

Kenton College Preparatory School and Early Years



Founded in 1924

Wellbeing Policy

Audience	Teachers, Parents, Governors
Author	Deputy Head Pastoral, Designated Safeguarding Lead
Last Review	September 2026
Next Review	September 2027
Related Policies	• Safeguarding & Child Protection • Prevent Duty Policy • Staff Handbook • Anti-Bullying Policy • Equal Opportunities 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 College 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 their place 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, emotional, moral and social 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.

British Values

Democracy – what do we do?

- Class voting for the election of school council representatives twice a year;
- Annual house elections to vote for their pupil House Captains;

- Provide pupils with a broad general knowledge of, and promote respect for, public institutions and services;
- Teach pupils how they can influence decision-making through the democratic process;
- Taught through assemblies and our school curriculum;
- Encourage pupils to become involved in decision-making processes and ensure they are listened to in school;
- Help pupils to express their views through school council;
- Taking part in formal debates, the results of which are decided by a vote;
- Model how perceived injustice can be peacefully challenged.

Rule of Law – what do we do?

- Ensure school expectations are clear and fair;
- Help pupils to distinguish right from wrong;
- Help pupils to respect the law and the basis on which it is made;
- Help pupils to understand that living under the rule of law protects individuals;
- Developing restorative justice approaches to resolving conflicts;
- Explore within our Wellbeing sessions laws and what to do if peer pressure is trying to persuade children to break these.

Individual Liberty – what do we do?

- Support pupils to develop their self-knowledge, self-esteem, self-confidence;
- Encourage pupils to take responsibility for their behaviour, as well as knowing their rights;
- Model freedom of speech through pupil participation, while ensuring protection of vulnerable pupils and promoting critical analysis of evidence;
- Challenge stereotypes;
- Implement a strong anti-bullying culture;
- E-Safety units of work are taught throughout Wellbeing and in the Computing Curriculum.

Mutual Respect and Tolerance of different cultures and religions – what do we do?

- Mutual respect is at the heart of our values. Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect.
- Tolerance of those of Different Faiths and Beliefs – we also seek to embed tolerance and acceptance of different faiths and beliefs into our curriculum as widely as possible to help our children learn about the diverse world in which we live.
- Our Wellbeing lessons, assemblies and TPR curriculum promote respect for individual differences and actively challenge stereotypes.
- Pupils are involved in celebration assemblies for Diwali, Eid and Christmas;
- Pupils are provided with opportunities/accommodations to observe their own religious traditions during Ramadan;
- Pupils are encouraged to share their own culture and to acquire an understanding of, and respect for, other cultures and ways of life.

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 the UK

Given the colonial past of Kenya, local institutions and services often bear close resemblance to those in the UK 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 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

EY1 and EY2- pupils are taught Wellbeing topics during circle time throughout the week.

Year 1 - pupils are taught Wellbeing topics on Mondays

Junior School pupils (Years 2, 3 and 4) are taught Wellbeing in a dedicated 30 minute lesson, timetabled on a Monday afternoon. These lessons follow different formats depending on the topic of discussion, including circle times class discussions and Year group meetings that are also encouraged when different learning situations arise.

Senior School pupils (Years 5-8) are taught Wellbeing in a dedicated 45 minute lesson, timetabled every Monday. The lessons are delivered by Form Tutors and overseen by Heads of Year and Deputy Head Pastoral. The school adapts materials from online platforms including the PSHE Association for delivery of the lessons.

Monitoring of Wellbeing lessons:

In the Junior School, each class has an A3 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 displayed in all Junior classrooms and available for pupils and staff to look at at any time.

In the Senior School, the Deputy Head Pastoral meets with Heads of Year and discusses pupil responses to the weekly sessions (including those made on the Wellbeing Google classroom). Review sessions are built into the Wellbeing programme.

Assessment of Wellbeing lessons:

Throughout the Wellbeing programme, assessment takes place to identify pupils' starting points: to check understanding and amend teaching and to demonstrate new learning and measure progress. Pupils undertake various activities and learning is assessed informally and formally through the outcomes of Wellbeing projects (such as form room displays), activities on Google Classrooms, questionnaires and the form journals. Pupils are given the opportunity to give feedback and demonstrate their learning of the Wellbeing topics and sessions through questionnaires and review activities at the end of every half-term. Form Tutors/Heads of Year and the School Counsellor input into the Wellbeing programme.

Values

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, Courage and Kindness. In addition, we incorporate half-term values such as positivity, friendship, resilience, teamwork 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
- Marvellous Manners
- House Competition
- Wellbeing / Worry boxes in every classroom
- Positions of responsibility
- Feedback and Marking
- Positive Behaviour Management
- Achieving academic challenges
- Informal interaction and discussion with teachers
- The Kenton Post, School Magazine

- Performances
- Friday Wellness sessions
- Kenton Tree of Values
- Pastoral Mentors (Years 6 - 8)
- Listening Team

Afternoon activities

All junior and senior pupils take part in a programme of afternoon activities designed to provide them with Life Skills. Topics include:

- Gardening
- Cooking and Nutrition
- Key Skills
- Needlework
- Charity/Outreach
- Money Matters
- Survival Skills

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 a 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.