

Wellbeing Policy



‘To Lift Ourselves and Others into our Best Future’ ‘I godi’n hunain a phawb ar gyfer dyfodol disglair’

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CLYTHA PRIMARY SCHOOL WELLBEING POLICY 2019

Contents:

- Preface
- Vision
- Rationale
- Vulnerable Learners at Clytha
- Current intervention and support available to all learners
- National Context
- Regional Context
- Reference Groups
- Effective practice in wellbeing and equity
- Links to other key documents

Preface

This Well-being and Equity Strategy brings together in one document all the actions we are taking to improve outcomes for all learners but in particular, vulnerable groups of learners across the school.

Vision

We have the expectation that all learners feel welcomed into their learning environment and can achieve their best, but equally when emotionally or academically challenged they know where to access support and what support is available for them. We continue to set high expectations for all our learners to achieve of their best.

Our school vision is - *'to share with and inspire all with our passion for teaching and learning. Igniting a love of learning in all and influencing and empowering others to create and develop environments and opportunities where learning is a joy and it is a joy to engage.'*

We aim to be a school, which:

- ◆ To provide the best possible education for the children in our school, with a clear focus on the learner and learner outcomes, helping every child to reach his/her full potential in all areas;
- ◆ To secure children's wellbeing, to meet pupils personal and social needs and to promote their spiritual, moral, social and emotional development;
- ◆ To achieve and attain the highest standards and performance in the essential skills of literacy, numeracy and digital competence to enable our children to access the whole curriculum effectively
- ◆ To develop children's bilingual skills and their understanding of their identity and culture including their Welsh identity and their sense of the wider world

Clytha Primary School Wellbeing Policy

- ◆ To ensure all children have access to a broad and balanced skills-based curriculum which:
 - reflects the 'Four Purposes' in the 'Successful Futures' document in readiness for the new curriculum
 - encourages creativity and a sense of enquiry and exploration
 - develops children's independent thinking, problem solving and ability to reflect and improve upon their learning
 - encourages genuine collaborative opportunities
 - develops an engaging curriculum, independence and a rounded experience
- ◆ To develop in children a love of learning and a desire to continue to expand their knowledge and skills throughout their lives;
- ◆ To provide an education that is fit for the world beyond the classroom;
- ◆ To help children to live together in a community, to develop a sensitivity towards others and to become responsible independent citizens;
- ◆ To provide a happy school in a stimulating, secure, clean, attractive and purposeful environment;
- ◆ To care for, and value children as individuals encouraging co-operation and support for one another;
- ◆ To create an environment in which teachers have an entitlement to teach and pupils an entitlement to learn;
- ◆ To develop and encourage a partnership between staff, children, parents, Governors and the community - welcoming and involving all in school life as partners in our children's' education
- ◆ To work as a team and ensure that all staff take responsibility for the education and development of themselves and all children
- ◆ To promote a healthy living lifestyle;
- ◆ To give children opportunities to have a voice and to be actively involved in their own learning which must build on what they already know and can do, their interests and what they understand;
- ◆ To be committed to equal opportunities by opposing all forms of prejudice, discrimination and racism, promoting positive approaches to difference and fostering respect for people of all cultural backgrounds, faiths, genders, sexual orientations, ages, disabilities and languages.

Our Values:

Kindness, honesty and respect and these are intrinsic to the wellbeing of all.

Rationale

The emotional health and wellbeing of everyone in the care of Clytha Primary School is fundamental to our vision and our daily life at Clytha. We believe it promotes school improvement and success in a multitude of ways:

- Pupils are more engaged with their learning
- Improved standards in all Areas of Learning and Experience
- More effective teaching
- Parents and carers more involved in school life and learning
- Pupils with high self-esteem and confidence
- Improved behaviour and attendance
- Positive and effective relationships between staff and with pupils

Clytha Primary School Wellbeing Policy

- Positive impact on recruitment

We believe that positive emotional health and wellbeing creates happier, motivated staff and pupils who strive to get the most out of life and will lift themselves and others into their best future.

Vulnerable Learners at Clytha

All pupils are treated equally and consistently at Clytha Primary. Groups of vulnerable learners are regularly monitored and also in response to changes in circumstances and need using a range of techniques and resources including the Boxall Profile. Intervention support is used when necessary and in response to the needs of the child at any time.

Current Intervention and Support

The school enhances pupil self-esteem and personal development through:

- The Health and Wellbeing Area of Learning and Experiences in particular
- Information, advice and guidance on health and development
- A focus on the Clytha Class Mantras and learning capacities
- Opportunities for pupil leadership through School council, Eco council, School Ambassadors, Health and Wellbeing Team, Criw Cymraeg, School Houses, Digital Leaders, STEM Ambassadors, Buddies and roles within classrooms
- An emphasis on praise and reward for effort
- House points, class rewards, stickers, positive comments
- Yoga and Physical movement breaks
- Opportunities for reflection and spiritual development throughout the curriculum
- Mindfulness moments, Emotional Freedom Techniques
- The use of the Boxall Profile to assess and track support and development
- ELSA and SEAL provision and School Based Counselling

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

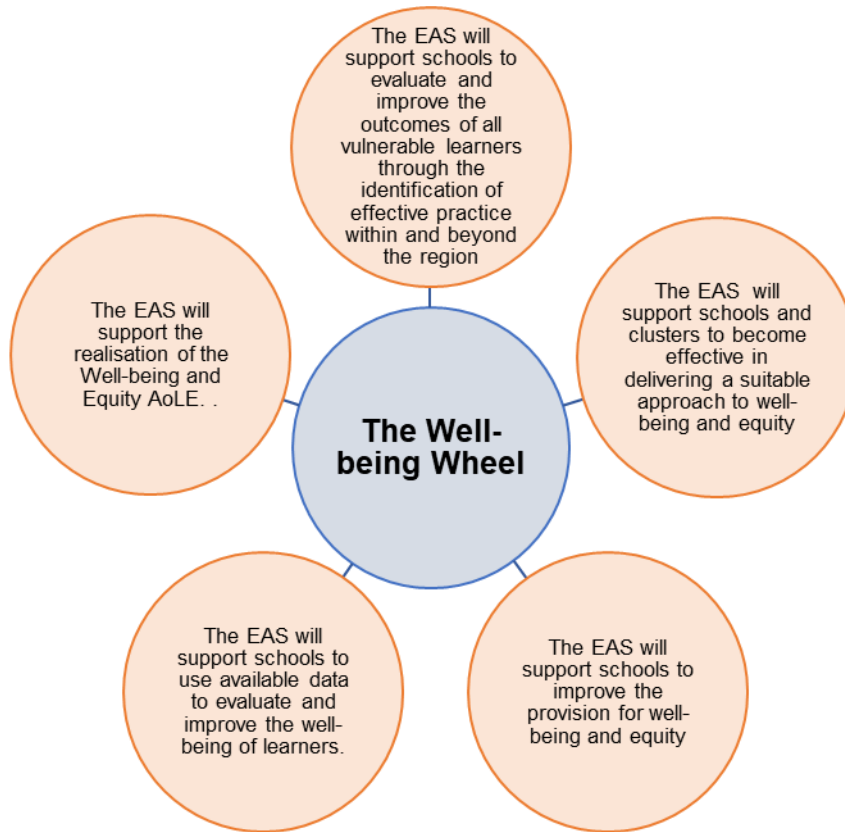
- Careful development as a Learning Organisation with time, trust, opportunities to think together and effective use of technology
- Dedicated and timetabled Assessment, Planning and Preparation time within the school week
- Whole school training events
- Access to appropriate external training and visits to specialists
- Involving all staff in decision making and proposed change
- Professional learning meetings on a three- week cycle
- Individual or group learning research including working school to school – time to research
- Consultation in training and support needs through regular review
- Induction training and information for new staff
- Provide additional support at times of particular stress, change and/or difficulty
- Have a responsive and listening culture, reacting quickly to problems
- Maintain contact with staff when they are absent
- Wheel of Wellbeing is used to support all staff to connect with each other and the world
- Provide opportunities for staff to socialise and relax together
- Opportunities to discuss with the Headteacher and/or SLT any issues of worry/concern

National Context

The Well-being of Future Generations Act became law in April 2015, and into operation in April 2016. This Act places new requirements on the Welsh Government and all public bodies to work together to develop practice to promote the seven well-being goals that aim to improve social, economic, cultural and environmental well-being. There is an expectation that all public bodies, including Local Authorities derive their own objectives from the seven areas.

Regional Context

The EAS Consortia published their Wellbeing and Equity Strategy in October 2018. The strategy outlines the direction of work for 2018-2020 including professional learning opportunities. The diagram below illustrates how the EAS will work in close collaboration with Local Authorities and partners to realise the well-being goals for the region.



Reference Groups

- Whole school staff, Governors, Parents (Carers) and Pupils.
- Professional Partners – Healthy School Officers, Police Liaison Officers, PCSO's, schools within clusters, LNS Schools, School Nurse, ACE Support Hub, Public Health Wales, LA Officers

Effective Practice and Equity

The effectiveness of this strategy will be evidenced through taking into consideration personal or social circumstances such as gender, ethnic origin or family background. These are not viewed as obstacles to achieving educational potential and that all individuals to reach a level of skills that reflects their potential.

Links to Other Policies

- Behaviour Policy
- Anti-Bullying Policy
- Looked After and Adopted Children Policy
- More- Able and Talented Policy

Clytha Primary School Wellbeing Policy

- ALN Policy
- ALN Readiness Tool
- ACE Readiness Tool
- Curriculum Policy

Date of policy: October, 2019

Signed Chair of Governing Body:

Date for review (every two years).