

# Kenton College Preparatory School

## Wellbeing Policy

<b>Audience</b>	<b>Teachers, Parents, Governors</b>
<b>Author</b>	<b>Deputy Head Pastoral, Designated Safeguarding Lead</b>
<b>Last Review</b>	<b>Oct 2021</b>
<b>Next Review</b>	<b>Oct 2022</b>
<b>Related Policies</b>	<b>Safeguarding &amp; Child Protection, Prevent Duty, Staff Handbook, Anti-Bullying</b>

## **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.

## **Roles**

<b>Role</b>
<b>Headteacher</b>
<b>Deputy Head Pastoral, Designated Safeguarding Lead</b>
<b>Head of Yr 8</b>
<b>Head of Yr 7</b>
<b>Head of Yr 5 &amp; 6</b>
<b>Deputy Head Juniors</b>
<b>Junior Coordinator</b>

## **Policy Statement**

Our programme provides pupils in the senior school with the knowledge and understanding of who they are and the part they do, and will, play in an ever-changing world. 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, 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 to 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.
- be conscious of the world in which they live and recognise they have responsibility and role to play.
- promote 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 rules that the school operates with (Golden Rules, No Excuses, Functional Rules) and are encouraged to reflect on these rules if broken.
- 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.
- British laws are a part of the History curriculum.
- Kenya 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.

### **Mutual Respect and Tolerance**

- Respect and Tolerance are two of the Value-based Education themes 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, simple and ubiquitously displayed school rules at Kenton College 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**

The Kenya 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. 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.

A high 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**

The programme is based on themes identified as good practice in promoting pupil wellbeing. Certain areas of Wellbeing are dealt with in a cross-curricular context and the citizenship elements are taught through Kenya History and Citizenship lessons.

The Deputy Head Pastoral plans a weekly wellbeing session for all form tutors to deliver. The same resources are shared with the Junior school classes and can be adapted to suit the needs of that age group. The sessions planned are tailored for needs that arise at various stages of the academic year and/or any global, national or local issues. Examples of such sessions are:

 Week 10: Sleep	Posted Mar 18
 Week 9: Role Models	Posted Mar 10
 Week 8: Screen Time	Posted Mar 3
 Week 7: Digital Wellbeing	Posted Feb 23
 Week 5: Reflection	Posted Feb 8
 Week 4: Laughter	Posted Feb 3
 Week 3 - COVID19	Posted Jan 28

## **Values**

We recognise that values are transmitted either consciously or unconsciously 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 hope all staff and pupils can respond to. They should be 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.

## **Organisation of Teaching Wellbeing**

The teaching of Wellbeing is the responsibility of each form teacher/class teacher. Teachers are encouraged to work collaboratively and to evaluate the programme with their Year group colleagues to adapt resources to suit their individual class/pupil needs.

The Programme is currently timetabled weekly for pupils and is embedded across the curriculum. There are adequate “form time” opportunities each week for form tutors/class teachers to explore themes further.

## **Monitoring**

The Deputy Head Pastoral monitors and discusses pupil responses to the weekly sessions in meetings with the respective Heads of Year. The Deputy Head, Head of Juniors monitors the implementation of wellbeing aspects of teaching and learning.

## **Assessment**

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).

## **Careers**

The main careers-focused event of the school year is a Careers Fair. The fair is attended by Year 7 and 8 pupils. Parents of all pupils in the school are invited to represent their profession/job/career. Pupils find out about:

- How to plan for a certain career
- What a typical day looks like
- What work experience might be useful as preparation
- Qualifications required for a certain career

As well as providing the pupils with a valuable insight into certain careers, this event serves as a community opportunity during which the parents can interact with and guide Kenton pupils.

## **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

### **Interview Practice – Year 6-8**

- Planning responses to interview questions
- Learning about the impact of body language
- Mock interview practice

### **Other opportunities include:**

- Published authors and local artists judging illustrated writing competitions
- Kenyan sports men and women addressing pupils in assembly
- Local astronomers bringing in a planetarium for Junior pupils
- Art camp run by professional artists during school holidays

## **Equal Opportunities**

The 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.

