



## **Wellbeing Policy**

**Date September 2019**

Date created:	September 2019
Responsible:	L McKenzie
Date Ratified:	
Responsible Committee:	Standards and Personalisation
Date to be reviewed:	September 2020 unless otherwise required due to new legislation
Statutory Policy:	No

## **1. Wellbeing and life skills**

Wellbeing and life skills including PSHE are the process and skills set by which we promote our students' personal and social development to enable them to live happy and meaningful lives and to reach their potential. Life skills are a planned programme of learning opportunities and experiences that supports student growth and development as members of families and communities. It also includes all the planned learning opportunities, within the whole curriculum, that contribute to personal and social development including positive mental health and wellbeing.

## **2. Aims and objectives of Wellbeing**

We believe that Wellbeing should enable students to become healthier, more independent and more responsible members of society. We ensure appropriate information is given within all curriculum areas to demonstrate that the topics of risk taking, loss and bereavement, sex and relationships education, drugs education, first aid and economic well-being, global citizenship, democracy, decision making and understanding of the choices other people have to make which pervade all aspects of life. We achieve this in a classroom environment where students feel safe to explore new concepts and ideas and to reflect on their learning, evaluating for themselves and extending learning through questioning

The objectives of Character, Confidence and Creativity are to enable the students to:

- Develop self confidence and self esteem, make informed choices regarding personal and social issues for positive mental health and where to get support
- Know and understand a healthy lifestyle
- Be aware of safety issues
- Understand what makes for good relationships with others; have respect for others
- Be independent members of a community
- Be positive and active members of a democratic society
- Develop good relationships with other members of the community.

At Hazeley Academy the Wellbeing curriculum is informed by local and national data and supported by the Academy pastoral system as well as several outside specialist agencies. We endeavour to promote the ethos of the Academy by encouraging self-improvement and signposting the support available to all students, both at the Academy and within the wider community.

### **3. Wellbeing opportunities**

At The Hazeley Academy Wellbeing is delivered through form time, independent and group activities, booklets and schemes of work, as well as lead lessons, and a cross curricular approach that enables students to experience the relevance of Wellbeing in all areas of the curriculum. Teaching includes elements of Wellbeing that are developed as part of the natural teaching plan where tasks naturally suit the topic of study. All students experience the different elements of the National Curriculum guidelines according to their academic year. The following means can be used to support delivery:

- Theatre in education
- DVD material
- Visits from outside specialist agencies
- Themed lead lessons
- Enterprise activities
- Drop Down Days
- Sponsored activities
- Group work
- Discussion
- Enrichment and clubs
- Hazeley +

### **4. Teaching and learning**

We use a range of teaching and learning styles to meet Wellbeing requirements. We emphasise active learning by including students in discussions, investigations and problem solving activities. We encourage students to take part in a range of tasks that promote active citizenship. We organise classes in such a way that students are able, through discussion, to set agreed classroom rules of behaviour and resolve conflict. We offer students the opportunity to hear visiting speakers, such as health workers, police and the young offenders prison service, to talk about their role in creating a positive and supportive local community.

**The curriculum content for Wellbeing can be grouped under the following headings:**

- Safety
- SRE education
- Drugs education
- Difference and Diversity
- First Aid
- Loss and Bereavement
- Healthy Lifestyles and positive mental health
- Global citizenship
- Democracy
- Rights and responsibilities

It is likely that sensitive and controversial issues will need to be addressed from time to time whether they arise incidentally or as part of a planned programme of work. Students will be given the opportunity to consider such issues in order that they make an informed decision from their own standpoint. For specific details of two such aspects of Life Skills please refer to the Academy's SRE policy and the Drugs education policy.

## **5. Management**

Lead Teachers: L Mckenzie and K Bowers

The Wellbeing Lead Teachers are responsible for co-ordinating, resourcing and managing Wellbeing within the Academy. This includes assessing suitability of resources and support materials, planning drop down days, wellbeing drop down sessions, retaining links with agencies and voluntary organisations to support our provision, maintaining up to date knowledge and attending and/or delivering relevant training. The Lead Teachers will also make any necessary amendments to processes revealed through the subject review process.

## **6. Monitoring, assessment, evaluation and reporting to parents**

The Wellbeing LTs are responsible for monitoring the delivery of the Wellbeing curriculum in drop down lessons and for ensuring that any shortfall is met through assemblies and off-timetable days. The impact of the wellbeing sessions and off-timetable days are assessed through a student feedback, influencing the content of subsequent days.

## **7. Resources**

### **Visits and visitors**

Visitors play an important part in the Wellbeing programme here at school. Experts in particular areas are used not only for their specialist knowledge, but also to encourage students to see the relevance of the subject to life outside the Academy. Some use is also made of visits. It is important that visitors are aware of the Academy policy and agree to operate within it. Visitors to the Academy include:

- Brook
- Compass
- Theatre groups
- Parish warden
- Local businesses
- Woodhill prison officers
- Wendy Gough (cancer)
- Bridgebuilders
- Bosom Buddies
- Loudmouth

Visitors to the Academy are not left alone with students at any time. Class teachers remain with classes.

## **8. Materials**

We keep resources for Wellbeing on the staff shared area of the Academy network so that any member of staff can access these at any time. Hard copies of resources are also supplied to each relevant teacher for reference. For information on the selection of resources please see the SRE or Drugs education policy. Hard copies of the policies are kept in the staff room

Additional resources, such as leaflets and local information can be obtained from the Wellbeing Lead Teachers.

## **9. Equal opportunities**

The Hazeley Academy is committed to a policy of equal opportunities for all students. Wellbeing is an entitlement for all students regardless of their particular beliefs, gender, social class or ability and the curriculum and learning approaches are planned with this in mind. All people working with or supporting students at this school are aware that we have an equal opportunities policy in place.

## **10. Links with other policies**

Wellbeing overlaps with other areas of the curriculum and Academy life. Other policies that can be read in conjunction with this are:

- Drugs education policy
- SRE policy
- Confidentiality policy
- Safeguarding policy
- Equal opportunities policy
- External visits policy
- Health and safety policy

## **12. Policy review date**

Wellbeing will be incorporated into the Academy Improvement Plan as part of the cyclical review of policies and procedures. This policy will be due for review in September 2020, unless otherwise required due to new legislation.