

Kenton College Preparatory School



Wellbeing Policy

Audience	Teachers, Parents, Governors
Author	Deputy Head Pastoral, Designated Safeguarding Lead
Last Review	November 2022
Next Review	November 2023
Related Policies	<ul style="list-style-type: none">● Safeguarding & Child Protection,● Prevent Duty Policy● Staff Handbook,● Anti-Bullying Policy

Introduction & Purpose

In partnership with parents we accept that we have a responsibility to help pupils in their personal, social, moral and spiritual development. We believe that there is a great deal of a pupil's experience and development which cannot be explained or taught through academic disciplines alone and there is a need for time to be devoted to pupil wellbeing. The Wellbeing programme is a crucial part of a pupil's experience at Kenton and the values which permeate the programme are those which we believe are important to Kenton College and the child's wellbeing and future endeavours.

The Board of Governors and staff of Kenton College take seriously their responsibility for safeguarding and promoting welfare of all pupils in their care. The Kenton College Board of Governors are ultimately responsible for the provision stated in this policy.

Policy Statement

Our programme provides pupils with the knowledge and understanding of who they are and the part they do, and will, play in an ever-changing world.

Aims

In a caring and controlled atmosphere, we aim to:

- raise awareness of the diversity of culture and experience among the pupil body.
- develop each pupil's understanding of the need for responsibility for their own behaviour.
- develop an awareness of self-worth in relation to peers, the school community and the wider world.
- provide opportunities for pupils to become aware of their personal needs and aspirations and how best to address them.
- acknowledge and implement strategies for coping with personal and social situations.
- understand the rights and responsibilities of each individual.
- be aware of and be able to make educated choices in relation to personal health and fitness.
- develop some understanding of the world in which they live and, in simple terms, understand the principles which underpin the economy and government of their country and the UK.
- be conscious of the world in which they live and recognise they have the responsibility to make a positive contribution.
- promote the spiritual development of pupils.

Fundamental British Values

Values such as democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs are woven into a pupil's life at Kenton College.

Democracy

- Pupils are encouraged to be part of decision-making processes such as:
 - Election of House Captains
 - Consultations when new facilities are being planned
 - Election of Form Reps and discussion of ideas the Form Reps have in the School Forum
 - Involvement in the recruitment process of Senior Leaders

Rule of Law

- Pupils learn to appreciate the Kenton Expectations that the school operates with and are encouraged to reflect on what would happen if these expectations are not met.
- Pupils have additional rules within classrooms (clearing away, iPad charging and distribution etc.) in order to instil a sense of community and respect for rules that benefit each member of the class.
- History of British laws and governance are part of the C.E. History curriculum.
- Kenyan History and Citizenship lessons cover aspects of Kenyan law.

Individual Liberty

- The Wellbeing programme has been designed to allow pupils to reflect on their liberty and to listen to the views of others. Pupils undertake activities that allow them to be in control of their actions, plan for a positive future and to embrace personal changes.
- Where possible, pupils are given a choice of learning approaches to reach lesson outcomes and objectives.
- Freedom of choice of play areas, friendship groups, after school clubs, menu choices in the dining room.

Mutual Respect and Tolerance

- Respect and Tolerance are two of the Character Strengths (Values) that are promoted across the whole school and all activities on a half-term basis.
- Faith and belief systems are celebrated in the TPR curriculum with the aim of pupils having an appreciation of the cornerstones of major world religions.

Responsibility for pupil behaviour

The clear and simple Kenton Expectations are a constant reminder to pupils that they are responsible for their behaviour. Pupils are provided with chances to improve before sanctions are applied in cases where teachers feel responsibility is not being shown by a particular pupil.

Respect for public institutions and services in England

Given the colonial past of Kenya, local institutions and services often bear close resemblance to those in England which provide a useful avenue of learning by comparing and evaluating them. The Kenyan History and Citizenship programme emphasises the value of institutions such as Parliament, the police force and the Post Office and services such as healthcare, welfare services and education.

A significant proportion of teachers at Kenton College are either British or have lived and worked in the UK and imparting knowledge of these institutions and services is embedded into lessons where appropriate.

Assemblies also provide opportunities to share knowledge of these institutions and services.

Political Views

Kenya is a highly politicised country and tribalistic voting tendencies can be a cause of tension. Kenton College teachers are instructed not to share their own political views with pupils. Where a pupil asks questions relating to politics (local or global), the teacher(s) present are required to offer a balanced view of any opposing ideas or situations. During these occasions, pupils are encouraged to show empathy.

A proportion of Kenton College parents are themselves either politicians or work in the political arena. With this in mind, Kenton College remains non-partisan in all activities, publications and communications and does not promote any particular view, political party or politician.

Content and Planning of Wellbeing Lessons

Junior School pupils (Yrs 2, 3 and 4) are taught Wellbeing in a dedicated 30 minute lesson, timetabled through the week. These lessons are planned using guidance and resources from the Jigsaw online platform by the Head of Juniors and delivered by class teachers. As well as this, circle times, class discussions and Year group meetings are also encouraged when different learning situations arise.

Senior School pupils (Yrs 5-6 and 7-8) are taught Wellbeing in a dedicated 45 minute lesson, timetabled every Friday. The lessons are delivered by Form Tutors and overseen by Heads of Year. The school uses the Jigsaw online platform for delivery of the lessons.

Monitoring of Wellbeing lessons:

In the Junior School, each class has an online Wellbeing booklet where classes collate weekly discussions, notes and evidence of shared learning. These are then checked weekly by Heads of Year and Head of Juniors. These booklets are shared regularly between year groups to encourage learning between peers as well as monitor understanding. At the end of each half term, the pupils 'sign' a pledge with their fingerprints, in order to keep considering key themes in everyday life.

In the Senior School, The Deputy Head Pastoral monitors and discusses pupil responses to the weekly sessions in meetings with the respective Heads of Year.

Assessment of Wellbeing lessons:

No formal assessment takes place. Assessment is largely observational, verbal and through the outcomes of Wellbeing projects (such as form room displays) undertaken by pupils.

Values/Character Strengths

We recognise that values are transmitted either consciously or subconsciously throughout our contact with pupils in all aspects of life at Kenton.

We aim to have a shared values system so that pupils receive clear, consistent, and not haphazard or conflicting demonstrations of our values. The values we adhere to are the ones which we expect all staff and pupils to respond to. They are shared by all irrespective of race, culture or religion.

Our core values are Honesty, Respect and Courage. In addition, we incorporate half-term values such as positivity, friendship, empathy, kindness etc. Again, there is an element of flexibility according to need.

Wellbeing in the curriculum

The school day is full of opportunities to promote pupils' wellbeing and develop self-esteem, including:

- Presentations celebrating achievements
- Displays of pupil work
- Tea with Ms Weston
- House Competition
- Positions of responsibility
- Feedback and Marking
- Positive Behaviour Management
- Achieving academic challenges
- Informal interaction and discussion with teachers
- Friday Focus, School Magazine, Buffalo Sports
- Performances

Enrichment activities

At various times throughout the year, pupils can experience the following:

Wider Horizons – Year 8

- Planning and delivering lessons to Junior School pupils
- Orphanage visit and interactions
- Life skills sessions (e.g. cookery, first aid)
- Planning, scripting, rehearsing and performing a play to the school community
- Transitioning to secondary school session
- Conservation work such as tree-planting within our school grounds
- Careers talks from parents in certain professions
- Residential trips to promote team-building, leadership and resilience

Interview Practice – Year 6-8

- Planning responses to interview questions
- Learning about the impact of body language, eye contact and first impressions

- Mock interview practice

Equal Opportunities

The Wellbeing programme aims to promote children's feelings of self-worth. Teachers, therefore, are expected to acknowledge and celebrate the diversity of race, ability and religion within the class, school, country and wider world. Treatment of equal opportunities should satisfy the whole school policy on Equal Opportunities.