



# Southfields Primary School

## **Pupil Well Being Policy**

### **Rationale of Policy:**

SMSC and British Values are included in this Wellbeing policy as they are fundamental to the building blocks and ethos that make up our curriculum. British Values are promoted through SMSC and embedded into the Wellbeing of our young pupils.

### **SMSC (Social Moral Spiritual Cultural) at Southfields Primary School**

Southfields Primary School seeks to support the health and wellbeing of all pupils and will provide education and care that recognises the individual needs of all children. The health and welfare of our pupils is paramount.

Southfields Primary School is committed to serving its community. It recognises the ever-changing multicultural and multi faith nature of the United Kingdom and the role it has in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation.

Southfields Primary School follows equal opportunities guidance which guarantees that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status. Southfields Primary School is committed to preparing children for life within society and ensuring that it promotes and reinforces British values to all its children.

### **Policy Aims**

This policy is to provide 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 respect and dignity.

The aim of this policy is 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. Learning through health and wellbeing enables children to;

- Make informed decisions in order to improve their emotional, social and physical wellbeing
- Experience challenge & enjoyment
- Experience positive aspects of healthy living and activity for themselves
- Apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- Establish a pattern of health and wellbeing which will be sustained into adult life and which will help promote the Health and Wellbeing of the next generation of children.

### **British Values at Southfields Primary School**

*The Government emphasises that schools are required to ensure that **key 'British Values' are taught in all UK schools to prepare children and young people positively for life in modern Britain.** The government set out its definition of British values of:*

### **Democracy:**

Democracy is embedded within the school. Pupils have the opportunity to have their voices heard through our School Council and Pupil questionnaires and daily through a mastery approach where they are taught to agree and disagree with one another when

reasoning about their learning. The elections of school councillors are based solely on pupil votes. Our school behaviour policy involves rewards, which the pupils decide upon at the end of each week.

### **The Rule of Law:**

The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout the school day, as well as when dealing with behaviour and through school collective worship. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police, Fire Service etc. are on our annual calendar and help reinforce this message.

### **Individual Liberty:**

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through our provision of a safe environment and empowering education supported by embedded learning behaviours. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advise how to exercise these safely, for example through our E-Cadets on our On-line Safety Team and through PSHE lessons. Pupils are often given the freedom to make choices in our extra-curricular clubs.

### **Mutual Respect:**

Part of our school ethos and behaviour policy revolves around one of our GARK values, **'Respect'** and this is also one of our key drivers as a school. Pupils have been part of discussions and assemblies related to what this means and how it is shown. As a school we promote respect for others and this is reiterated through our classroom and learning rules, as well as our behaviour policy.

### **Acceptance of those of Different Faiths and Beliefs:**

Another one of our GARK values is **'Acceptance.'** We enhance pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Assemblies and discussions involving prejudices and bullying have been supported by learning in RE and PSHE. Members of different faiths and cultures are encouraged to visit our school and share their knowledge to enhance learning within classes and the school.

### **Implementation**

## **How we ensure the wellbeing of every child through British Values and SMSC opportunities.**

### **We recognise that:**

#### **The spiritual development of our pupils is shown by their:**

- 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.

#### **The moral development of our pupils is shown by their:**

- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives 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 being able to understand and appreciate the viewpoints of others on these issues.

### **The social development of our pupils is shown by their:**

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities e.g. extra-curricular clubs, 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 acceptance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

### **The cultural development of pupils is shown by their:**

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity.

## **Southfields Model of Pupil Wellbeing - GARK values**

At Southfields Primary School every individual is valued for who they are and what they contribute to the school. Our school GARK values are at the core of everything we do and underpin our teaching and learning and the positive environment in school, which complements the high expectations we hold for each individual child. The whole staff team and all pupils are involved in promoting our GARK values and recognising where others are 'living the values'.

### **Good learners**

*When a child leaves Southfields Primary School we believe we have equipped them with the enthusiasm and knowledge, skills and concepts, attitudes and techniques to enable them to continue learning within and beyond school, and in the future. In order to achieve this, children are supported and encouraged to develop good learning habits - take pride in the work they do; use initiative and become independent and confident learners who strive to do their best and reach their full potential; to rise to the challenges, be resilient and persevere to see them through;*

### **Accepting**

*This means to accept our differences. It means showing acceptance and respect, no matter the race, religion, age, gender, ability, opinions, and ideologies of other people or groups. One of the Fundamental British Values to be taught in schools is about tolerance - a fair, and objective, attitude to those whose faith and beliefs may differ from one's own. At Southfields Primary School we do not believe that a diversity of faiths and beliefs is something to be tolerated but rather accepted and celebrated. As a school, we are emboldened and strengthened by our diversity. We promote the importance of learning and working together as defined in our*

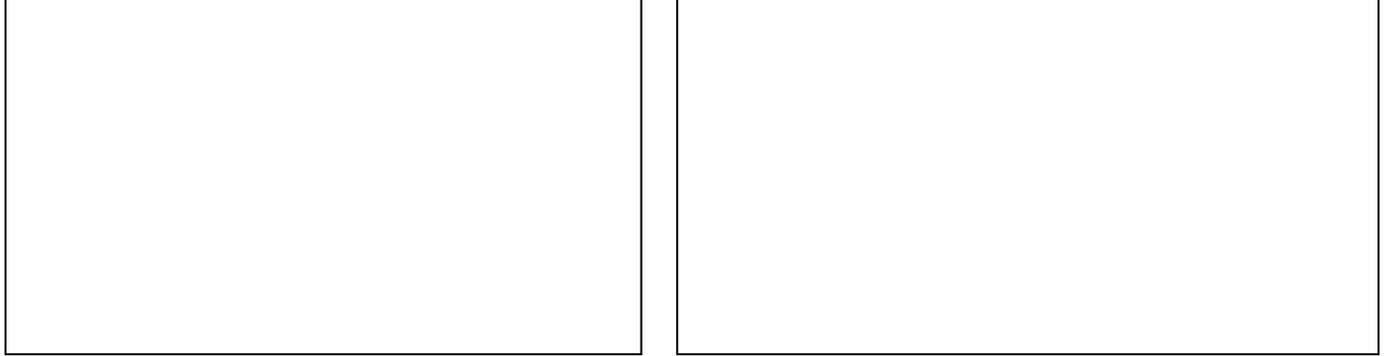


### **Respectful**

*Mutual respect, another Fundamental British Value, is at the heart of our school and underpins our relationships with each other, our manners, our conversations and our attitudes towards each other, our community*

### **Kind**

*This a key component of our ethos and Anti-bullying Policy. Friendliness and empathy sit within this value as we strive to be a bully free school. Being polite to each other, showing affection, smiling, using appropriate language*



**Each pupil will be supported by staff who will**

- Work to ensure the pupil is happy and safe in school
- Deal with any problems or concerns in a positive and supportive manner
- Provide relevant learning opportunities about pastoral concerns and practices.
- Act as a supportive link to parents, carers, family and external services
- Ensure that information about the pupil is used sensitively to support their well-being and achievements.

**Each pupil will have an opportunity to learn about**

- Their personal wellbeing
- Their rights and responsibilities within this system
- Issues that impact upon their future health and welfare

**Each individual pupil will have access to**

- Guidance and advice
- Confidential caring services

## **Monitoring of Wellbeing, SMSC and British Values**

### **Monitoring and Review**

Senior Leaders are responsible for monitoring the standards of children's work and the quality of teaching. They support colleagues by giving them information about current developments in the subject of well-being in the school. The SMSC lead uses 'SMSC Gridmaker' to monitor, capture, analyse and share evidence of SMSC and British values.

### **CONFIDENTIALITY**

The school operates clear procedures for confidentiality as set out in the school's Staff Behaviour Policy (Code of Conduct)

### **STAFFING AND STAFF DEVELOPMENT**

All staff are an integral part of the pastoral system and access on-going training and professional dialogue with Senior Leaders in;

- Safeguarding
- Talking and listening to individual pupils and their families
- Providing relevant learning opportunities on sensitive issues
- Understanding their role within the school pastoral system

**Key members of staff will have access to appropriate training on:**

- Safeguarding procedures
- Counselling skills
- Behaviour management and anti-bullying strategies

- Managing Bereavement
- Nature provision
- Early Help
- Play therapy

## **Teaching Points**

A variety of teaching methods is beneficial e.g. class, group, pairs, individual. Open enquiry, the expressing of opinions, sharing views, oral and written work, music and drama, are utilised.

## **Outside Agencies/Visitors**

It is widely recognised that specialists and experts from other agencies can provide information, expertise and insights that class teachers would not normally be able to provide. The use of other agencies to complement and enhance the work of the class in a planned way is to be encouraged. It is important that the school enters into discussion with the agency prior to the input to ensure that it will indeed complement the ongoing curriculum. Senior Leaders will ensure that agencies come from reputable sources, satisfy guidelines for their use and are approved for use in schools by the education authority.

## **Parents**

The school will consult and involve parents appropriately in our approaches to learning and teaching. We believe that sharing our values with parents, carers and our community is essential in supporting the children through their journey in school and life. We acknowledge and understand the importance of the role that our community has to play and appreciate the need to inform them of the values through regular updates, newsletters, assemblies, inviting parents to share in themed activities and through our website.

## **Responsibility of All**

Everyone within the school, whatever their contact with children may be, shares the responsibility for creating a positive ethos and climate of respect and trust - one in which everyone can make a positive contribution to the wellbeing of each individual within the school and the wider community.

## **Some Examples of our Well-being Curriculum**

### **Daily Acts of collective worship**

Our collective worship and assemblies uphold the schools values of spirituality, diversity and respect. Successes are celebrated through a weekly celebration assembly.

### **Learning Behaviours**

Our GARK values promote strategies to ensure that the well-being of pupils is foremost in all learning. Pupils are involved in promoting our GARK values and recognising where others are 'living the values'.

### **PSHE**

Mutual respect is also taught in an informal nature throughout the school days. Students are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our On-line Safety policy, PSHE JIGSAW programme and assemblies.

### **RE**

Respect for people from different faiths and their beliefs are promoted in RE as pupils gain a greater understanding of religious diversity and practices for those religions represented in the UK.

## **PE**

Promotion of the concept of “fair play”, following and developing rules, celebrating and rewarding success, accepting defeat and participating in activities that promote cooperation with others and inclusion for all form an integral part of the PE curriculum. Our Real PE curriculum particularly focuses on the theme of challenging themselves and reflecting on their challenges as part of their self-assessment. Playground Pals (pupils) monitor and support other pupils with transferring these skills to the playground.

## **Geography**

Our Geography related topics include learning about and respecting our own community and other communities within Britain and in other parts of the world.

## **Computing**

Our pupils are taught to research other countries and their traditions and cultures.

Approved:

Review date: July 2021