
- High expectations of routines and expectations regarding behaviour and learning behaviours
- Encouraging the development of positive, caring relationships

The school enhances pupil motivation and learning through:

- High quality consistent support for vulnerable children and those with SEN from trained staff and external agencies where appropriate
- A well planned, rich, meaningful curriculum which includes a range of practical, first hand experiences
- A range of challenging opportunities for all pupils
- Using a variety of teaching methods
- Recognising a range of learning styles
- Using a range of teaching styles appropriate to pupil's age and ability
- Activities that raise self-esteem and self-confidence
- Celebration assemblies

The school supports the development of pupil self-esteem and personal development through:

- The PHSCE curriculum which includes Citizenship, Relationships Education, Sex Education and PHSE
- Use of the 'Seven Habits of Effective People' to offer opportunities to build key learning behaviours
- Whole school, phase and class assemblies
- Opportunities for pupil leadership through e.g. school council, house captains, sports leaders, in class leadership roles
- An emphasis on praise and reward through the use of house points. Individual reward systems may be used for individual children.

The school enhances staff motivation, learning and professional development through:

- Whole school training events, including safeguarding and first aid
- Access to appropriate external training
- Provision of regular PPA time to allow for planning, delivery and evaluation of wellbeing and healthy school activities
- Involving staff in decision making and any proposed changes e.g. to the timing of the school day, frequency of reporting to parents

Monitoring and Evaluation

The Wellbeing Policy is monitored and evaluated by the Federation Leadership Team in line with other existing procedures for policy evaluation.

March 2021